

**The Effects of Reflective Learning to Students' Engagement and Academic  
Performance in Filipino**

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## ABSTRACT

This quasi-experimental study aimed to investigate the effects of reflective learning on students' engagement and academic performance in teaching a Filipino course at a private university in Iloilo City. It utilized two intact sections of third year college students taking up Filipino 12 (Sayko-sosyolinggiwstik na Pag-aaral ng Wikang Filipino) during the First Semester of AY 2023-2024. Instruments included a researcher-prepared engagement observation checklist and a 45-item multiple choice with a 10-point essay test duly validated by experts and reliability tested before the test administration. Frequency distributions, mean, standard deviation, and t-tests for independent and paired samples were the statistical tools used. All tests were based on a .05 level of significance. Textual interpretation was used in reporting the supporting qualitative data. Findings revealed that the learning engagement and academic performance of students in Filipino 12 who were exposed to the reflective learning method were better than those exposed to the lecture-discussion method. It was also found that the reflective learning method is an effective tool for enhancing the metacognition of students in either the affective or cognitive dimensions which significantly improved their academic performance. Moreover, the study also found that reflective learning method has a high potential in improving the quality of instruction in a Filipino course through students' improved learning engagement and academic performance.

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## TABLE OF CONTENTS

	PAGE
Title Page .....	i
Abstract .....	ii
Approval Sheet .....	iii
Acknowledgment .....	iv
Table of Contents .....	vii
List of Tables .....	x
List of Figures.....	xii
 <b>Chapter</b>	
<b>1 Introduction .....</b>	<b>1</b>
Background and Rationale of the Study.....	1
Objectives of the Study .....	5
Hypotheses.....	6
Theoretical Framework .....	7
Conceptual Framework .....	8
Definition of Terms .....	9
Significance of the Study .....	11
Scope and Limitation of the Study .....	12
<b>2 Review of Related Literatures .....</b>	<b>14</b>
Academic Performance of Students in Filipino ...	14
Students' Classroom Engagement .....	17
Reflective Learning in Higher Education .....	24
Teaching Methods in Filipino.....	25
Lecture-Discussion as a Teaching Method .....	21
Reflective Learning as a Teaching Method .....	29

	Other Strategies Used in Teaching	
	Filipino Subject .....	32
	Course Content of Filipino 12 (Sayko-sosyoling- gwistik na Pag-aaral ng Wikang Filipino).....	37
	Synthesis .....	38
<b>3</b>	<b>Methodology</b> .....	40
	Research Design.....	40
	Participants of the Study .....	41
	Inclusion and Exclusion Criteria .....	41
	Instrumentation .....	42
	Validation and Reliability Testing of Instrument ...	46
	Ethical Considerations.....	46
	Implementation of Two Methods of Teaching	
	Filipino 12 .....	49
	Using Lecture-Discussion Method in	
	Teaching Filipino 12 .....	50
	Using Reflective Learning Method in	
	Teaching Filipino 12 .....	51
	The Reflective Writing Process .....	51
	Data Gathering Procedure.....	54
	Data Analysis Procedure .....	55
<b>4</b>	<b>Data Analysis and Discussions</b> .....	56
	Students' Level of Engagement in Filipino 12 Before	
	Exposure to the Lecture-Discussion Method and	
	Reflective Learning Method .....	56
	Students' Level of Academic Performance in Filipino 12	

Before Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	58
Students' Level of Engagement in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	59
Students' Level of Academic Performance in Filipino 12 after Exposure to the Lecture-Discussion Method the Reflective Learning Method .....	60
Difference in the Mean of Engagement of Students in Filipino 12 before Exposure to the Lecture-Discussion Method and Reflective Learning Method .....	62
Difference in the Mean Academic Performance of Students in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	64
Difference in the Mean Engagement of Students in Filipino 12 who Belong to the Controlled Group before and after Exposure to the Lecture- Discussion Method .....	65
Difference in the Mean Academic Performance of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method .....	66
Difference in the Mean Engagement of Students in Filipino 12 Before and After Exposure to the Reflective Learning Method .....	68
Difference in the Mean Academic Performance	

of Students in Filipino 12 before and after Exposure to the Reflective Learning Method .....	69
Difference in the Mean Engagement of Students in Filipino 12 After Exposure to the Lecture- Discussion Method and the Reflective Learning Method .....	71
Difference in the Mean Academic Performance of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	72
Difference in the Mean Gain Engagement of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	74
Difference in the Mean Gain in the Academic Performance of Students in Filipino 12 after Exposure to the Lecture-Discussion Method Reflective Learning Method .....	76
The Effect of Reflective Learning among Students' Performance in Filipino 12 .....	77
<b>5 Summary, Findings and Recommendations</b> .....	<b>80</b>
Summary .....	80
Findings .....	83
Conclusion .....	85
Recommendations .....	86
<b>References</b> .....	<b>89</b>
<b>Appendix</b> .....	<b>99</b>

## LIST OF TABLES

<b>TABLE</b>		<b>PAGE</b>
<b>1</b>	Profile of Participants .....	42
<b>2</b>	Reflective Journal Questions .....	46
<b>3</b>	The Similarities and Difference of the Journal Writing Method and Traditional Method .....	52
<b>4</b>	Students' Level of Engagement in Filipino 12 Before Exposure to the Traditional Lecture- Discussion Method and Reflective Learning Method .....	57
<b>5</b>	Students' Level of Academic Performance in Filipino 12 before Exposure to Lecture-Discussion Method and the Reflective Learning Method .....	59
<b>6</b>	Students' Level of Engagement in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	60
<b>7</b>	Students' Level of Academic Performance in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	62
<b>8</b>	Difference in the Mean of Engagement of Students in Filipino 12 before exposure to the Lecture-Discussion Method and Reflective Learning Method.....	63
<b>9</b>	Difference in the Mean Academic Performance of Students in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	65

<b>10</b>	Difference in the Mean Engagement of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method .....	66
<b>11</b>	Difference in the Mean Academic Performance of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method .....	67
<b>12</b>	Difference in the Mean Engagement of Students in Filipino 12 before and after Exposure to the Reflective Learning Method .....	69
<b>13</b>	Difference in the Mean Academic Performance of Students in Filipino 12 before and after Exposing to Reflective Learning Method .....	70
<b>14</b>	Difference in the Mean Engagement of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method .....	72
<b>15</b>	Difference in the Mean Academic Performance of Students in Filipino 12 who belong to the Controlled Group after Exposing to Traditional Lecture-Discussion Method and those who Belong to the Experimental Group after Exposing to Reflective Learning Method .....	74
<b>16</b>	Difference in the Mean Gain in the Engagement of Students in Filipino 12 after Exposing to Traditional Lecture-Discussion Method and Reflective Learning Method .....	76
<b>17</b>	Difference in the Mean Gain in the Academic Performance of Students in Filipino 12 after Exposing to the	

Lecture-Discussion Method and the Reflective	
Learning Method .....	77

## LIST OF FIGURES

FIGURE		PAGE
1	The Paradigm Showing the Relationship of Variables in the Study.....	9

## Chapter 1

### Introduction

#### Background and Rationale of the Study

Teachers play a major role in student learning. The methods and strategies they apply in delivering their lessons influence how students learn in class (Kahu, 2013; Lawson & Lawson, 2013; Fredricks, 2008; Zhang et al, 2022, Farooq et al., 2011). Teachers have the freedom to choose the appropriate strategies or methodologies to use in their classrooms for a particular content. They are a big factor in improving students' engagement and academic performance (Belvez, 2002).

The appropriate methods to be used in the discussion of topics and the scenario in the classroom rely upon the teacher. As Ariaso (2020) posited, teachers should design, develop, prepare, and consider which method is applicable in a topic discussion for learning to take place actively. Belvez (2002) acknowledges that the person who has a crucial role in the classroom in the teaching-learning process is the teacher. Other than being a teacher, he/she should be the facilitator, manager, guide, and planner of activities in the classroom.

Of the many roles that teachers play, making students understand the lesson, engaging them, and improving their performance have been extra challenging recently, especially among teachers of Filipino courses. Abelon's (2023) study found that teaching Filipino subjects is often considered challenging among teachers, since students are not motivated in class, and lose interest in the subject matter, which is also translated to their low comprehension of the subject matter content. This observation was first discussed by De Juan (2013), when he claimed that teaching Filipino students were difficult since they lack motivation to even attend their classes, and even if they do, they were not doing the activities that their teachers were asking them to do. Furthermore,

Napil and San Jose (2020), mentioned that students developed negative experiences towards learning Filipino language when lecture-discussion methodology was utilized by the teacher. The findings of their research indicated that the students experienced challenges, disappointments, boredom, and difficulties in understanding uncommon words in Filipino. Hence, De Juan (2013) stated that the only solution to the problem is for teachers to utilize varied teaching strategies that will arouse the interest of the students.

Teachers then should explore various methodologies in teaching to cater to the needs of the students (Minnot, 2019). Furthermore, providing students the tools they need to become independent, self-directed, and critical learners is part of the higher educational institutions' objectives. To attain these objectives, teachers must place less emphasis on teaching and more emphasis on developing their skills and competencies in the classroom.

Of the numerous teaching methods that are put forward by experts to improve learning engagements and academic performance, reflective learning stands out to be the nearest fit in Filipino course teaching as supported by scholars. Reflective learning can enable students to internalize the characteristics of effective communication and organize their thoughts while processing learning which is called metacognition (Urquhart, 2009). It can help the students assess an understanding of themselves, their learning, and their interest in learning (Fullana et al. 2016). A method of reflective learning aids the students in being mindful of how learning takes place; and enhancement of the new strategies for directing problems that may arise as learning takes place. Reflective learning helps to modify students' identity if learning needs is concerned. In enhancing other skills such as independent learning and the adaptation to the new situations among peers, reflective learning can place as a significant and suitable methodology.

Moreover, DepEd Order No. 21, s. 2019, states that reflective learning allows students to think about what they need to learn, why they need to learn it, and how they will learn it. The curriculum uses pedagogical approach that is reflective. Reflective learning gives chances for learners to reflect on what and why they need to learn and how to go about it. Reflective learning considers students to be active learners who use cognitive, emotional, and psychomotor domains. On the other hand, the Commission on Higher Education Memorandum Order No. 80, Series of 2017, mandates on the PGS to empower learners to be reflective throughout their lives. In addition, CMO 17, series of 2017 affirms that experiential learning courses are considered to impart students with hands-on training involvement in activities which they can perceive, confirm, reflect on actual experience More so, as mentioned by the National Educators Academy of the Philippines that reflective learning is the capacity to reflect on one's actions so the engagement would take place for continuous learning.

In learning Filipino in the HEI, critical thinking is highly emphasized by reflective learning where critical thinking and the improvement of experiences by recalling and analysis of the experiences are given emphasis. In order for humans to explore and analyze their actions or deeds, reflective learning is highly applicable. Reflective learning is discovering experiences to be conscious of one's action. The promotion of acquiring knowledge and enhancement of students' consciousness while they are organizing knowledge with the application of reflective thinking is reflective learning (Miettinen, 2000). This kind of process can empower students to make meaning with their experiences and as they undertake with it.

It is commonly observed that Filipino teachers use the most common methods and strategies in class discussion—the reporting and lecture-discussion. Although, many professors have their doubts about the usefulness of the lecture-discussion as a

teaching strategy. Instructors can use lectures to help students easily acquire knowledge, basic facts, and simple concepts. Lecture discussion is effective, but not more effective than other methods in transmitting simple information. The lecture-discussion model is not effective for conveying truthful information, as Bligh (2000) noted. The ability of the students to solve problems is lost, and the interaction between students and teachers cannot be attained (Kaur, 2011). According to Bligh (2000), lecture discussion does not generally stimulate higher-order thinking. Higher-order thinking is especially impaired by overly fast lectures. Lecturer-discussion must also be aware of the possibility of imposing extraneous cognitive load that is, engaging greater amounts of working memory than are needed for the specific learning objective. This can slow learning and impede understanding.

Although providing lecture discussion is considered an effective method and an important mode of delivery of instruction, other proven teaching methods and strategies should also be applied, especially the student-centered approaches.

While it is true that developments in teaching and learning ushered in opportunities for teachers to use varied methods and strategies that are relevant to students' needs, there is a dearth of studies about teaching methods that address the learning engagements of students in Filipino classes. This research seeks to address this gap as this study inquires about the possible effects of reflective learning on student engagement and academic performance in a Filipino class, hence, this study is undertaken.

#### Statement of the Problem

This study aimed to investigate the effect of reflective learning in students' engagement and academic performance of students in Filipino 12 during Second Semester of Academic Year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the student's level of engagement and academic performance in Filipino 12 – Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino before their exposure to the:
  - a. lecture-discussion method and
  - b. reflective learning method?
2. What is the student's level of engagement and academic performance in Filipino 12– Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino after their exposure to the:
  - a. lecture-discussion method and
  - b. reflective learning method?
3. Is there a significant difference in the student's engagement before their exposure to the lecture-discussion method and reflective learning method?
4. Is there a significant difference in the student's academic performance before their exposure to the lecture-discussion method and reflective learning method?
5. Are there significant differences in the students' engagement before and after their exposure to the lecture-discussion method and reflective learning method?
6. Is there a significant difference in student's academic performance before and after their exposure to the lecture-discussion method?
7. Is there a significant difference in students' engagement after their exposure to the lecture-discussion method and reflective learning method?
8. Is there a significant difference in the student's academic performance after their exposure to the lecture-discussion method and reflective learning method?

9. Is there a significant difference in the mean gain of students' engagement who underwent the lecture-discussion method and those who underwent the reflective learning method?
10. Is there a significant difference in the mean gain of students' academic performance who underwent the lecture-discussion method and those who underwent the reflective learning method?
11. What are the effects of reflective learning on the engagement and academic performance of students in Filipino?

### **Hypotheses**

Based on the research questions, the following hypotheses were advanced:

1. There is no significant difference in the students' engagement before their exposure to the lecture-discussion method and reflective learning method.
2. There is no significant difference in the students' academic performance before their exposure to the lecture-discussion method and reflective learning method.
3. There is no significant difference in the students' engagement before and after their exposure to the lecture-discussion method and reflective learning method.
4. There is no significant difference in students' academic performance before and after their exposure to the lecture-discussion method.
5. There is no significant difference in students' engagement after their exposure to the lecture-discussion method and reflective learning method.
6. There is no significant difference in the students' academic performance after their exposure to the lecture-discussion method and reflective learning method.
7. There is no significant difference in the mean gain of students' engagement who underwent the lecture-discussion method and those who underwent the reflective learning method.

8. There is no significant difference in the mean gain of students' academic performance who underwent the lecture-discussion method and those who underwent the reflective learning method.

### **Theoretical Framework of the Study**

This research was anchored on experiential learning by David Kolb. As developed by D.A. Kolb (1984), the theory of experiential learning is a philosophy where teachers and students are deliberately engaged with each other in first-hand experience and reflection of experience to discover ideas, enhance skills, and validate values. Kolb's Experiential Learning is a method of acquiring knowledge, skills, and experiences by creating situations to gain first-hand experiences. According to Reshmadsa & Vijayakumari (2017), optimal learning takes place when the learner passes through experiential learning. It focuses on the learning process of the students by reflecting upon the experiences provided to them.

Another theory that this study was anchored on is Edgar Dale's Cone of Experience. The theory states that the learners learn best by doing, followed by observing, then listening, reading, and finally visualizing. Hence, the Cone of Experience by Dale (Molenda 2003), was a learning model introduced by Edgar Dale that illustrated the concreteness levels of learning experiences based on the medium. It took the shape of an inverted cone, which showed the abstract learning experience at the peak and progresses into the most concrete experiences down to the base. Despite its shape, it was not meant to be a basis of what mediums were the least or most effective. Its levels were not arranged in a hierarchy. Dale emphasized that the Cone was merely a visual analogy of the progression of abstract learning experiences to concrete ones. Similarly, it represented that the more concrete the learning experiences were, the more senses were involved—seeing, hearing, tasting, touching, and feeling. In reflective learning,

students were exposed to various activities in class that promoted active participation, collaborative practices, and reflective thinking on the lessons they were learning during class.

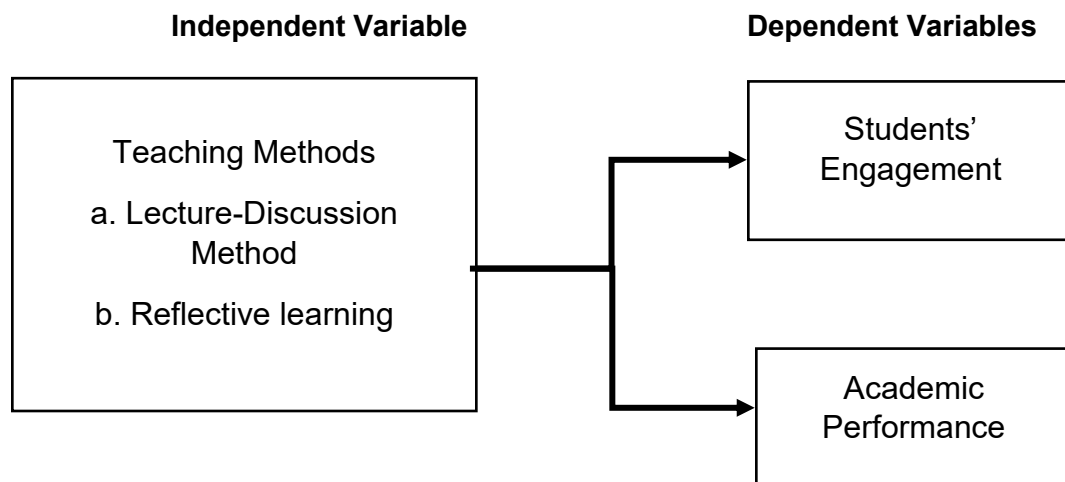
### Conceptual Framework

The framework below shows the interplay of the variables involved in the study. The independent variables of the study are the two teaching methods: the lecture-discussion and the reflective learning methods while the dependent variables included learning engagement and academic performance of the students in Filipino 12. To determine whether reflective learning improved students' engagement and academic performance, the lecture-discussion method served as the control variable representing the traditional method of teaching by teachers.

In the study, if the learning engagement and academic performance of the students are higher in the reflective learning group than in the lecture-discussion group after the intervention, the former is likely better than the latter.

**Figure 1.**

*The Paradigm Showing the Relationship of the Variables in the Study*



## Definition of Terms

The following terms were used in this study; thus, they were conceptually and operationally defined for clarity and better understanding by the readers.

**Academic Performance.** It pertains to the understanding of students acquired, assessed, and marked by the teacher. It means the abilities of students to attain success in schools are realized in a duration of time (Narad & Abdullah, 2016). In this study, academic performance is defined as the results of the students in a teacher-made test composed of forty-five (45) items multiple choice questions and ten (10) items performance task. Tests for academic performances were checked and scores were categorized into *Average (Below 35)*, *High (35 – 45)*, and *Very High (46 – 55)*. The ranges of the scores were arbitrarily prepared by the researcher after observing the homogeneity of the scores of the tests.

**Filipino 12- Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino.** It is the first of the two Filipino subjects offered in Higher Education Institution. Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino contains the following: Sikolohiya ng Wikang Filipino, Kaalamang Pagkatao ng mga Pilipino, Mga Salik na Nakaimpluwensiya sa Pagkakaiba-iba ng mga Wika sa Pilipinas at Pag-unlad at Pagbabago ng Wika at Kulturang Pilipino. In this study, Fil 12 refers to the Filipino subject where the study was conducted.

**Lecture-discussion.** It is defined as a method of teaching which considered the teacher being the authority in the classroom. The authority and accountability are assumed by the teacher who is the lecturer, and has the authority to decide on the curriculum to be used, its content and outcome. The instructor considers students as having knowledge gaps that need to be infused with ideas, thus, learning relies to the teacher according to the traditional method of learning (Novak, 1998). The conventional

method of teaching that was used in this study was the lecture-discussion model as stated by Eggen and Kauchak (2006). It involves five phases: introduction, presentation, comprehension monitoring, integration, review, and closure. Eggen and Kauchak (2006) mentioned that in the introduction phase, the teacher assesses and delivers a lesson that must draw attention to and start with prior understanding. In the presentation stage, the teacher delivers the organized ideas to give the past knowledge and start the new lesson. The third phase is the checking of the understanding of the students on the comprehension and monitoring of learning progress. The fourth phase which is the integration phase bridges new understanding where students analyze the ideas learned. The review and completion of ideas and the achievement of competence is the last phase (Junsay, 2016).

In this study, the lecture-discussion method refers to a teaching method that uses teaching questioning to involve students actively in the learning process. Lecture-discussion is the independent variable in this study and was measured through a test.

**Reflective learning.** It is a process of thinking about all ideas that can assist in understanding certain situations and own experiences (Colomer et al., 2016.) In this study, reflective learning refers to a learning scenario where the goals of the lesson are achieved via the use of reflective activities. Initializing, exploring, and connecting processes are all part of it. The experimental group's intervention involves having the students reflect on and document their experiences in learning Filipino. Materials used included worksheets, charts, journals, and videos.

**Students' Engagement.** It is defined as the participation of the students in all undertakings and situations to achieve learning (The Australian Council of Educational Research, 2022). In this study, students' engagement is measured using an observation checklist (see Exhibit A). The observation checklist contains 15 statements that describe students' participation in class. Each statement describes if the student demonstrated

authentic engagement, strategic compliance or ritual compliance. Scores were determined and categorized as *Poor (Below 25)*, *Moderate (25 – 30)*, *High (31 – 35)*. The ranges of the scores were arbitrarily prepared by the researchers after observing the homogeneity of the scores.

### **Significance of the Study**

The findings of this study may provide benefits to the following:

**Students.** The results of this study may provide insights to students to consider reflective learning in enhancing their students' engagement and academic performance. This study may provide students guidance to evaluate their study skills, and approaches in learning the subject matter content as specified in their enrolled programs.

**Teachers.** The results of this study may provide the baseline data for teachers to improve their teaching strategies in whatever course they are assigned to teach.

**Parents.** The results of the study will provide parents the opportunity to monitor their children's engagement in the classroom and academic performance. Thereby, uplifting their morale as regards the success of their children.

**Principal and Supervisors.** The results of the study will provide principals and supervisors with bases for improving teacher's effectiveness in the classroom as reflected in the student's engagement and academic performance.

**Future Researchers.** The results of this study will provide researchers with bases for conducting further research in the teaching-learning process to further improve student engagement and academic performance.

**Curriculum Framers.** The results of this study will provide curriculum framers with information as to the effectiveness of reflective learning as a strategy.

### **Scope and Limitation of the Study**

This study aimed to investigate the effects of reflective learning on students' engagement and academic performance in teaching Filipino 12 subjects at a private university in Iloilo City. The present study utilized two intact sections of the Third year students of the College of Hospitality Management taking up Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino) during the First Semester of AY 2023-2024 in a private university in Iloilo City. The study was limited only to include Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino as a subject/course and the Third-Year students of the College of Hospitality Management officially enrolled in the subject during the First Semester of the Academic Year 2023-2024 in a private university in Iloilo City.

A quasi-experimental pretest-posttest control group design was used. Additionally, the matching-only pretest-posttest control group design was adopted since it was found to be beneficial since the subjects fit certain variables. Of the several classes opened during the first semester, two sections composed of 38 students each were chosen based on the following: the same sections utilized only a similar assigned classroom; the schedule of classes was successive; and only one teacher (the researcher) handled the two classes. A researcher-made lesson plan duly validated by experts in the same field was utilized to ensure that the content of the lesson was reflected and delivered during scheduled classes. A researcher-prepared engagement observation checklist to record students' engagement in class during the duration of the research was also utilized to describe the students' demonstration engagement in the classroom. A 45-item multiple choice and 10-point essay test prepared by the researcher and duly validated by experts were used to determine the academic performance of the students. Reflective writing journals to record their experiences were also provided to students during the implementation of the study.

The data gathered from different sources were computer-processed and analyzed using the Statistical Package for Social Sciences (SPSS) for Windows version 23.

Frequency distributions were used to describe the level of engagement and academic performance of the respondents. Mean and standard deviation were used to measure the central tendencies of the scores and variability or dispersion of the scores from the mean. T-tests for independent samples and paired samples were used to determine the significant difference between the two means. The significance of the results was based on a .05 level of significance.

Textual interpretation was used in reporting the supporting qualitative data.

## **Chapter 2**

### **Review of Related Literature and Studies**

This Chapter discussed the conceptual and empirical literature related to the study, presented according to the following topics: academic performance of students in Filipino, course content of Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino), researches about teaching Filipino subjects, teaching methods, reflective learning as a teaching method, reflective learning in higher education, students' engagement in learning, academic performance of students in Filipino. A short synthesis was presented at the end of the Chapter.

#### **Academic Performance of Students in Filipino**

Filipino subject is an important part of the Philippine education system as it serves as a tool for students to learn and appreciate their culture and heritage. However, many students find it challenging and uninteresting, which can lead to disengagement and poor academic performance (Manalaysay, 2023). According to the study of Valerio (2014), students experience greater difficulty in their enrolled Filipino subjects as compared to their enrolled English subjects as reflected in their academic performance.

Napil and San Jose (2020) found out in their study titled, Beliefs, Strategies in Learning the Filipino Language and Academic Performance of Indigenous Students where respondents agreed that the Filipino language was difficult to understand. Speaking and listening was challenging compared to reading and writing, and pronunciation of Filipino words was a struggle for them. These results were supported by Guerra (2001) who stressed phonological aspects of learning a new language were the most challenging aspect. In terms of the nature of learning a language, one of the essential parts of learning Filipino was knowing new words and grammar with a very

high description. Gilakjani and Sabouri (2016) averred that poor vocabulary of a language results to poor listening comprehension. Thus, Kepinska et al., (2017) said that learning words is undeniably one of the most important building blocks of acquiring a new language.

Further, according to Napil and San Jose (2020), the participants favored that the best way to learn Filipino was through immersing themselves in a Filipino-speaking environment, and that it was easier to learn about Filipino-speaking cultures to speak Filipino. Ceallaigh et al., (2018) agreed that immersion creates meaningful and relevant context which promotes language learning and development for the language learner. Likewise, Morcom and Roy (2019) mentioned that immersion is the most expeditious and effective way to learn and acquire language. Immersion, according to Yang (2018) helps learners of the language change their attitudes and become high achievers. Also, the participants agreed that learning the Filipino language involved a lot of memorization and they also agreed that learning the Filipino language was different from learning academic subjects. These results conform to the findings of Nikitina and Furouka (2007) about the Russian students who believed that memorizing new essential words, learning the formation of words, and doing different approaches were important in learning a new language.

As a center of the teaching and learning process, the attitude of the students towards learning a specific subject is highly influenced by the teacher (Abad et al., 1996). The point of view of the students regarding learning Filipino has a great impact to the outcome of their learning (Villafuerte and Bernales, 2008). As observed by the researcher after teaching Filipino 12 for 22 years, students acknowledge that learning Filipino is tough and students would only participate in class discussion in topics they enjoy the most and found to be fun and can be related to their experiences.

According to Belvez (2002), some students are unmotivated to study Filipino if they observe that the teacher is boring in teaching the subject. It is common knowledge that if the teacher does not use varied strategies in his/her teaching, it causes a loss of interest among students to learn. Students never give any interest in learning Filipino due to the traditional and obsolete method of teaching Filipino literature. Students love to engage in every class discussion if there are varieties of methods, strategies, and styles being presented to the students (Bond & Bedenlier, 2019). The engagement and the interest of the student should be emphasized in all classes, especially in Filipino subjects for students who want to learn new stories, new vocabulary, correct pronunciation, rhetoric, grammar, and mechanics.

Students are encouraged to speak Filipino when they listen to their teacher speak Filipino fluently and spontaneously for through this they can assess their comprehension of ideas, pronunciation of words, and grammar. In contrast, some students disclosed that sometimes they lose interest in the lesson when they cannot comprehend what the teacher teaches. In this regard, students feel that learning Filipino literature is hard. One of the reasons, for the lack of interest in learning Filipino is attributed to the limited number of strategies used by the teacher in their classrooms (Napil & San Jose, 2020). It is theorized therefore that students only attend Filipino classes for the completion of program enrolled by the student in the university. Delfino (2019), reported that some students skipped their classes during Filipino subject. Often the students are absent from Filipino class to prepare and be ready for their other classes.

### **Students' Classroom Engagement**

Student engagement refers to students being actively involved in their learning tasks and activities. This engagement not only appears to affect school changes directly,

such as, teacher's professional identity, and school's positive atmosphere, but also seems to lead to improvement in academic achievement of students whose grades have been poor, and lower levels of student dissatisfaction and dropout rates (Marks, 2000 as cited by Lei, et al, 2018). The term has its historic roots in a body of work concerned with student involvement, enjoying widespread currency, particularly in North America and Australasia, where it has been firmly entrenched through annual large-scale national surveys (Trowler, 2010). According to Bensimon (2009), as cited by Delfino (2019), productive engagement is an important means by which students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development. Student's reflective learning has been linked to improved academic performance and it has repeatedly been demonstrated to be a robust predictor of achievement and behavior in the schools (Appleton, Christenson, & Furlong, 2008).

According to Delfino (2019), student engagement is one of the important constructs that is used to understand the behavior of the student toward the teaching-learning process. Understanding the behavior of students in academic institutions will provide a glimpse of how the instructions and academic practices are going on in the university. As such, it could be used as a powerful tool by teachers and academic supervisors to design effective pedagogical techniques to maximize the learning experiences of the students. The data on student engagement has the advantage of providing information on what students are doing. The data has a broader significance for the management of institutions, students, and academic programs. Rather than work from assumptions or partial anecdotal reports about student activities, institutions can make decisions based on more objective information. Information about student activities would provide institutions with valuable information for marketing and recruitment and help them become more responsive to student learning needs. Only with

accurate and reliable information on what students are doing can institutions move beyond taking student activities for granted. (Coates, 2005).

Amerstorfer, et al., (2021) discussed that students' academic engagement depends on a variety of factors that are related to personal learner characteristics, the teacher, the teaching methodology, peers, and other features in the learning environment. Components that influence academic engagement can be cognitive, metacognitive, affective, social, task-related, communicative, and foreign language-related. Rather than existing in isolated spheres, the factors contributing to an individual's academic engagement intertwine and overlap. The relationships students cultivate with others are prominent in several of these areas. Positive interpersonal relationships enhance individuals' enthusiasm for learning (Mercer and Dörnyei, 2020), which benefits sustainable learning success and self-confidence.

Furthermore, Amerstorfer, et al., (2021) identified the following components as essential for academic engagement: **Cognitive engagement** comprises all kinds of thinking activities related to the involvement and participation in academic tasks, for example, paying attention; acquiring, processing, and storing information; as well as retrieving information from memory. **Metacognitive engagement** describes the behavior students apply to manage and reflect on their cognitive actions. It includes short-term and long-term planning; coordinating learning tasks; evaluating learning progress and outcomes; and compensating for knowledge gaps. **Affective engagement** is what students do to regulate their own and their peers' emotions. It includes handling boredom and curiosity; acknowledging and controlling anxieties; evaluating, generating, and maintaining interest and motivation; as well as demonstrating empathy toward others. **Social engagement** comprises different forms of interaction with fellow students and teachers. It includes establishing a facilitative network of peers and teachers; cultivating supportive relationships with individuals; contributing to group efforts; and

being available for others in need. **Task engagement** is the manner and intensity with which students engage with learning materials in meaningful ways. It is strongly influenced by an individual's interest and motivation and also depends on other personal attributes, such as resilience and endurance. Task engagement includes practicing academic skills as well as setting obtainable goals and prospective rewards.

**Communicative engagement** is what students do to effectively communicate with others in writing, speaking, and non-verbally. It includes receptive activities (e.g., attentive listening; observing body language, gestures, and facial expressions) and productive activities (e.g., building and presenting arguments; refuting the arguments of others; agreeing and disagreeing). Patience and respect play important roles in communicative engagement.

### **Students' Classroom Engagement and Academic Performance**

Student engagement refers to students being actively involved in their learning tasks and activities. This engagement not only appears to affect school changes directly, such as teacher's professional identity, and the school's positive atmosphere, but also seems to lead to improvement in the academic achievement of students whose grades have been poor, and lower levels of student dissatisfaction and dropout rates (Marks, 2000 as cited by Lei, et al, 2018). The term has its historic roots in a body of work concerned with student involvement, enjoying widespread currency, particularly in North America and Australasia, where it has been firmly entrenched through annual large-scale national surveys (Trowler, 2010). According to Bensimon (2009), as cited by Delfino (2019), productive engagement is an important means by which students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development. Student's reflective learning has been

linked to the improved academic performance and it has repeatedly demonstrated to be a robust predictor of achievement and behavior in schools (Appleton, Christenson, & Furlong, 2008).

Academic achievement has consistently been regarded as an important outcome of student engagement. Although there is extensive empirical research on the relationship between the two, the results so far have been inconsistent. There are two major perspectives on this relationship. The findings of Zhu (2010) showed that there was a significant and relatively strong correlation between student engagement and academic achievement, and King (2015) concluded that academic achievement was positively correlated with behavioral and emotional engagement. Pietarinen, Soini, and Pyhältö (2014) found a positive correlation between cognitive engagement and academic achievement. The proposed mechanism underlying these relationships is that student engagement promotes academic success (Crossan, Field, Gallacher, & Merrill, 2003), which further promotes students' engagement with learning activities. Some researchers have pointed out that, compared to emotional and cognitive engagement, the positive correlation between behavioral engagement and academic achievement is more obvious (Furrer & Skinner, 2003). Taken together, the findings in these studies indicate that different aspects of student engagement have differing relationships with academic achievement.

According to Lei, et al. (2018), there have not yet been any systematic studies of how the method of reporting student engagement might influence the results recorded on the relationship between student engagement and academic achievement. However, in empirical studies, the results have shown that the correlation between engagement and academic achievement varies substantially between self-reported or other-reported measures of study engagement, with the greatest differences observed for behavioral and emotional engagement. Fall and Roberts (2012) found that the Pearson correlation

coefficient between teacher-reported behavioral engagement and academic achievement was .48, whereas that for student self-reported behavioral engagement was only .27. Similarly, Furrer and Skinner (2003) found that the Pearson correlation coefficient of teacher-reported behavioral and emotional engagement with academic achievement were .57 and .53, respectively, whereas those for student-reported engagement were .33 and .19. Overall, then, the method of reporting student engagement may be a key variable influencing the relationship between student engagement and academic achievement.

Student engagement is key to addressing problems of low achievement and overcoming high levels of distraction, alienation, and high dropout rates (Fredricks, Blumenfeld, & Paris, 2004). Engaged students do more than attend or perform academically; they also put forth effort, persist, self-regulate their behavior toward goals, challenge themselves to exceed, and enjoy challenges and learning (Christenson et al., 2012). Engagement is a complex construct dealing with many aspects of the educational experience such as attending lectures, participating in classroom activities, and having a sense of belonging amongst peers. All aspects are a part of student engagement and are necessary for overall academic success on varying levels.

According to Smith et al. (2013), students who are active and engaged in school can be considered to have high academic achievement and possess positive characteristics, attitudes, and behaviors. Student engagement occurs when students are motivated to do the tasks or activities without forcing them, thus, they participate and exhibit big interest and are inspired to do the school tasks.

Students who actively participate in school are considered to have commendable academic achievement (Leonard, 2008; Fredricks, Blumenfeld, & Paris, 2004; Smith, Ito, Gruenewald, & Yeh, 2010; Sirin & Rogers-Sirin, 2005; Appleton, Christenson, & Furlong, 2008) and has positive well-being (Smith, Ito, Gruenewald, &

Yeh, 2010; Fletcher, 2007; Morse, Christenson, & Lehr, 2004) whereas, disinterested students always create problems and trouble in school exhibiting low academic achievement and negative attitude in class.

The study of Delfino (2019) indicates that student engagement is directly related to the academic performance of the students. Urquijo and Extremera (2017), conclude that the more engaged the students are the higher their academic achievement. Holgado, et al. (2013) and Gunuc (2014), added that academic performance is the outcome of being engaged by the students in school. Roberts & McNeeze, (2007), assert that as levels of student involvement/engagement improve, their academic achievement also improves. Further, Sbrocco (2009), concludes that student academic performance is justified by student engagement which means that the more active the students' engagement will be, the higher their academic achievement. Farooq et al., (2011) state that educators must understand the factors that may contribute to students' academic performance to plan better classroom activities and strategies for teaching and learning.

Christenson et al. (2012) mention that students' engagement is when students actively involved in classroom activities and practices and their dedication school educational objectives and instruction to achieve outcomes in education such as academic achievement.

Gray & DiLoreto (2016), state that students' engagement takes place when students are motivated to do different challenges or activity, that students should not only actively involve rather they are also exhibiting great interest and are motivated and interested to do the task. The participation of students in school activities, student recognition with school and student appreciation of the school is considered as student engagement according to Fin & Rock (1997).

According to Hu & Li (2017), the major component that corresponds to the engagement and accomplishment of students in school is the involvement and

participation in class and other school undertakings. Arzadon (2021), states that students' engagement is also one aspect that can stop students from engaging in negative traits and behaviors.

The National Research Council & Institute of Medicine (2004), in the study of Bundick et al. (2014), mentions that for students to succeed in their academic performance and eventually in their success, students' engagement plays a vital and significant role, regardless that students' disengagement in school is universal. The absence of active participation of students and student engagement in higher education institutions is usual in many TEIs, especially in developing countries (Almarghani & Mijatovic, 2017). Maintaining student engagement would be challenging.

Kahu (2013), Lawson & Lawson (2013), and Fredricks (2008) posited that students' engagement is influenced by the strategies used by teachers in delivering lesson content. Zhang et al., (2022) affirmed that students' engagement is influenced by strategies utilized by teachers. Furthermore, Heilporn et al. (2023), added that students' engagement must be flexible through pedagogy that can be influenced by teachers' teaching approach that is to encourage students' engagement. For the motivation to occur, students' engagement is a prerequisite hence students' engagement in learning is the aim of students to attain academic achievement (Russel et al., 2005). Engagement is a good predictor of academic performance. Students who consistently focus on their study activities become goal-oriented and more likely to learn effectively (Schaufeli et al., 2002).

## **Reflective Learning in Higher Education**

Reflection is essential for learning and knowledge growth. Reflection can be defined as ‘the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends’ (Dewey, 1933 as cited by Radovic, et al., 2021). Reflective learning pertains to recalling of thing, experience it has gained, or knowledge about the situation. Using reflection will help students learn to look back on their past experiences and connect them to deep learning. Reflective learning assists students to come about self-knowing and determining the lack of knowledge and gap in understanding for learning (Biggs 1999 & King 2000).

Reflective learning allows for students’ personal growth to be observed and helps to foresee ways of developing teaching processes to encourage learning in higher education. The process of reflective learning is characterized by a transformative empowering of students for personal, unrestricted, independent activity by analyzing their own experiences and learning skills, relating theoretical knowledge to practical knowledge, and developing skills to identify and solve problems changing their attitudes and becoming more tolerant.

According to the study by Colomer (2020), reflective learning as a method is becoming increasingly relevant to meet the challenges of a technologically advanced world and to develop the ability to adjust to ever-changing environments. Reflection allows contemplation about new experiences and their association with past experiences in different contexts. As pointed out by Greig and Priddle (2019), reflective learning enables learners to improve their thinking, which leads to better actions towards their well-being over time. Through reflection, learners gain a sense of power over their future actions and a sense of direction leading to the development of knowledge, skills and competencies. Reflective learning results in a growing awareness of one’s self, others and society at large. Developing reflective and critical competences are key objectives

for tertiary educators who need to adopt to an ever-evolving curriculum and to changing techniques and social environments (Colomer et al., 2020). Bond and Bedenlier (2019) also claimed that as teachers use varied strategies in delivering content in class through reflective learning, students' engagement also improve.

Fullana et al., (2016) discussed that reflective learning contributes to a better understanding of the students' learning and engagement, and their motivation to learn. This affirms Kolb's Experiential learning (1984) theory which states that learning is the process where knowledge is created through the transformation of experience. The theory presents a way of structuring and sequencing the curriculum and indicates how a session or entire course may be taught to improve student learning.

Comparing reflective learning and the lecture-discussion method, both have their credit, to provide varied learning strategies and goals. Reflective learning provides profound comprehension, objective analysis, and implementation of expertise across self-analysis and active participation, whereas the lecture-discussion method emphasizes on transmission of ideas and structured discussion. The effectiveness of each method may vary depending on the learning goals, preferences of learners, and the instructional context.

### **Teaching Methods in Filipino**

A teacher's method of teaching is the most essential way where teacher decides to deliver his/her lesson to the students so they can learn. There are varieties of methodologies a teacher can chose to utilize, and the methods often selected by the teacher defend on the preferred his/her educational philosophy. Often, the teacher employs variety of methods in a particular lesson to cater the needs of his/her students. The teacher may use lecture-discussion, group or small discussion to engage and to activate students (Bond et al., 2020).

The management and strategies used in the classroom for instruction are called teaching methods. The objective is to help the students achieve mastery of the content of the lesson and relate this content to a specific context. Aveni (2011), states that a continual process that requires bringing out necessary shifts in students employing effective techniques is teaching. Additionally, Ganyaupfu (2013) asserts that as learner perceives and responds to questions differently, the teaching methods used by the teacher matter. After this, students' academic success is a result of teaching strategies that are in line with the needs of the students and preferred modes of learning Ganyaupfu, (2013).

A teaching strategy is a collection of rules, guidelines, or tactics that educators use to help pupils learn the things they want to know (Liu & Shi, 2007). These guidelines and practices are influenced by the nature of the lessons to be taught as well as the teachers' assumptions or beliefs about how pupils learn.

Capuno (2019), states that teachers should design a scheme and consider activities for the student that will excite, and open the student's consciousness and capabilities in Filipino. In the classroom, the teacher may give activities that enable the students to speak, write, listen, and recite so that their potential will be enhanced. Training, seminars, and workshops about innovative, effective delivery and various teaching methodologies in Filipino should be conducted for the teachers to be armed with such skills on what to do in the classroom to motivate students. Exploring other teaching methods like reflective learning can let students think critically. Teachers should develop learning instructional materials to add to in the delivery of Filipino instruction. Evaluation on the delivery of Filipino instruction should be conducted to identify gaps and develop methods to improve the identified problems. Teacher should also assess and conduct a further study to identify the methods that affects the attitude and

engagement of students towards Filipino instruction specifically in psycho-sociolinguistic and language.

According to Idulog et al. (2023), teachers should motivate students to use Filipino in their communication though it is difficult for the students, it will enable the teacher instill knowledge with their students. Likewise, teacher who is well-versed in Filipino psycho-sociolinguistic and language is having these ideas and the knowledge share to the students successfully.

### **Lecture-Discussion as a Teaching Method**

Mutrofin et al. (2017), define lecture-discussion method as the teaching method that is designed to help students understand the organized body of knowledge, i.e. the topics that relate the facts, concepts, and principles. According to Kaur (2011), in all stages of learning, lecture-discussion is commonly practiced in imparting knowledge, abilities, and skills and has remained the main method of instruction in colleges and universities throughout all educational levels. Lecture-discussion method should be used as Kauchak & Eggen (1988), found lectures are still widely attended for several reasons: 1) can be effective and planned 2) can be adaptive that various topics are being discussed 3) the lecture is used by the majority and effectively administered by the aid of instructional materials 4) just simply “telling” students that makes teaching easy. Compared to the majority of other instructional methods, lectures are simpler to understand. Further, in lecture-discussion, the teacher is the main authority in the classroom, is the only source of knowledge, is easy to implement in the classroom since the teacher is the only main authority most of the time. Also, utilizing lecture -discussion facilitated broad coverage of the lessons thereby, the entire scope of the lesson as required in the syllabus was covered and discussed.

The core of lecture-discussion is the teaching method which is a cycle of giving of information, checking the understanding, and incorporating ideas. Lecture-discussion method is designed to address the gap and improve the traditional method through the combination of presentation of ideas, and questioning by teachers (Mutrofin et al., 2017). In the study of Carpenter (2006), it was mentioned that students preferred the lecture thus, thus resulting in a better retention of knowledge.

Bedaure (2013), posited that students working in the lecture-discussion approach have other factors to be considered on the result like the background regarding the basic knowledge of the subject. Murray (2013), claimed that lecture-discussion is an efficient way to transmit knowledge among students. Lecture discussion method has always been the mainstay of collegiate instructions (Betitis & Burks, 2007). In addition, Betitis & Burks, (2007) stated that undoubtedly the majority of post-secondary geography teachers rely on the lecture-discussion method as their primary teaching approach.

In the study of Mutrofin et al. (2017) it was affirmed that lecture-discussion method is the teaching method that is designed to help students understand the knowledge that relates the facts, concepts, and principles. Further, the core of lecture-discussion is a repetitive cycle of presenting the information and monitoring the comprehension combined with integration. Miettinen (2000), mentions that according to Dewey, for self-criticism to happen and to think from different points of view of every situation, to acquire a variety of knowledge that may able to lead positive learning from the actions and decisions, reflective learning is designed to have with.

## **Reflective Learning as a Teaching Method**

Reflective learning is a method that utilizes reflection of experience that may help in understanding ideas. According to Fullana et al. (2016), reflective learning can help the students assess an understanding of their selves, their learning and their interest towards learning. A method of reflective learning aids the students to be mindful of how learning takes place; enhancement of the new strategies for directing problems that may arise as learning takes place. Reflective learning helps to modify students' identity if learning needs is concerned. In enhancing other skills such as independent learning and the adaptation to the new situations among peers, reflective learning can place as a significant and suitable methodology. The teachers can adapt concise ideas on how to redefine their experiences share with their students and give them feedback (Colomer et al., 2013).

As indicated in the research of Bubnys and Zydziūnaite (2010), reflective learning is a foundational tool for analyzing of successful learners' activity and reflection from one's own expertise. Reflective learning as a lifelong learning process starts with the reflection of students' experiences and prior knowledge to the new information to reconcile one's dilemma brought about by the dissonance of one's prior knowledge and experience and the newly acquired knowledge or information.

As mentioned by Denton (2018), reflective learning entails a thoughtful learning process through which one does not only learn a particular piece of knowledge or skill but understands how knowledge is learned. This type of thinking empowers learners by making them more active participants in the learning process. As Denton (2018) further claims, there is also evidence that suggests that reflective learning can help students manage their negative emotions (e.g., anxiety, and disappointment) that may arise while taking a challenging course. Colomer et al. (2013) mentioned that reflective learning helps students become more aware of learning process; it encourages critical thinking

and analysis of their own capabilities, proposing both strategies for improvement and new strategies for addressing challenges arising during the learning process. This affirms Dale's Cone of Experience which states that the more active the students are in class, the higher their retention of learning.

Reflective learning involves more than the simple acquisition of new knowledge or skills. Rather, it refers to a considerate and meaningful learning process, through which one also gains insight into the process of how that learning occurred. This understanding can then be applied beyond the specific learning experience (Brockbank & McGill, 1998). Reflective learning empowers learners by making them more active participants in the learning process, encouraging them to think about their learning more deeply and critically.

Reflective learning methodologies are not common in higher education in our regional context, and they are not implemented in previous levels of education, either. However, the study of Brockbank and McGill (1998), provides data to suggest that reflective learning methodology helps students become more aware of the learning process; it encourages critical thinking and analysis of their capabilities, proposing both strategies for improvement and new strategies for addressing challenges arising during the learning process. It also appears to help students identify their own learning needs and become more aware of what their learning may be worth them in the future.

Reflective learning can serve as a useful and appropriate methodology for developing generic skills such as independent learning and adaptation to new professional situations, among others. It therefore gives professors and teachers a clear idea of how to redirect their sharing experiences, tools and feedback with students. Reflective learning encourages students to think carefully about their study habits and performance in a class and to make appropriate changes when needed. The study of Fullana et al.

(2014) which posited that reflective learning contributes to students' better understanding of the lessons and increases their motivation to learn.

As pointed out by Wang, et al., (2023) reflective learning had a mediating role on academic performance of the students hence, academic performance can be improved by promoting their engagement and encouraging them to use reflective learning strategies. Denton (2018) mentioned that reflective learning entails a thoughtful learning process through which one does not only learn a particular piece of knowledge or skill but understands how knowledge is learned.

As stated in the study of Bubnys (2014), reflective learning, as one of the innovative teaching and learning strategies, creates prerequisites for the successful development of student-centered studies at institutions of higher education. It is relevant to create the following conditions for reflective learning: an interactive environment, time for the development of reflectivity, support, and assistance of administration and teachers, promotion of the learner's autonomy and independence, a clear system of promotion and activity priorities, effective feedback, the atmosphere of communication and cooperation as prerequisites for successful implementation of the learning process, corresponding to the type of student-centered studies.

Reflective learning allows for students' personal growth to be observed and helps to foresee ways of developing teaching processes to encourage learning in, for instance, higher education strategy. The process of reflective learning is characterized by a transformative empowering of students for personal unrestricted, independent activity by analyzing their own experiences and learning skills, relating theoretical knowledge to practical knowledge, and developing skills to identify and solve problems and changing their attitudes and becoming more tolerant (Colomer, et al., 2020). Further, reflective learning helps students become more aware of learning process; it encourages critical thinking and analysis of their own capabilities, proposing both strategies for improvement

and new strategies for addressing challenges arising during the learning process as mentioned by Colomer et al., (2013). The study of Uswahzulhasanah (2021), has shown that the most crucial advantage of reflective learning is stimulating practical learning and knowledge, increasing professional responsibility, enhancing students' knowledge, and confidence, and improving critical thinking skills. Reflective learning encourages students to think carefully about their study habits and performance in a class and to make appropriate changes when needed. The study of Fullana et al. (2016), mentioned that reflective learning can help students assess an understanding of their selves, their learnings, and their interest in learning. Furthermore, Fullana et al., (2014), pointed out that reflective learning contributes to a better understanding of themselves, their learning, and their motivation to learn. Finally, Colomer (2020), affirmed that reflective learning as a method is becoming increasingly relevant to meet the challenges of a technologically advanced world and to develop the ability to adjust to ever-changing environments. Reflection allows contemplation about new experiences and their association with past experiences in different contexts.

Junsay (2016), discussed the comparison of the lecture-discussion method and reflective learning method of teaching. The lecture-discussion had five phases: introduction, presentation, comprehension, monitoring, integration, and review and closure, whereas the reflective learning approach involved initializing, exploring, and connecting processes. The findings of the study by Junsay (2016) revealed that the scores of respondents exposed to reflective learning and the lecture-discussion methods were below 50% of the perfect score before and even after intervention.

### **Other Strategies Used in Teaching Filipino Subject**

Educators should consider the academic differences of the learners to help them integrate the content of the curriculum to their own lives and modify the complexity of

instruction so all students experience learning success thus, making learning meaningful and interesting to them (Subban, 2006). Having diverse classroom and teaching diverse students will help discover the many benefits and learning opportunities both for the students and the teachers.

It is observed in the Philippine classroom that most of the teachers are engaged in traditional instruction, in which one lesson is designed to meet the needs of all learners, and these teachers think they are using differentiation but not. Filipino subjects like other academic subjects, suffered much because students' diversity was not addressed. Learning preferences and styles were not given attention, thus, learning becomes difficult and boring.

Researches also show the different strategies used by the teachers in teaching the Filipino language. It appears that language teachers usually use varied strategies that suit the visual, auditory, kinesthetic, tactile, and individual strategies. All of these strategies and techniques promote progressive, advanced, and extensive excellence in teaching the Filipino language. According to Subban (2006) among the teaching strategies used by the teachers in teaching Filipino language, the kinesthetic teaching strategy prevailed with the highest mean. However, the results also show that the learning styles of the learners and the teaching strategies used by the teachers have no significant correlation. This means that there is no connection between the learning styles of the learners and the strategies used by the teachers in teaching the language.

In terms of opportunities in speaking Filipino in class Napil and San Jose (2020) revealed that the participants shared that the teachers tasked them to do recitation in front of the class; share their opinions; deliver reports of a certain topic; dramatize an event; and explain concepts. During recitation, the teacher let the student come in front of the class and the teacher asked questions. Sharing of thoughts gave the students to have exchange of knowledge with their classmates. Reporting gave the opportunity to

use Filipino language in more formal form of conversation. Dramatizing was another opportunity where students could truly relate to the real world, specially their views and convictions in life. Through these opportunities, the participants were able to build open communication with other students. Explaining concepts allowed the participants to express themselves in Filipino where they were pushed to think deeply.

Vicente (2017) reported that there are several teaching strategies used for teaching the subject. First on the list is: establish a trusting relationship with the learners, next, make your communication in the classroom fun but educational most of the times. Be sensitive to barriers, meaning you have to unlock difficulties and obstacles that hinder understanding. Be over-prepared and conduct activities that motivate students to participate actively like role playing, storytelling, word games and trivia.

As a teacher specialized in Filipino subject, you must not only teach, instead, you are to be an actor or an actress on stage and initiate a casual conversation between yourself and among your students to bridge the communication gap

These techniques may work or are applicable not only for the model section but also for the other sessions and are proven to be effective or they give assurance of learning through a variety of activities.

In the study of Marasigan, et al., (2019) titled "Innovation Teaching Skills and Strategies in the Filipino Subject towards the Learning Development of Grade 7 Students in Banyaga National High School", results suggest that strategies involving the use of instructional aids, and the different skills and strategies such as collaborative, constructivist, inquiry-based, integrative, and reflective require learners to work together, to be active in the process of constructing meaning and knowledge, to formulate questions, to make connections and, to self-evaluate about a certain topic. Nevertheless, the research serves as a guiding principle in developing the learning process through teaching skills and strategies in Filipino subject.

According to Banagan (2023), teaching strategies that are believed to stimulate the interest of students in learning Filipino are by utilizing their visual, auditory, reading, writing, and even their kinesthetic abilities. However, the findings of her study showed that there is no significant relationship of visual, auditory, reading, writing and kinesthetic (VARK) as a teaching strategy used by teachers in teaching Filipino students' performance.

According to Mabilin (2012), reading is one of the five macro language skills that is most commonly used in processing knowledge, especially in discovering and analyzing ideas that are necessary in academia. Through reading, meanings and recognition are given to the knowledge that is written by the author. In this task, any written work of the author is processed and given meaning in the mind. Reading these works can provide new knowledge to students. Perkins (2015) believes that reading is important for students as it helps them to engage with a changing world filled with new knowledge.

Interno (2013) from Bernales' book (2012) suggested that writing is the process of transferring to paper or using any device that can be used to express the words, symbols, and illustrations of a person. Unity, coherence, emphasis, and proper statement are necessary. The sequence of ideas must also be clear, reasonable, and orderly. And writing must be done carefully because any mistake can be seen by the reader.

According to Cherry (2019), visual learners learn through looking. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all useful tools for visual learners in studying. Visual learners prefer this type of learning and would rather see the information presented visually than in written form. Consider the following: The importance of art, beauty, and aesthetics, recalling information in your mind helps you remember better, you need to see. Aside from visual strategy in teaching Filipino,

Cherry (2019) also suggested that aural (or auditory) learners learn best by receiving information through hearing. They have a tendency to excel in lectures and are skilled at listening to what is being said to them. Some ways to determine if you are an aural learner include: creating songs to help remember information, reading aloud to better remember information, preferring to listen to lectures in class rather than read from a textbook, and preferring to listen to a recording of lectures or a podcast instead of reviewing class notes.

Manalaysay (2023) suggested another strategy that teachers can use to make teaching Filipino subjects more engaging and effective: ***The use of Technology.*** Incorporating technology into the teaching of Filipino subjects can make the lessons more interactive and engaging. Teachers can use multimedia materials such as videos, audio recordings, and interactive games to make the lessons more interesting and relevant. For example, teachers can use educational apps like Kahoot or Quizlet to create interactive quizzes and games that can help students learn and retain the material better. ***Use of Visual Aids.*** Visual aids such as posters, charts, and infographics can help students better understand the concepts being taught in Filipino subject. Teachers can use visual aids to present information in a more organized and visually appealing manner, making it easier for students to comprehend and remember the material. For example, teachers can use a chart to show the different regions in the Philippines and their respective languages and dialects. ***Use of Authentic Materials.*** Using authentic materials such as books, newspapers, and magazines written in Filipino can help students develop their language skills and appreciate the richness of the Filipino language. Teachers can use these materials to expose students to different writing styles and genres, and encourage them to use Filipino in their daily lives. For example, teachers can assign reading materials written by Filipino authors and encourage students to write their own stories or essays in Filipino. ***Use of Role-Playing***

**and Simulations.** Role-playing and simulations can help students apply the concepts they have learned in Filipino subject in a real-life context. Teachers can create scenarios or situations that require students to use their language skills and cultural knowledge to solve problems or interact with others. For example, teachers can organize a simulation of a traditional Filipino fiesta, where students can learn about the different customs and traditions of their region. **Use of Collaborative Learning.** Collaborative learning can help students develop their language and social skills by working with their peers to achieve a common goal. Teachers can assign group projects or activities that require students to use Filipino in their communication and collaboration. For example, teachers can assign a group project where students have to create a short film or skit in Filipino. In conclusion, teaching Filipino subjects can be challenging, but by using these strategies, teachers can make the lessons more engaging and effective. By incorporating technology, visual aids, authentic materials, role-playing, and simulations.

### **Course Content of Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino)**

Filipino 12 which has a descriptive title of “Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino”, is the analysis and appreciation of psycho-sociolinguistic study of Filipino language of the Filipino people. Students would learn to love and give importance to the Filipino nature as human being, their language, personality and culture which mirrors the human relationship towards every individual, ways of life, tradition, and life of Filipinos in the present. Thus, learning Filipino 12, students can examine their language, personality, look back their past, relate to their present, and hence will inspire themselves in the future. Studying Filipino psycho-socio linguistic study of Filipino language, students can trace back who they are as Filipino. Then they can be grateful with it, confidence of themselves better and take pride in it.

In Filipino 12 students will enjoy the lessons from psychology of Filipino language, how language affects human personality, factors affecting why language differs and how culture is related to language. Toward the end of the lesson, students will be amazed to learn the topics on their personality and language. Further, students can look back on how their language developed from the past up to the present as part of Filipino culture and heritage and being discussed and given emphasis in the subject Filipino 12.

### **Synthesis of the Related Literature and Studies**

Student engagement is considered as an indicator of academic performance. The findings of Zhu (2010) showed that there was a significant and relatively strong correlation between student engagement and academic achievement, and King (2015) concluded that academic achievement was positively correlated with behavioral and emotional engagement. Pietarinen, Soini, and Pyhältö (2014) found a positive correlation between cognitive engagement and academic achievement. Engaged students do more than attend or perform academically; they also put forth effort, persist, self-regulate their behavior toward goals, challenge themselves to exceed, and enjoy challenges and learning (Christenson et al., 2012). The study of Delfino (2019) indicates that student engagement is directly related to the academic performance of the students. Urquijo and Extremera (2017), concludes that the more engage the students are the higher is their academic achievement. Holgado, et al. (2013) and Gunuc (2014), added that academic performance is the outcome of being engage by the students in school. Roberts & McNeeze, (2007), assert that as levels of student involvement/engagement improves, their academic achievement also improves. Further, Sbrocco (2009), concludes that the student academic performance is justified by student engagement which means that the more active the students' engagement will be, the higher their academic achievement

Studies on reflective learning and its efficacy on students' engagement have been discussed by Bubnys and Zydziunaite (2010); Colomer et al. (2013); and Fullana et al. (2016). On the other hand, studies on reflective learning and its efficacy on academic performance have been conducted by Fredricks, Blumenfeld, & Paris (2004); Leonard (2028 Smith, Ito, Gruenewald, & Yeh, (2010); Sirin & Rogers-Sirin (2005); Appleton, Christenson, & Furlong, (2008).

Reflective learning allows for students' personal growth to be observed and helps to foresee ways of developing teaching processes to encourage learning in, for instance, higher education strategy. The process of reflective learning is characterized by a transformative empowering of students for personal unrestricted, independent activity by analyzing their own experiences and learning skills, relating theoretical knowledge to practical knowledge, and developing skills to identify and solve problems changing their attitudes and becoming more tolerant (Colomer, et al., 2020). The study by Fullana et al. (2016), mentioned that reflective learning can help students assess an understanding of their selves, their learnings, and their interest in learning. Furthermore, Fullana et al., (2014), pointed out that reflective learning contributes to a better understanding of themselves, their learning, and their motivation to learn.

### **Chapter 3**

## Methodology

This Chapter discusses the research design, participants of the study, instrumentation, data gathering procedure (intervention, the use of reflective learning as a classroom methodology, and reflective writing process) data analysis procedure, validity and reliability, and ethical considerations adapted during the implementation of the research.

### Research Design

This study determined the effects of reflective learning to students' engagement and academic performance in Filipino 12. A quasi-experimental pretest-posttest control group design was used. Additionally, the matching-only pretest-posttest control group design was adopted because it was found to be beneficial since the subjects fit certain variables. In this case, the students were assessed according to program they were enrolled in the results of major examinations. Although the matching was used to substitute for random assignment, it provided adequate control of sources of invalidity (Fraenkel & Wallen, 2009).

### Figure 2

#### *Quasi-experimental Research Design.*

Experimental Group:	Pretest	Reflective Learning	Posttest
Control Group:	Pretest	Lecture-Discussion	Posttest

Since this is quasi-experimental research, there was no random assignment involved. Instead, participants were chosen based on their respective sections where they enrolled the subject Filipino 12. In this study, the participants were matched according to their performance in the previous period, i.e., the preliminary period.

. Each group was given a pretest, and then treatment was administered to the reflective learning group while the lecture-discussion was exposed to the traditional teaching strategy of Filipino lecture-discussion method. After the term, a posttest was given to each group, and the results were analyzed.

### **Participants of the Study**

The participants of this study included the Third Year students of the College of Hospitality Management taking Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino) during the First Semester of the Academic Year 2023-2024 in a private University in Iloilo City. Of the several classes opened during the first semester, two sections composed of 38 students each were chosen based on the following: the two sections utilized only the same assigned classroom; the schedule of classes was successive; and only one teacher (the researcher) handled the two classes. The following were the inclusion and exclusion criteria used for this research:

#### *Inclusion Criteria*

1. Participants must be 3<sup>rd</sup> year Hospital and Management students, and officially enrolled in Filipino 12 during the academic year 2023-2024;
2. All students in two intact sections who enrolled in Filipino 12 and had matching pairs on the two groups either male and female; and
3. Those who submitted their written consent to participate.

#### *Exclusion Criteria:*

1. Students who did not belong to the 3<sup>rd</sup> year Hospital and Management, and not officially enrolled in Filipino 12 in two intact sections;
2. Those who have no matching pairs; and
3. Those who did not submit their written consent.

This research utilized the same number of participants for both the experimental and control group. As shown in the Table, the following were the participants of the study:

**Table 1**

*Profile of Participants*

	Number of Participants	Percentage (%)
Lecture-discussion Group	38	50.0
Reflective learning Group	38	50.0
Total	76	100.0

**Instrumentation**

In this research, the following data-gathering instruments were used:

**Lesson Plan:** Researcher-prepared lesson plans were used during the implementation of the study. The lesson plans were content validated by the experts in the field to determine whether the right content of the lesson was reflected and delivered during the scheduled classes. The following topics that the researcher included in the lesson plans were Sikolohiya ng Wikang Filipino, Kaalamang Pagkatao ng mga Pilipino, Mga Salik na Nakaimpluwensiya sa Pagkakaiba-iba ng mga Wika sa Pilipinas at Pag-unlad at Pagbabago ng Wika at Kulturang Pilipino.

**Engagement Observation Checklist:** The researcher developed an Engagement Observation Checklist (see Appendix A) based from the framework of Schlechty's Student Engagement Continuum Model to record students' engagement in class during the duration of the research. The checklist contained scales which were categorized into authentic engagement, strategic compliance, and ritual compliance.

Schlechty identified five levels of student engagement. Each level specified indicators that clearly set the students into the level of commitment to doing academic activity (Digamon, J., & Cinches, F., 2017). Further, Digamon, J & Cinches, F. (2017) enumerated and discussed five ways on which the students showed engagement in any academic activity:

(1) *Authentic Engagement (High Attention-High Commitment)* – The highest level of student engagement. In this level, the students see that the activity is personally meaningful, and have the will to persist and learn in the face of difficulty. The students feel that their goal is to get the activity right and perform well;

(2) *Strategic Compliance (High Attention-Low Commitment)* – The students in this level see the value of the work and find the activity as worth doing but only because of grades, approval, and class rank. The students are primarily after teacher recognition and peer appreciation;

(3) *Ritual Compliance (Low Attention-No Commitment)* - The students set learning at a low level and are working only for the sake of compliance and on meeting the minimum requirements. They do the work only to avoid negative consequences such as getting a failing grade or mark. Their prime desire is to avoid teachers' reprimand and peer conflict;

(4) *Retreatism (No Attention-No Commitment)* - The students are disengaged in the classroom task and activity and are emotionally withdrawn. They do not participate in the task, and feel unable to do what is asked and expected of them. Moreover, the students think they cannot do the activity because of deficient capability and of lack of sense of activity relevance; and

(5) *Rebellion (Diverted Attention-No Commitment)* - The students refuse to do the work, and do actions to disrupt others. For this level, students develop a negative attitude and poor work and sometimes encourage others to rebel.

A researcher-prepared engagement observation checklist to record students' engagement in class during the duration of the research was also utilized to describe the students' demonstration engagement in the classroom. The observation checklist contained 15 statements that described how the students demonstrated engagement in the classroom and were compared before and during the implementation of the study to determine if there were significant differences in their engagement. Each statement describes if the student demonstrated authentic engagement, strategic compliance or ritual compliance. Scores were determined and categorized as *Poor (Below 25)*, *Moderate (25 – 30)*, and *High (31 – 35)*. The ranges of the scores were arbitrarily prepared by the researchers after observing the homogeneity of the scores.

**Results of Quizzes/Tests:** Results of quizzes or tests determine the academic performance of the students. A 45-item multiple choice and 10-point essay test prepared by the researcher and duly validated by experts was used to measure the knowledge that the students have learned during the study to determine the academic performance of the students. The researcher recorded the test results of the students before the implementation of the study and after the implementation of the study to determine if there were significant differences in their academic performance. Tests for academic performances were checked and scores were categorized into *Average (Below 35)*, *High (35 – 45)*, *Very High (46 – 55)*. The ranges of the scores were arbitrarily prepared by the researchers after observing the homogeneity of the scores of the tests.

**Journal Report:** The researcher provided the students with a reflective writing journal to record their experiences during the implementation of the study. Students wrote their reflections in the journal during the entire implementation of the research. Every week a reflection question was assigned for students to answer or reflect upon that guided them in writing their reflection. The students' reflections were then analyzed using pattern making, i.e., a pattern in the students' responses were determined to establish commonality in their experience of reflective learning. From there, frequencies or percentages were computed to determine the number of students with similar reflections.

The following questions presented in Table 1 duly validated by experts in the field were used to guide the students in writing their reflections in the journal:

**Table 2**

*Reflective Journal Questions*

<b>Week/Day</b>	<b>Reflective Questions</b>
Week 1	What did you find interesting in the lesson today and why?
Week 2	What is the most important thing that you learned in class today and why?
Week 3	What part of the lesson did you struggle with today and how did you deal with it?
Week 4	What did you do today in class that you are most proud of today/week and why?
Week 5	Reflect on your thinking, learning, and work today. What are you most proud of?
Week 6	How could you use what you have learned in the future?

### **Validation and Reliability Testing of Instruments**

The researcher-prepared instruments used in measuring student engagement and academic performance were based on the study of Appleton et al. (2008); Fredricks

et al. (2004); Libbey (2004). However, the lesson plans were developed by the researcher and were content validated by professionals in the field of Education and Research and Assessment. Those who validated the instruments included: two (2) professionals with PhD in Education degree; and a professional with an EdD degree in Education. Those who validated the instrument have extensive experience in the field of research and education. All the suggestions made by the validators were incorporated to enhance the quality of the questionnaires.

After being duly validated by the experts, the same questionnaires were pilot tested to 38 students who have taken the subject and were not included in the study. Reliability test of the instruments was done using Richard-Kuderson Formula 20. The result of KR (20) = .7515 (test questions) which was higher than .70 showed that the instrument was reliable and ready to be administered. Questions for student engagement and journal reports were validated only by experts who were professionals in the field of Education and Research and Assessment.

### **Ethical Considerations**

The approval from the Research Ethics Committee of the University was secured by the researcher upon the approval of the research paper by the School of Graduate Studies. Prior to the commencement of the study, the researcher secured written permission from the proper authorities. In getting the students as participants of the study, the researcher wrote not only the school administrators, college deans, but also their parents/guardians (see Appendix). The letter of consent for the participants in the study to participate voluntarily in the research study was given directly to the participants. It would be made clear to all participants that data derived from the study were utilized for research purposes only. Likewise, all the participants would be informed that no

information about them was shared in the public and that their identity was kept not only during the duration of the data gathering but also after the study was finished.

Before the study commenced, the researcher explained to student-participants that whatever topic discussed during the implementation of the research would only be done for research purposes only. Student-participants would also be informed that they are free to withdraw from participating in the research when they feel uncomfortable, or may cause distress, anxiety, and agitation on their part without any reprisal on the part of the researcher towards them.

#### *Anonymity and Confidentiality*

Information of the respondents including personal identities and other data was kept private and used exclusively for research purposes only. No harm was done and it was seen that only a negligible risk arose while the study was being conducted. The only people with access to the research was the researcher, who would also safely preserve both the soft copy and hard copy copies. The data obtained will be stored for one (1) year and will be erased after that duration. All information shared by the participants will be kept confidential. Also, the researcher accepted possible changes that the respondents wanted, such as the space or the room in which the interview was held.

#### *Risk and Benefit Assessment*

The probable misinterpretation of some important elements of the study cannot lead to any risk, for those who participate in the study. This study was controllable by the researcher. The researcher made sure that there was a negligible risk in conducting the study. The study that was conducted in the private university mentioned in the participants section of this study was oriented beforehand, so that they would have had an idea and a right to decide on their own. Their participations on the study would not lead to any rewards or financial benefits.

#### *Giving of Token or Consideration to the Respondents*

There was no amount paid to the respondents who joined in this study. However, as compensation for the time spent by the respondents for conducting the research, the researcher used reflective learning method as a tool in teaching the respondents.

#### *Withdrawal Criteria*

The participants were free to leave the study anytime they want without reason. Withdrawal from the study would not be taken against the participants. Also, the participants were made to understand that withdrawal would not result to any harmful consequences if they leave at any time. The participant was assured that the information and answers that they give would remain confidential.

#### *Disclosure or Declaration of Potential Conflicts of Interest*

The respondents of the study were made aware as well as encouraged by the researcher that they have to state and declare formally that there was no personal, real, or potential conflict of interest behind their participation in the study. Moreover, there were no acts of impartiality that became the result of the participation of the respondents in the study and all actions that would be done during the participation of the study should be done in accordance with the law.

#### *Benefits to Local Communities Building*

The results of the study may lead to the promotion of a society who have a higher level of knowledge because students' engagement and academic performance will be developed among students. The learning strategies provide valuable information and knowledge. The reflective learning strategies will aid in developing a deeper understanding and appreciation for knowledge.

#### *Research Dissemination Plan*

The findings of the study are useful for enriching teaching strategies and learning activities because there is an urgent need for teaching strategies that can be

used by students in both private and public institutions. The result and output of this were presented to the panel during the final defense. Furthermore, these findings and outputs were presented in the research symposium or colloquia organized by Central Philippine University.

#### *Disposal of Research Materials*

The researcher will be disposing of the materials such as reflective journal questions used for the respondents and their responses after the research is submitted, presented, and approved by the Graduate School Research Committee. The materials used will be disposed of by deleting the responses of the respondents and deleting the files from the Google Drive to avoid leakage to the people who are not part of the research study.

#### **Implementation of Two Methods of Teaching Filipino 12**

The two methods of teaching Fil 12 were implemented from the first week of October until the second week of December 2023 to two sections of Filipino 12 students which were met twice a week for 90 minutes each meeting. One section was assigned as the controlled group and the other section was assigned as the experimental group.

Before the formal conduct of the study, a pretest was implemented for both sections to determine the prior knowledge of the students about the subject and to determine whether there is a significant difference in their prior knowledge before the implementation of the two methods of teaching. After the pre-test was conducted, lectures using the researcher-made lesson plans were carried out utilizing lecture-discussions method for the controlled group and reflective journal method for the experimental group. There were twelve (12) detailed lesson plans prepared by the researcher for each group. The topics covered during the implementation of the study included the following: Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino

(Sikolohiya ng Wikang Filipino, Kaalamang Pagkatao ng mga Pilipino, Mga Salik na Nakaimpluwensiya sa Pagkakaiba-iba ng mga Wika sa Pilipinas at Pag-unlad at Pagbabago ng Wika at Kulturang Pilipino).

The lesson plans were based on the syllabus in Filipino 12 of the University which was duly signed and approved by the Filipino Subject Coordinator and the Dean of the College of Education.

### ***Using Lecture-Discussion Method in Teaching Filipino 12***

For the controlled group, the lecture-discussion method was utilized in teaching the topics following the steps as suggested by the research of Eggen and Kauchak (2006), which involved five phases: *introduction, presentation, comprehension monitoring, integration, and review and closure*.

In the *introduction phase*, the teacher reviewed and presented a form of focus for the lesson which was to attract attention and to activate background knowledge. It was followed by the *presentation stage* where the teacher presented organized information which served to provide background knowledge and to begin a schema (a form of understanding that represents the way knowledge is organized in long-term memory) production. In the third phase which was *comprehension monitoring*, the teacher checked the students' understanding of the present material for perception check and put learners in active roles. In the fourth phase, *the integration phase*, the teacher let the students connect new learning to existing understanding for them to elaborate schemas and achieve equilibrium. Lastly, the teacher reviewed and closed the lesson for the completion of schema production and promotion of perception of competence.

Activities were conducted to provide opportunities for students to actively engage during classes.

### ***Using Reflective Learning Method in Teaching Filipino 12***

In implementing reflective learning in the classroom, the teacher starts the class by introducing the subject matter for the day. After that, the teacher asked the students about their prior knowledge regarding the topic discussed. This set the stage for how the class activities were carried out. If the students, were not able to relate to the topic, the teacher explained the topic thoroughly until they had a clear understanding of the lesson. The teacher continued the class with some activities utilizing strategies such as KWL, Mix-Pair Share, Rally Coach, Round Robin, Timed Pair Share, Pairs Compare, Rally Robin, One Stray, All Record, Rally Table, and Inside-Outside Circle. These activities provided opportunities for students to actively engage during classes. From the activities, the students were asked to present their outputs from the assigned activities. Eventually, before each session ended, students were asked their learnings or take away based on the lessons of the day. They were also reminded to immediately to write their reflections on the lessons in their journals.

### ***The Reflective Writing Process***

In writing their reflections regarding the lessons, the students were guided by the following process (Junsay, 2016):

**Initializing process.** The students were asked to recall their prior knowledge, difficulties, reasons for such difficulty, and how students will be able to improve it.

**Exploring process.** The students were asked to focus on their learning and relearning previous knowledge, thinking about the best way to learn it, how they will be able to apply their learning to real life situations.

**Connecting Process.** The students were told to link the new information they learned and how they will apply the knowledge to other fields.

### The Similarities and Differences of the Journal Writing Method and Traditional Method.

Journal writing and traditional methods were implemented using the following outline and framework (Junsay, 2016).

**Table 3**

*The Similarities and Differences of the Journal Writing Method and Traditional Method.*

Components of the lesson	Reflective Learning Method	Traditional teaching (Lecture-discussion)
Learning Outcomes Objectives and subject matter	Based on the course syllabus	Based on the course syllabus
Materials	Worksheets Journals Charts Videos	Worksheets Charts
Preliminary Activities	<p><b>Initializing Process</b></p> <p>Initializing questions: Anong alam ninyo tungkol sa paksa?</p> <p>Ano ang mahirap sa paksa?</p> <p>Sa palagay mo, paano mo mapaunlad ang kaalaman tungkol dito?</p> <p>Paano mo maiuugnay ang napag-aralan mo ngayon sa nakaraang aralin natin?</p>	<p><b>Introduction</b></p> <p>Review questions: Ano ang dalawang uri ng panitikan?</p> <p>Ang anyong patula?</p> <p>Ano ang pagkakaiba ng .....?</p>
Lesson Proper	<p><b>Exploring Process (Inductive in nature and applies constructivist approach of teaching.)</b></p> <p>The teacher facilitates discussion for students to discover the concepts and principles:</p> <p>Batay sa mga halimbawa, kalian natin nasasabi na....?</p> <p>Ano ang inyong napapansin sa mga....?</p> <p>Batay sa mga sumusunod na ideya,</p>	<p><b>Presentation (Deductive method of teaching.)</b></p> <p>The teacher lectures, provides examples and discusses with students.</p> <p>Definitions are presented.</p> <p>Examples are presented.</p> <p>The teacher asks students also but no “reflective questions” are thrown.</p>

	<p>ano ang.....?</p> <p>Ang pagpapakahulugang ba natin ng.....?</p> <p>Makapag-iisip ka ba ng ilang ideya tungkol sa...?</p> <p>Ano ang pinakamabisang paraan na gagamitin?</p>	
Enhancement activity	<p><b>Exploring Process</b></p> <p>Same activities as traditional teaching but processing questions for reflection are integrated.</p> <p>Students think of real-life situations where they can create literature piece.</p>	<p><b>Comprehension Monitoring</b></p> <p>Same activities with reflective learning.</p> <p>Teacher tells of real-life situations where students can remember.</p>
Generalization	<p><b>Exploring Process</b></p> <p>Summary of the concepts and principles learned but with “realizations” for reflection</p>	<p><b>Integration</b></p> <p>Teacher asks about the concepts and principles learned</p>
Evaluation	<p><b>Connecting Process</b></p> <p>Same evaluation with traditional teaching but with reflective questions.</p> <p>How do you see your knowledge about to answer the task in the future?</p>	<p><b>Integration/Review and Closure</b></p> <p>Same evaluation with reflective learning</p>
Assignment	<p><b>Connecting Process</b></p> <p>Same assignment but reflective journals.</p> <p>Sa aralin, saan ang bahagi na may kahirapan?</p> <p>Paano mo ito, magagawa?</p> <p>Bakit kailangan pag-aaralan ang tungkol sa ....?</p> <p>Paano mo gagamitin kaalamang ito sa buhay?</p>	<p><b>Review and Closure</b></p> <p>Same assignment as the reflective group but with no reflection. Instead, questions such as the following will be given:</p> <p>Kung ang....., ano ang.....?</p>

### Data Gathering Procedure

Since the study utilized a quasi-experimental pre-test post-test research design, two classes from the College of Hospitality Management enrolled in Filipino 12 were chosen to participate. The participants were chosen based on their respective sections where they enrolled the subject Filipino 12. In this study, the participants were matched

according to their sex and performance in the previous period, i.e., the preliminary period. In order to determine which group would be subjected to either the reflective learning group or the lecture-discussion group, random assignment was applied. This was done by randomly choosing a rolled paper from two rolled papers.

In this study, both the experimental and controlled group received the pre-test. Then, the experimental group was exposed to the reflective learning method while the lecture-discussion was exposed to the lecture-discussion method. A post-test was done respectively for both groups after the intervention to measure the two areas wherein the researcher intended to find out, namely: students' engagement and academic performance.

Data to determine the academic performance of the students were gathered from the results of quizzes or tests given after the term. A 45-item multiple choice and 10-point essay test prepared by the researcher and duly validated by experts was used to measure the knowledge that the students have learned during the study to determine the academic performance of the students. Scores were categorized into *Average (Below 35)*, *High (35 – 45)*, and *Very High (46 – 55)*. The ranges of the scores were arbitrarily prepared by the researchers after observing the homogeneity of the scores of the tests.

Data for engagement observations were gathered using the checklist composed of 15 statements that described how the students demonstrated engagement in the classroom. Each statement describes if the student demonstrated authentic engagement, strategic compliance or ritual compliance. Scores were determined and categorized as *Poor (Below 25)*, *Moderate (25 – 30)*, *High (31 – 35)*. The ranges of the scores were arbitrarily prepared by the researchers after observing the homogeneity of the scores.

For journal writing data, a reflective writing journal to record their experiences during the implementation of the study was used. Students wrote their reflections in the

journal during the entire implementation of the research. Every week, a reflection question was assigned for students to answer or reflect upon that guided them in writing their reflection. The students' reflections were then analyzed using pattern making, i.e., a pattern in the students' responses was determined to establish commonality in their experience of reflective learning. All the data gathered were coded and encoded in a computer for data analyses and interpretations.

### **Data Analysis Procedure**

This study investigated the effects of reflective learning on students' engagement and academic performance in Filipino. The data were obtained from the sources and were coded and encoded for processing.

The Statistical Package for Social Sciences (SPSS Version 23) for Windows was utilized for the statistical analysis of the study. Analysis of all data was done using descriptive-comparative analysis.

For descriptive statistics, frequency distributions and percentages were used to describe the level of engagement and academic performance of the respondents. Mean and standard deviation were used to measure the central tendencies of the scores and variability or dispersion of the scores from the mean. T-tests for independent samples and paired samples were used to determine the significant difference between the two means. The significance of the results was based on .05 level of significance.

Textual interpretation was used in reporting the supporting qualitative data.

## **Chapter 4**

### **Data Analysis and Interpretation**

This Chapter presents and discusses the results of the study. The presentation of the discussion follows the sequence of the research questions as stated in Chapter 1.

***Students' Level of Engagement in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Table 4 presents the findings on the level of engagement of students in Filipino 12 before exposing them to traditional lecture-discussion method (controlled group) and reflective learning method (experimental group). Findings show that almost 40 % (39.5%) of students who belong to the controlled group have poor level of engagement in Filipino 12 and less than 10% (7.9%) have high level of engagement.

Findings also show that of the 38 students who belong to the experimental group, one half (50%) of the students were found with poor engagement in Filipino 12 and 50% have moderate engagement with the subject.

When taken as a whole, the mean level of engagement of students in Filipino 12 who belong to the controlled group is poor ( $M_{38} = 24.89$ ,  $sd = 2.985$ ) and those who belong to the experimental group is also poor ( $M_{38} = 24.63$ ,  $sd 3.008$ ) before the implementation of the two methods of teaching.

There are students who disclosed that sometimes they lose interest to the lesson when they cannot comprehend with what the teacher teaches. In this regard, students feel that learning Filipino literature is hard. It was theorized therefore that students only attend Filipino classes to complete the program enrolled in by the student in the university. In fact, Delfino (2019), reported that some students skipped their classes during Filipino subject to look for additional earnings to augment their family's monetary needs. Often the students are absent from Filipino class to prepare and be ready for their other classes.

According to Belvez (2002), some students are unmotivated to study Filipino if they observe that the teacher is boring in teaching the subject. It is a common knowledge that if the teacher does not use varied strategies in his/her teaching, it

causes the loss of interest among students to learn. Students never give any interest about learning Filipino due to the traditional and obsolete method in teaching Filipino literature. Students love to engage in every class discussion if there are varieties of methods, strategies and styles being presented to the students (Kahu, 2013). The engagement and the interest of the student should be emphasized in all classes especially in Filipino subject for students want to learn new story, new vocabulary, correct pronunciation, rhetoric, grammar and mechanics. Lawson & Lawson (2013), Fredricks (2008) posited that students' engagement are influenced by the strategies used by teachers in delivering lesson content.

**Table 4**

*Students' Level of Engagement in Filipino 12 before Exposure to the Traditional Lecture-Discussion Method and Reflective Learning Method*

<b>Controlled Group</b>			<b>Experimental Group</b>		
Poor	15	39.5	Poor	19	50.0
Moderate	20	52.6	Moderate	19	50.0
High	3	7.9			
<b>Mean = 24.89 (Poor)</b>			<b>Mean = 24.63 (Poor)</b>		
<b>sd = 2.985</b>			<b>sd = 3.008</b>		

*Level: Poor (Below 25), Moderate (25 – 30), High (31 – 35)*

***Students' Level of Academic Performance in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Results of the students' level of academic performance in Filipino 12 who belong to the controlled group before exposing to traditional lecture-discussion method and who belong to the experimental group before exposing to reflective learning method are

presented in Table 5. Results show that a little more than two thirds (68.4%) of the students who belong to the controlled group have average level of academic performance in Filipino 12 before their exposure to traditional lecture-discussion method. A little less than a quarter (23.7%) have high level of academic performance and the rest have very high level of academic performance in Filipino 12.

Results also show that 6 for every 10 students (63.2%) who belong to the experimental group have average level of academic performance in Filipino 12 before their exposure in reflective learning method and the rest have high level of academic performance.

The mean academic performance of students in Filipino 12 who belong to the controlled group is 32.0 (sd = 7.086) and those who belong to the experimental group is 33.05 (sd = 4.562). Using the scale below, both the mean academic performances are described as average.

The moderate academic performance of students in Filipino 12 may be attributed by the lack of motivation with the subject. Abelon (2023), affirmed that students never give any interest about learning Filipino due to the traditional and obsolete method in teaching Filipino literature. Delfino (2019), reported that some students skipped their classes during Filipino subject to look for additional earnings to augment their family's monetary needs. Often the students are absent from Filipino class to prepare and be ready for their other classes.

**Table 5**

*Students' Level of Academic Performance in Filipino 12 before Exposure to Lecture-Discussion Method and the Reflective Learning Approach*

	Control Group		Experimental Group		
Average	26	68.4	Average	24	63.2
High	9	23.7	High	14	36.8

Very High	3	7.9
<b>Mean = 32.0 (Average)</b>		<b>Mean = 33.05 (Average)</b>
<b>sd = 7.086</b>		<b>sd = 4.562</b>
<i>Level: Average (Below 35), High (35 – 45), Very High (46 – 55)</i>		

### ***Students' Level of Engagement in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Presented in Table 6 are the findings of the students' level of engagement in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and those who belong to the experimental group after exposing to traditional lecture-discussion method. Findings revealed that a little more than one half (52.6%) of the students who belong to the controlled group have high level of engagement in Filipino 12 after exposing to traditional lecture-discussion method and the rest engaged poorly in the subject. The mean level of engagement of the students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion approach was moderate.

Findings also revealed that a very high (89.5%) proportion of students in the experimental group have very high engagement in Filipino 12 and rest engaged poor to moderate. The mean level of engagement of students in Filipino 12 who belong to the experimental group after exposing to reflective learning method was 33.26 and using the scale below, it was described as high level of engagement.

The higher proportion of students in the experimental group who engaged high in Filipino 12 supports the findings of Brockbank and McGill (1998) that reflective learning methodology helped students become more aware of the learning process; it encourages critical thinking and analysis of their own capabilities, proposing both

strategies for improvement and new strategies for addressing challenges arising during the learning process. As stated in the study of Bubnys (2014), reflective learning, as one of innovative teaching and learning strategies, creates prerequisites for successful development of student-centered studies at the institutions of higher education.

**Table 6**

*Students' Level of Engagement in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

<b>Control Group</b>			<b>Experimental Group</b>		
Poor	9	39.5	Poor	1	2.6
High	29	52.6	Moderate	3	7.9
			High	34	89.5
<b>Mean = 30.21 (Moderate)</b>			<b>Mean = 33.26 (High)</b>		
<b>sd = 4.244</b>			<b>sd = 2.777</b>		

*Level: Poor (Below 25), Moderate (25 – 30), High (31 – 35)*

***Students' Level of Academic Performance in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Table 7 shows the results of the students' level of academic performance in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and those who belong to the experimental group after exposing to reflective learning method. Based on the findings, almost two thirds (65.8%) of the students who belong to the controlled group have average level of academic

performance in Filipino 12 after exposing to traditional lecture-discussion method and the rest have high level of academic performance. The mean level of academic performance of the students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method was average level of performance.

Findings also revealed that a little more than 60% (63.2%) of the students who belong to the experimental group have high level academic performance in Filipino 12 after exposing to the reflective learning method almost 30% (28.9%) have very high level of academic performance and the rest have average level of academic performance in Filipino 12. The mean level of academic performance of the students in Filipino 12 who belong to the experimental group after exposing to reflective learning method was high.

The findings of this study supports the findings of Colomer, et al. (2020) that reflective learning allows for students' self-fulfillment to be observed and helps to find ways of creating teaching methodologies to encourage learning in, for instance, higher education strategy. Further, reflective learning helps students become more aware of learning process; it encourages critical thinking and analysis of their own capabilities, proposing both strategies for improvement and new strategies for addressing challenges arising during the learning process as mentioned by Colomer et al., (2013).

**Table 7**

*Students' Level of Academic Performance in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

Control Group			Experimental Group		
Average	25	65.8	Average	3	7.9
High	13	34.2	High	24	63.2
			Very High	11	28.9
<b>Mean = 31.76 (Average)</b>			<b>Mean = 42.97 (High)</b>		

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**sd = 6.732**
**sd = 5.543**


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*Level: Average (Below 35), High (35 – 45), Very High (46 – 55)*

***Difference in the Mean Engagement of Students in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Table 8 revealed the findings of the test of difference in the mean engagement of students in Filipino 12 who belong to the controlled group before exposing to traditional lecture-discussion method and those who belong to the experimental group before exposing to reflective learning method. Findings showed that the mean engagement of students in Filipino 12 who belong to the controlled group is 24.89 (sd = 2.985) while the mean level of students who belong to the experimental group is 24.63 (sd = 3.008). Based on the findings, there is no significant difference in the mean engagement of students in Filipino 12 who belong to the control group and those who belong to the experimental group at .05 level of significance as shown by the t-value of .149 and p-value of .882. This implies that the engagement of students in Filipino 12 who belong to the controlled group does not vary with the mean engagement of students in Filipino 12 who belong in the experimental group before the treatment.

The findings also showed that at present, students enrolled in Filipino 2 were not highly motivated which resulted to not being participative in all activities required in the subject. This observation supports the idea of Christenson et al. (2012) mentioning that students' engagement was when students are actively involved in classroom activities and practices and their dedication towards school educational objectives and instruction to achieve outcomes in education such as academic achievement. Smith et al. (2013),

also stated that students' engagement took place when students were motivated to do different challenges or activity, that students should not only actively involve rather they are also exhibiting great interest and are motivated and interested to do the task. The participation of students in school activities, student recognition with school and student appreciation of the school was considered as student engagement according to Bundick, et al., (2014).

**Table 8**

*Difference in the Mean of Engagement of Students in Filipino 12 before Exposure to Lecture-Discussion Method and Reflective Learning Method*

<b>Treatment</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Lecture-Discussion Method	38	24.89	2.985	74	.149	.882
Reflective Learning Method	38	24.63	3.008			

***Difference in the Mean Academic Performance of Students in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Findings in Table 9 show that the mean academic performance of the students in the controlled group before exposing to traditional lecture-discussion method in teaching Filipino 12 is 32.00 and the mean academic performance of students in the experimental group before exposing in reflective learning method in teaching Filipino 12 is 31.76.

Based on the findings, there is no significant difference in the mean academic

performance of students in Filipino 12 who belong to the controlled group and students who belong to the experimental group at .05 level of significance as shown by the t-value of 3.83 and p-value of .703. This implies that the performance of students in Filipino 12 who belong to the controlled group does not vary with the performance of students in the experimental group before the treatment.

The moderate academic performance of students in Filipino 12 may be influenced by their attitude and motivation in learning the subjects. This idea supports the findings of Napil and San Jose (2020) that students sometimes lose interest to the lesson when they cannot comprehend with what the teacher teaches. Students feel that learning Filipino literature is hard, and one of the reasons for lack of interest in learning Filipino is attributed to the limited number of strategies used by the teacher in their classrooms. This is one of the reasons according to Uchi (2019) stating that teachers should motivate students to use Filipino in their communication though it is difficult for the students, it will enable the teacher to instill knowledge to their students. Likewise, teacher who is well-versed in Filipino psycho-sociolinguistic and language have the ideas and the knowledge to share to the students successfully.

**Table 9**

*Difference in the Mean Academic Performance of Students in Filipino 12 before Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

<b>Treatment</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Lecture-Discussion Method	38	32.00	7.086	74	3.83	.703
Reflective Learning Method	38	31.76	6.732			

***Difference in the Mean Engagement of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method***

The findings for the test of difference in the mean engagement of students in Filipino 12 who belong to the controlled group before and after exposing to the traditional lecture-discussion method are presented in Table 10. Findings revealed that the mean engagement of students in Filipino 12 before the treatment is 24.89 (sd = 2.985) whereas their mean engagement after exposing to the traditional lecture-discussion method is 30.21 (sd = 4.244). The difference of 5.32 in the mean engagement of students who belong to the controlled group showed significant at .05 level as shown by the t-value of 6.507 and p-value of .000. The significant difference rejects the null hypothesis that there is no significant difference in the mean engagement of students in Filipino 12 before and after the treatment. The result implies that the level of engagement of students in Filipino 12 after exposing to the traditional lecture-discussion method varies with their level of engagement before exposing them to the said method.

The significant difference in the level of engagement of students in Filipino 12 may be attributed by the teaching style of the teacher that motivated the students to gain knowledge and inspire to learn the subject. This idea supports the findings of Belvez (2002) that some students are unmotivated to study Filipino if they observe that the teacher is boring in teaching the subject. It is a common knowledge that if the teacher does not use varied strategy in his/her teaching, it causes the loss of interest among students to learn. Abad, et al. (2008) published that, as a center of the teaching and learning process, the attitude of the students towards learning a specific subject is highly influenced by the teacher (Abad et al., 1996). The point of view of the students regarding learning Filipino has a great impact to the outcome of their learning (Villafuerte and Bernales, 2008).

**Table 10**

*Difference in the Mean Engagement of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method*

<b>Traditional Lecture-Discussion Method (Control Group)</b>	<b>N</b>	<b>Mean</b>	<b>Diff.</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Before the Treatment	38	24.89		2.985			
			5.32		37	6.507*	.000
After the Treatment	38	30.21		4.244			

\*Significant at .05

***Difference in the Mean Academic Performance of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method***

Table 11 presents the findings of the difference in the mean academic performance of students in Filipino 12 who belong to the controlled group before and after exposing to traditional lecture-discussion method. Results show that the mean academic performance of students in Filipino 12 before exposing to traditional lecture-discussion method is 32.00 (sd = 7.086) and their performance after exposing to the said method is 32.05 (sd = 7.226). The difference of 0.05 in their mean performance before and after the treatment showed no significant difference at .05 level as shown by the t-value of .284 and p-value of .778. The findings revealed that there is no significant difference in the performance of students in Filipino 12 who belong to the controlled group before and after the treatment. This also implies that the performance of students who belong to the controlled group before exposing to the traditional lecture-discussion method does not vary with their performance after exposing to the said method.

The no significant difference in the performance of students before and after the treatment may be attributed by their attitude towards the subject. According to Belvez (2002), some students are unmotivated to study Filipino if they observe that the teacher is boring in teaching the subject. It is a common knowledge that if the teacher does not use varied strategies in his/her teaching, it causes the loss of interest among students to learn. Students never give any interest about learning Filipino due to the traditional and obsolete method in teaching Filipino literature.

**Table 11**

*Difference in the Mean Academic Performance of Students in Filipino 12 before and after Exposure to the Lecture-Discussion Method*

<b>Traditional Lecture-Discussion Method (Control Group)</b>	<b>N</b>	<b>Mean</b>	<b>Diff.</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Before the Treatment	38	32.00		7.086			
			0.05		37	.284	.778
After the Treatment	38	32.05		7.226			

***Difference in the Mean Engagement of Students in Filipino 12 Before and After Exposure to the Reflective Learning Method***

Findings in Table 12 showed that the mean engagement of students in Filipino 12 who belong to the experimental group before exposing to the reflective learning method is 24.63 (sd = 3.008), while their mean engagement after exposing to the reflective learning method is 33.26 (sd = 2.777). The difference in mean of 8.63 showed a significant difference in the mean engagement of student in Filipino 12 before and after the treatment at .05 level as shown by the t-value of 13.618 and p-value of .000.

Therefore, the null hypothesis is rejected. This implies that the mean engagement of students in Filipino 12 before exposing to the reflective learning method varies with their mean engagement after exposing to the same method.

The findings of this study supports the findings of the study of Brockbank and McGill (1998) that reflective learning methodology helps students become more aware of the learning process; it encourages critical thinking and analysis of their own capabilities, proposing both strategies for improvement and new strategies for addressing challenges arising during the learning process. It also appears to help students identify their own learning needs and become more aware of what their learning may be worth them in the future.

The findings of the study of Bubnys (2014) showed that reflective learning, as one of innovative teaching and learning strategies, creates prerequisites for successful development of student-centered studies at the institutions of higher education. It is relevant to create the following conditions for reflective learning: interactive environment, time for development of reflectivity, support and assistance of administration and teachers, promotion of the learner's autonomy and independence, a clear system of promotion and activity priorities, effective feedback, the atmosphere of communication and cooperation as prerequisites for successful implementation of the learning process, corresponding to the type of student-centered studies.

**Table 12**

*Difference in the Mean Engagement of Students in Filipino 12 before and after Exposure to the Reflective Learning Method*

<b>Reflective Learning Method (Experimental Group)</b>	<b>N</b>	<b>Mean</b>	<b>Diff.</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p- value</b>
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Before the Treatment	38	24.63	3.008			
			8.63	37	13.618*	.000
After the Treatment	38	33.26	2.777			

\*Significant at .05

***Difference in the Mean Academic Performance of Students in Filipino 12 Before and After Exposure to the Reflective Learning Method***

Based on the results presented in Table 13 for the test of difference in the mean academic performance of students in Filipino 12 who belong to the experimental group before and after exposing to reflective learning approach, the mean academic performance of students before exposure to the learning approach is 33.05 (sd = 4.562) while their mean academic performance after exposing to the learning approach is 42.68 (sd = 5.507). The difference in mean academic performance before and after the treatment is 9.92. Findings reveal that there is a significant difference in the mean academic performance of students in Filipino 12 who belong to the experimental group before and after exposing to reflective learning method at .05 level, as shown by the t-value of 11.724 and p-value of .000. The results therefore rejects the null hypothesis. This implies that the mean academic performance of students in Filipino 12 vary before their exposure to reflective learning method varies with their mean academic performance after exposing to the same treatment. This further implies that students performed better in their examinations after they were exposed to reflective learning method compared with their performance before they were exposed to the new learning method.

The findings of this study conform to the findings of Smith et al., (2013) that students who were active and engaged in school can be considered to have high

academic achievement and possess positive characteristics, attitudes, and behaviors. Student engagement occurs when students were being motivated to do the tasks or activities without forcing them, thus, they participated and exhibit big interest and were inspired do the school tasks. The study of Delfino (2019) indicated that student engagement was directly related to their academic performance. Urquijo and Extremera (2017) concluded that the more engaged the students were in their activities, the higher their academic achievement. Casuso-Holgado, et al, (2013) and Gunuc (2014) also

**Table 13**

*Difference in the Mean Academic Performance of Students in Filipino 12 before and after Exposure to the Reflective Learning Method*

<b>Reflective Learning Method (Experimental Group)</b>	<b>N</b>	<b>Mean</b>	<b>Diff.</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Before the Treatment	38	33.05		4.562			
			9.63		37	11.724*	.000
After the Treatment	38	42.68		5.507			

\*Significant at .05

added that academic performance was the outcome of being engaged by the students in school. Roberts & McNeeze, (2007), assert that as levels of student involvement/ engagement improves, their academic achievement also improves.

***Difference in the Mean Engagement of Students in Filipino 12 After Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

The results for the test of difference between the mean engagement of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and those who belong to the experimental group after exposing to

reflective learning method are presented in Table 14. Results show that the mean engagement of students in Filipino 12 after exposing to traditional lecture-discussion method is 30.21 (sd = 4.224) and the mean engagement of students who belong to the experimental group after exposing to reflective learning method is 33.26 (sd = 2.777). The difference in mean engagement between the two groups is significant at .05 level as shown by the t-value of 3.710 and p-value of .000. The result implies that the mean engagement of students in Filipino 12 who belong to the control group after their exposure to traditional lecture-discussion method is higher than the mean engagement of students who belong to the experimental group after their exposure to the reflective learning method.

The higher engagement of students who belong to the experimental group may be attributed to their motivation using the new strategies introduced by the researcher. This findings also supports the findings of Smith et al. (2013) that students' engagement takes place when students are motivated to do different challenges or activity, that students should not only actively involve rather they are also exhibiting great interest and are motivated and interested to do the task. The participation of students in school activities, student recognition with school and student appreciation of the school is considered as student engagement according to Fin & Rock (1997). According to Leonard (2008), the major component that corresponds to the engagement and accomplishment of students in school is the involvement and participation in class and other school undertakings. Morse et al., (2004), states that students' engagement is also one aspect that can stop students from engaging negative traits and behaviors.

**Table 14**

*Difference in the Mean Engagement of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

Treatment	N	Mean	sd	df	t-value	p-value
Lecture-Discussion Method	38	30.21	4.244	74	3.710*	.000
Reflective Learning Method	38	33.26	2.777			

\*Significant at .05

***Difference in the Mean Academic Performance of Students in Filipino 12 Who Belong to the Controlled Group After Exposing to the Lecture-Discussion Method and the Reflective Learning Method***

Table 15 also presents the findings for the test of difference in the mean academic performance of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and mean academic performance of students who belong to the experimental group after exposing to reflective learning method. Findings show that the mean academic performance of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method is 32.05 (sd = 7.226) while the mean academic performance of students in Filipino 12 who belong to the experimental group after exposing to reflective learning method is 42.68 (sd = 5.507). Findings also revealed that there is a significant difference in the mean academic performance of students in Filipino 12 who belong to the controlled group and mean performance of students in Filipino 12 who belong to the experimental group at .05 level as shown by the t-value of 8.519 and p-value of .000. The results reject the null hypothesis that there is no significant difference in the mean academic performance of students in Filipino 12 who belong to the controlled group and those who belong to the experimental group. This implies that the mean academic performance of students who belong to the experimental group after their exposure to

reflective learning method varies with the mean academic performance of students who belong to the controlled group after exposing to the traditional lecture-discussion method. This further implies that students who were exposed to reflective learning approach performed better compared with the students who have been exposed to traditional lecture-discussion method.

The findings of this study supports the findings of several researchers that students who actively participate in school are considered to have commendable academic achievement (Leonard, 2008; Fredricks, Blumenfeld, & Paris, 2004; Smith, Ito, Gruenewald, & Yeh, 2010; Sirin & Rogers-Sirin, 2005; Appleton, Christenson, & Furlong, 2008) and has positive well-being (Smith, Ito, Gruenewald, & Yeh, 2010; Fletcher, 2007; Morse, Christenson, & Lehr, 2004) whereas, disinterested students always create problems and trouble in school exhibiting low academic achievement and negative attitude in class.

**Table 15**

*Difference in the Mean Academic Performance of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

<b>Treatment</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Lecture-Discussion Method	38	32.05	7.226	74	8.519*	.000
Reflective Learning Method	38	42.68	5.507			

\*Significant at .05

***Difference in the Mean Gain in the Engagement of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

Table 16 presents the findings of the difference in mean gain in the engagement of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and mean gain in the engagement of students in Filipino 12 who belong to the experimental group after exposing to reflective learning method. Findings show that the mean gain of students' engagement in Filipino 12 who belong to the controlled group after exposing to the traditional lecture discussion method is 5.32 (sd = 5.036), while the mean gain of students' engagement in Filipino 12 who belong to the experimental group after exposing to reflective learning method is 8.63 (sd = 3.907). The difference in the mean gain of students' engagement of students in Filipino 12 is significant at .05 as shown by the t-value of 3.391 and p-value of .002. This shows that the mean gain of students' engagement in Filipino 12 who belong to the controlled group varies with the mean gain of students' engagement in Filipino 12 who belong to the experimental group. This implies that students who were exposed to reflective learning method engaged better in Filipino 12 compared with the students who were exposed traditional lecture discussion method.

The better engagement of students in Filipino 12 being exposed in reflective learning method may be attributed by their interest and motivation to learn the subject using the new method of teaching. This idea supports the findings of Smith et al. (2013), stating that students' engagement takes place when students are motivated to do different challenges or activity, that students should not only actively involve rather they are also exhibiting great interest and are motivated and interested to do the task. The participation of students in school activities, student recognition with school and student

appreciation of the school is considered as student engagement according to Fin & Rock (1997).

**Table 16**

*Difference in the Mean Gain in the Engagement of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

<b>Treatment</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Lecture-Discussion Method	38	5.32	5.036	37	3.391*	.002
Reflective Learning method	38	8.63	3.907			

\*Significant at .05

***Difference in the Mean Gain in the Academic Performance of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method***

From the findings in Table 17, the mean gain in academic performance of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method is 0.05 (sd = 5.138) while the mean gain in academic performance of students in Filipino 12 who belong to the experimental group after exposing to reflective learning method is 9.63 (sd = 5.216). The difference in mean gain in academic performance between the two groups is significant at .05 level as shown by the t-value of 8.882 and p-value of .000. This concluded that the null hypothesis is rejected. This shows that the mean gain in academic performance of students in Filipino 12 who were exposed in traditional lecture-discussion method varies with the mean gain in academic performance of students in Filipino 12 who were exposed in reflected learning method. This implies that students who were exposed in reflected learning

method performed better in Filipino 12 compared with the group of students who were exposed in traditional lecture-discussion method.

The findings of this study supports the findings of Colomer et al., (2013) that reflective learning helps students become more aware of learning process; it encourages critical thinking and analysis of their own capabilities, proposing both strategies for improvement and new strategies for addressing challenges arising during the learning process as mentioned by. The study of Uswahzulhasanah (2021) has shown that the most crucial advantage of reflective learning is stimulating practical learning and knowledge, increasing professional responsibility, enhancing students' knowledge, confidence, and improving critical thinking skills. Reflective learning encourages students to think carefully about their study habits and performance in a class and to make appropriate changes when needed.

**Table 17**

*Difference in the Mean Gain in the Academic Performance of Students in Filipino 12 after Exposure to the Lecture-Discussion Method and the Reflective Learning Method*

<b>Treatment</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
Lecture-Discussion Method	38	0.05	5.138			
				37	8.882*	.000
Reflective Learning Method	38	9.63	5.216			

*\*Significant at .05*

### **The Effect of Reflective Learning among Students' Performance in Filipino 12**

The researcher enhanced the findings with a qualitative data which were taken from her observations, students' journals and post-test result. The students who were exposed to reflective learning method in teaching Filipino 12 had increased attention and participation during discussions. One student wrote,

*"Me and my classmates actively participated in discussions and collaborated on group projects, shared useful resources and offer "insights" that can positively influence my learning experience."*

In a topic about culture, the students were able to demonstrate the significance of connections with cultures and communities through code switching using various dialects including ethnolinguistic ones and understood the importance of language. A girl wrote,

*"What we have learned from code switching is the significance of making connections to different cultures and communities through shifting to any languages in various settings or situations in order to further relationships, meaning, and understanding among people".*

By accomplishing their journals during meetings, students have the materials to review and reflect what they have learned during the previous meetings and confidently participated during discussions either individually, or by pair, or group where they were able to learn from their discussions. *"I was happy to succeed in expressing my knowledge, in the class discussion"*, exclaimed by one student. Moreover, the researcher observed that the students actively participated during classroom discussions in which learnings were achieved by the whole class.

The students were able to share what they have experienced and learned during the past discussions as what had been reflected in their journals which allow them to

connect their acquired knowledge to the discussions. This is clearly expressed by one student who said, *“Our classmates help us during class discussions and are giving their ideas and opinions about the subject being studied in class and their cooperation (teamwork) whenever there is a group activity.”*

The students' acquisition of new knowledge through their experiences affirmed the Experiential Learning Theory by David Kolb (1984) who espoused the idea that knowledge is created through the transformation of experience and this knowledge results from the combinations of grasping and transforming experience. Moreover, Kolb explained that the theory on experiential learning was a philosophy where teachers and students were deliberately engaged to each other in first-hand experience and reflection of experience to discover ideas, enhance skills and validate values.

The use of reflective learning method allows students to improve their ability to know when and how to use code-switching in their conversation and understood the importance of language. According to one student, *“For me, one of the lessons discussed today that gave an impact and I became interested was the use of code switching which takes place in the desire to express appreciation in more than two different languages.”*

In the whole process of reflection, students were provided with meaningful learning experiences that help them understand and exhibit their appreciation of the value of national language and acquire knowledge regarding the importance of language in expressing emotions. Students became more confident to participate in classroom discussion and they became eager and enthusiastic to learn. Those who experienced difficulties in recognizing Filipino words of foreign origin, understanding Filipino grammar, grasping the usage of Filipino words without direct English translations, and employing words correctly in speech were able to improve their skills in making approaches through the correct usage of words positively. One student noted, *“The correct use of words,*

*where it is important to learn for a student like me. I learned the correct use of words. With the help of proper vocabulary and using it, I learn a lot.”*

The entire process of reflection in this study proves to be effective because it helps to develop a culture of intrinsic motivation and inspired students to participate during discussions, recalling what learnings they have acquired in improving their performances during examinations. A student exclaimed, *“I got a high grades because I was motivated to study, attend my class and participate in class discussion”*.

By encouraging students to express their thoughts and ideas about a given specific topic does not only allow them to be more participative, but also develop their analytical thinking which they can eventually use beyond the classroom and the rest of their adult lives in both professional and social interactions.

All these findings support the quantitative finding that reflective learning method is a tool for enhancing metacognition of students which significantly led to the improvement of students' learning engagement and academic performance in a Filipino course.

## **Chapter 5**

### **Summary, Findings, Conclusion, and Recommendation**

#### ***Summary***

This study aimed to investigate the effect of reflective learning in students' engagement and academic performance of students in Filipino 12 during the Second Semester of Academic Year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the students' level of engagement and academic performance in Filipino

12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino) before their exposure to the:

- a. lecture-discussion method and
- b. reflective learning method?

2. What is the students' level of engagement and academic performance in Filipino

12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino) after their exposure to the:

- a. lecture-discussion method and
- b. reflective learning method?

3. Is there a significant difference in the students' engagement before their exposure to the lecture-discussion method and reflective learning method?

4. Is there a significant difference in the students' academic performance before their exposure to the lecture-discussion method and reflective learning method?

5. Are there significant differences in the students' engagement before and after their exposure to the lecture-discussion method and reflective learning method?

6. Is there a significant difference in students' academic performance before and after their exposure to the lecture-discussion method?

7. Is there a significant difference in students' engagement after their exposure to the lecture-discussion method and reflective learning method?

8. Is there a significant difference in the students' academic performance after their exposure to the lecture-discussion method and reflective learning method?

9. Is there a significant difference in the mean gain of students' engagement who

underwent the lecture-discussion method and those who underwent the reflective learning method?

10. Is there a significant difference in the mean gain of students' academic performance who underwent the lecture-discussion method and those who underwent the reflective learning method?

11. What are the effects of reflective learning on the engagement and academic performance of students in Filipino?

This study aimed to investigate the effects of reflective learning to students' engagement and academic performance in teaching Filipino 12 subject in a private university in Iloilo City. The present study utilized two intact sections of the third-year students of the College of Hospitality Management taking up Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino) during the First Semester Academic Year 2023-2024 in a university in Iloilo City. The study was limited only to include Filipino 12 (Sayko-sosyolinggwistik na Pag-aaral ng Wikang Filipino) as a subject/course and the third-year students of the College of Hospitality Management officially enrolled in the subject during the first semester of the Academic Year 2023-2024 in a private university in Iloilo City.

A quasi-experimental pretest-posttest control group design was used. Additionally, the matching-only pretest-posttest controlled group design was adopted because it was found to be beneficial since the subjects fit certain variables. Of the several classes opened during the First Semester, two sections composed of 38 students each were chosen based on the following: the two sections utilized only exactly the same assigned classroom; the schedule of classes was successive; and only one teacher (the researcher) handled the two classes. A researcher-made lesson plan duly validated by experts in the same field was utilized to be sure that the content of the lesson was reflected and delivered during scheduled classes. A researcher-prepared

engagement observation checklist to record students' engagement in class during the duration of the research was also utilized to describe the students' demonstration engagement in the classroom. A 45-item multiple choice and 10-point essay test prepared by the researcher and duly validated by experts were used to determine the academic performance of the students. Reflective writing journals to record their experiences were also provided to students during the implementation of the study.

The data gathered from different sources were computer-processed and analyzed using the Statistical Package for Social Sciences (SPSS) for Windows version 23 was used for the statistical analysis of the study. Frequency distributions were used to describe level of engagement and academic performance of the respondents. Mean and standard deviation were used to measure the central tendencies of the scores and variability or dispersion of the scores from the mean. T-test for independent samples and for paired samples were used to determine the significant difference between two means. The significance of the results were based on .05 level of significance. Textual interpretation was used in reporting the supporting qualitative data.

### ***Findings***

1. The mean engagement of students in Filipino 12 who belong to the controlled group is poor and those who belong to the experimental group is also poor before the implementation of the two methods of teaching.

2. The mean level of academic performance of students in Filipino 12 who belong to the controlled group and those who belong to the experimental group are average, respectively before the implementation of the two methods of teaching.

3. The mean level of engagement of the students in Filipino 12 who belong to

the controlled group after exposing to traditional lecture-discussion method was moderate level of and the mean level of engagement of students in Filipino 12 who belong to the experimental group after exposing to reflective learning method was high level of engagement.

4. The mean level of academic performance of the students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method was average while the mean level of academic performance of the students in Filipino 12 who belong to the experimental group after exposing to reflective learning method was high.

5. There is no significant difference in the mean engagement of students in Filipino 12 who belong to the controlled group and those who belong to the experimental group before the implementation of the two methods of teaching.

6. There is no significant difference in the mean academic performance of students in Filipino 12 who belong to the controlled group and students who belong to the experimental group before the implementation of the two methods of teaching.

7. There is a significant difference in the mean engagement of students in Filipino 12 who belong to the controlled group before and after exposing to traditional lecture-discussion method of teaching.

8. There is no significant difference in the mean academic performance of students in Filipino 12 who belong in the controlled group before and after exposing to traditional lecture-discussion method of teaching.

9. There is a significant difference in the mean engagement of students in Filipino 12 who belong to the experimental group before and after exposing to reflective learning method of teaching.

10. There is a significant difference in the mean academic performance of

students in Filipino 12 who belong to the experimental group before and after exposing to reflective learning method of teaching.

11. There is a significant difference in the mean engagement of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and belong to the experimental group after exposing to reflective learning method.

12. There is a significant difference in the mean academic performance of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and belong to the experimental group after exposing to reflective learning method.

13. There is a significant difference in the mean gain in the engagement of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and belong to the experimental group after exposing to reflective learning method.

14. There is a significant difference in the mean gain in the academic performance of students in Filipino 12 who belong to the controlled group after exposing to traditional lecture-discussion method and those who belong to the experimental group after exposing to reflective learning method.

15. Reflective learning method showed positive results in enhancing metacognition of students in either the affective or cognitive framework which significantly improve their academic performance.

16. Reflective learning method in teaching Filipino 12 significantly improved the engagement and academic performance of the students.

### ***Conclusions***

Based on the findings, the following conclusions are drawn:

1. Students who belong to the lecture-discussion method and those who belong to the reflective learning method were not engaged in Filipino 12 before the implementation of the two methods of teaching.

2. Students who belong to the lecture-discussion method and those who belong to the reflective learning method performed average in Filipino 12 before the implementation of the two methods of teaching.

3. The extent of engagement of students in Filipino 12 who belong to the lecture-discussion method did not vary with the extent of engagement of students who belong to the reflective learning method before they were exposed to the two methods of teaching.

4. The academic performance of students in Filipino 12 who belong to the lecture-discussion method did not vary with the academic performance of students who belong to the reflective learning method before they were exposed to the two methods of teaching.

5. Reflective learning method was more effective in improving the learning engagement of students than the lecture-discussion method.

6. Reflective learning method was more effective in improving the academic performance of students than the lecture-discussion method.

7. Lecture-discussion method did not help improve the academic performance of students in Filipino.

8. Reflective learning method helped improve the learning engagement of students in Filipino.

9. Reflective learning method is a tool for enhancing the metacognition of students which lead to their improved learning engagement and academic performance.

10. Reflective learning method showed high potential as an effective instructional method or strategies in improving the quality of instruction and in improving students' performances in Filipino 12.

## Recommendations

On the bases of the major findings of the study and the conclusions arrived at, the researcher recommends the following:

1. Students must be more participative and proactive in all activities and must give attention to the subject matter introduced by the teachers during classes. It must be noted that teachers tried to find some motivating activities and other strategies in teaching for them to catch the attention of students with the main goal of imparting the knowledge to students in a simple but effective way. It is further recommended that students must also try to do their part by showing responses and participation to any activities during classes for teachers to be inspired of doing their best to impart the knowledge to students.

2. The researcher also recommends that teachers must plan more effective and motivating activities to inspire students to be more participative in all activities inside the classroom. In this context, students may find classrooms not only a place for learning but also a place where they can enhance their skills and critical thinking, and likewise allow them to experience by themselves how the activities lead them to learn something about the main topic for the day.

3. Based on the findings of these studies, the use of reflective learning methods in teaching improved significantly both the extent of engagement and academic performance of students in the subject. The researcher recommends that reflective learning methods be used for all the subjects taught in the university as a strategy in teaching. It is further recommended that teachers must adopt this new method of teaching to be assured that by using reflective learning method in teaching, performance and participations of the students will be improved. Moreover, from the findings of this

study, reflective learning methods in teaching can be used to reflect with what they have missed and improve on what they observed needs to be improved. Through this, learnings are achieved and expected resulted to a better performance in the course or subject.

4. For school administrators and curriculum planners, the researcher recommends that reflective learning method be implemented as a teaching method in improving the extent of engagement and academic performance of the students. School administrators should create programs or activities such as seminars and trainings to include the introduction of reflective learning method as an effective method of teaching. It is also suggested that curriculum planners should consider that this effective reflective learning method be included in framing curriculum for the programs approved by the university.

5. For the Department of Education and Commission on Higher Education officials, it is recommended that reflective learning method be included as a teaching method in the curriculum of Filipino subjects.

6. For future researchers, it is recommended that the findings of this study be used as basis to conduct future researches. It is further recommended that similar studies be conducted to other programs and other schools and universities applying pure experimental research.

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*relationship on English academic performance among freshman students of Quirino State University.* doi:10.5430/ijelt.v2n1p76 URL: <http://dx.doi.org/10.5430/ijelt.v2n1p76> <https://www.languagehumanities.org/what-is-a-teaching-methodology.htm>

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<https://www.doc88.com/p-5794120159939.html>

**APPENDIX A**  
**Ethical Clearance**


**RESEARCH ETHICS REVIEW BOARD**  
 CENTRAL PHILIPPINE UNIVERSITY  
 Lopez Jaena St., San Jose-City, Cebu  
 6010-6011 or 70 local 2000

**ETHICAL CLEARANCE**

---

RERB Form No. 2012  
 Version No. 08  
 Date of Effectivity: 17 May 2020

Date of Approval: May 25, 2023

**RERB Code: 2023-165-PG-PESCADERA**

**Protocol Title: "The Effects of Reflective Learning to Students' Engagement and Academic Performance in Filipinas"**

Version No. 02

Researcher's: Ms. Alma Pescadera


Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with Inference and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **May 25, 2023** to **May 25, 2024**.

The researchers are hereby required to submit the following:

- Progress Report on or before **June 25, 2023** to [researchethics@cpu.edu.ph](mailto:researchethics@cpu.edu.ph)
- Final Report Form and one (1) copy of the completed protocol within one (1) month after completion of the study.

For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,

  
**JOY G. BASO, PhD.**  
 Chief, CPU-RERB

Date: *5/25/23*

\*Second copy

**Appendix B**  
**Turnitin Similarity Result**

**REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER**

Central Philippine University  
Jaro, Iloilo City  
Tel. No. 329-1971 local 1008 - email: [rcecc@cpu.edu.ph](mailto:rcecc@cpu.edu.ph)  
Website: [rcecc.cpu.edu.ph](http://rcecc.cpu.edu.ph)



February 14, 2023

## CERTIFICATION

This is to certify that the research proposal entitled **“THE EFFECT OF REFLECTIVE LEARNING TO STUDENTS’ ENGAGEMENT AND ACADEMIC PERFORMANCE IN FILIPINO”** by **Ma. Alina Pescadera** has undergone Turnitin Similarity Checking with a passing percentage of **17%** and have passed the requirements (Chapter 1-3).

Prepared by:

**PINKY E. LUTERO-TONGOL**  
Staff -in-charge

Approved by:

**LENNY ROSE P. MUCHO, EdD.**  
Director, RCECC

Research Ethics Committee  
Central Philippine University

**INFORMED CONSENT FORM (ICF)**  
(VERSION No. 01-2021)

**1. KEY INFORMATION ABOUT THE RESEARCHERS AND THEIR STUDY**

Title of the Study: THE EFFECTS OF REFLECTIVE LEARNING TO STUDENTS' ENGAGEMENT AND ACADEMIC PERFORMANCE IN FILIPINO

Name of Researcher/s: Ma. Alina C. Pescadera

Research Adviser: Merle L. Junsay, PhD.

Department/College: Education

Institution: Central Philippine University

**2. INTRODUCTION**

I am Ma. Alina C. Pescadera, EdD year 3 students of Central Philippine University who is currently conducting a study on The Effects of Reflective Learning to Students' Engagement and Academic Performance in Filipino. Am giving you information regarding this study as an invitation to participate in this study.

**3. BACKGROUND AND PURPOSE OF THE STUDY (BRIEF INTRODUCTION- ONE PARAGRAPH IS ENOUGH)**

The purpose of the study is to investigate the effects of reflective learning to the students' engagement to the academic performance in Filipino. The results of this study will produce a learning plan using reflective learning method.

**4. PROCEDURE OF THE STUDY**

Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. Your questions will be answered to your satisfaction. The study will begin once the informed consent form has been signed. The study will include Chapters 1, 2 & 3 parts, the introduction, related literature and methodology. Each participant will be assigned an ID number only known to the researcher(s). The name of the

Participants will not be written or included in the forms that will be filled in by the researcher. The above-mentioned procedure has been primarily made and intended for the purpose of this study. All information gathered during this study will be private and strictly confidential.

## **5. VOLUNTARINESS OF PARTICIPATION**

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason. If at any time you withdraw from the study, your data will be discarded properly.

## **6. RISKS AND INCONVENIENCES**

During the conduct of the study, you will be answering the validated self-made instruments of the researcher and record their experiences during the implementation of the study in the reflective journal and answer the reflective journal questions provided by the researcher. There is a possibility that certain topics might come out which may cause anxiety, distress, and agitation. Before the study commences, the researcher will explain to student-participants that whatever topics discussed during the implementation of the research will only be done for research purposes only. Student-participants will also be informed that they free to withdraw from participating in the research when they feel uncomfortable, or may cause distress, anxiety, and agitation on their part without any reprisal on the part of the researcher towards them.

## **7. BENEFITS**

1. This study might help students, teachers, parents, principal and supervisor, future researchers and curriculum developer. The student may benefit from the research by being exposed to a different teaching strategy that will help them develop their critical thinking skills rather than by just being a passive participant in their classes.
2. The teachers will benefit from the research by exposing them to various approaches in delivering their lessons, hence, improving their craft.
3. The parents will benefit from the research by knowing that their children not only learned various content but have developed critical learning skills which is a life-long goal of education.

4. The principals and supervisors will benefit from the research by providing teachers the essential skills in the delivery of their lesson through effective and efficient use of teaching strategy.
5. The future researchers will benefit from this research by providing them possible topic areas of further research on how to improve teacher's strategy in the delivery of their lessons.
6. The curriculum developer will benefit from this research by providing teachers a tool to be used to cater the learning needs of the learners.

#### **8. COSTS AND COMPENSATION**

There is no amount that the participant needs to pay in joining this study.

There is also no compensation of any form that will be granted to the participant of this study.

#### **9. PROVISION OF INJURY OR RELATED ILLNESS**

During the conduct of the study, while the participants answer the instrument, there may be boredom and anxiety occur. The researcher will give ample time for the participants to do the answering of the instruments.

#### **10. PRIVACY AND CONFIDENTIALITY**

All the information gathered is solely for the purpose of this study. The identity of the participants will be kept private and confidential to the extent provided by law. Their information will be assigned an ID number. The data collected will be stored with utmost respect for their privacy and confidentiality. The electronic copy of the data will be kept in a computer that only the researcher has access to. Hard copies will be stored in the office that only the researcher will have access to. The data collected will be stored for 3 years and will be destroyed after that period of time. The results of this study will be in the University Research Center.

#### **11. WHO TO CONTACT**

If you have any questions or clarifications regarding your participation in the study, you may contact the researcher:

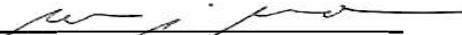
**Principal Investigator:** MERLE L. JUNSAY, PhD  
**Address:** San Isidro St, Jaro, Iloilo City  
**Contact number:** 09999196683  
**E-mail:** mljunsaycpu.edu.ph

If you have questions pertaining to your rights as a participant, you may contact:

Chair, CPU Research Ethics Committee  
 Email: [researchethics@cpu.edu.ph](mailto:researchethics@cpu.edu.ph)  
 Phone: 329-1971 (local 3336)

## 12. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print name of participant MA. ALINA C. PESCADERA  
 Signature of participant   
 Date 20/04/2023  
 Day/month/year

### *Statement by the researcher/person taking consent (if applicable)*

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent **MA. ALINA C. PESCADERA**

Signature of Researcher /person taking the consent 

Date April 20, 2023

## Appendix D

### Letter to the Respondent

## CONSENT FORM FOR RESPONDENTS

My name is **Ma. Alina C. Pescadera**. Presently, I am writing my dissertation as a requirement for the Doctorate Program in Curriculum and Instruction at the Graduate School of Central Philippine University. I am the principal researcher of the study entitled ***“The Effects of Reflective Learning to Student’s Engagement and Academic Performance in Filipino.”*** This research looks into the role of using Reflective Learning as a strategy in teaching Filipino 12 and its effects on student’s engagement and academic performance. The study is expected to provide information that will be useful in providing support to teachers, students and researchers.

**I would like you to participate in the study by becoming one of the respondents.**

Similarly, I would also like you to answer a reflective journal which will provide an in-depth analysis on how reflective learning plays a role in student’s engagement and academic performance.

**Please do not discuss your answers with anyone.** All information gathered will be kept strictly confidential with only the researcher having an access to the file. At any time you can refuse to answer any questions or choose to no longer participate in the study. There may be risks involved in your participation such as answering uncomfortable questions. Your participation is important as it will add knowledge on how teachers will improve their delivery of instruction and for researcher on how reflective learning affects student’s engagement and academic performance.

I may publish the report of the current study, but rest assured your names and identities will be kept withheld. If you have questions about your rights as a participant in this study, you can contact Dr. Merle Junsay, Program Coordinator, College of the Graduate School, Central Philippine University, Jaro, Iloilo City.

Thank you for your participation in the study.

**MA. ALINA PESCADERA**

Researcher

Noted:

**MERLE L. JUNSAY, PhD**

Adviser

I agree to participate in the above study:

\_\_\_\_\_  
Participant’s Signature      Date

  
\_\_\_\_\_  
Researcher’s Signature      Date

**Appendix E**

**Letter to the President**

April 20, 2023

**TEODORO C. ROBLES, PhD**  
President  
Central Philippine University  
Jaro, Iloilo City

Dear Sir:

***Greetings!***

My name is **Ma. Alina C. Pescadera** and I am a student in the Curriculum and Instruction Doctorate program at the School of Graduate Studies of this university. I am the principal researcher of the study entitled ***“The Effects of Reflective Learning to Student’s Engagement and Academic Performance in Filipino.”*** This research looks into the role of using Reflective Learning as a strategy in teaching Filipino 12 and its effects on student’s engagement and academic performance. The study is expected to provide information that will be useful in providing support to teachers, students and researchers.

**I would like to ask permission if I be allowed to gather data in this university specifically the students enrolled this first semester AY 2023-2024 in my Filipino 12 class.** I assure you that the results will never be discussed with anyone; as all information gathered will be kept strictly confidential with only the researcher having an access to the file.

Thank you very much and God bless.

Sincerely,

**MA. ALINA C. PESCADERA**  
EdD in Curriculum and Instruction

Noted:

**MERLE L. JUNSAY, PhD**  
Adviser

**Appendix F**

**Letter to the Vice President for Academic Affairs**

April 20, 2023

**DOMINGO IRVING RIO, DM**  
VPAA  
Central Philippine University  
Jaro, Iloilo City

Dear Sir:

***Greetings!***

My name is **Ma. Alina C. Pescadera** and I am a student in the Curriculum and Instruction Doctorate program at the School of Graduate Studies of this university. I am the principal researcher of the study entitled ***“The Effects of Reflective Learning to Student’s Engagement and Academic Performance in Filipino.”*** This research looks into the role of using Reflective Learning as a strategy in teaching Filipino 12 and its effects on student’s engagement and academic performance. The study is expected to provide information that will be useful in providing support to teachers, students and researchers.

**I would like to ask permission if I be allowed to gather data in this university specifically the students enrolled this in my Filipino 12 class.** I assure you that the results will never be discussed with anyone; as all information gathered will be kept strictly confidential with only the researcher having an access to the file.

Thank you very much and God Bless.

Sincerely,

**MA. ALINA C. PESCADERA**  
EdD in Curriculum and Instruction

Noted:

**MERLE L. JUNSAY, PhD**  
Adviser

**Appendix G**

**Letter to Dean of College of Hospitality Management**

April 20, 2023

**Prof. MEDALLA BALLIAO**  
Dean  
College of Hospitality Management  
Central Philippine University  
Jaro, Iloilo City

Dear Ma'am,

***Greetings!***

My name is **Ma. Alina C. Pescadera** and I am a student in the Curriculum and Instruction Doctorate program at the School of Graduate Studies of this university. I am the principal researcher of the study entitled ***“The Effects of Reflective Learning to Student’s Engagement and Academic Performance in Filipino.”*** This research looks into the role of using Reflective Learning as a strategy in teaching Filipino 12 and its effects on student’s engagement and academic performance. The study is **expected to provide information that will be useful in providing support to teachers, students and researchers.**

**I would like to ask permission if I be allowed to gather data in this university specifically the students enrolled in my Filipino 12 class.** I assure you that the results will never be discussed with anyone; as all information gathered will be kept strictly confidential with only the researcher having an access to the file.

Thank you very much and God Bless.

Sincerely,

**MA. ALINA C. PESCADERA**  
EdD in Curriculum and Instruction

Noted:

**MERLE L. JUNSAY, PhD**  
Adviser

**Appendix H**

**Letter to the Parent**

April 20, 2023

To the Parent Concern

Dear Sir/Ma'am,

***Greetings!***

My name is **Ma. Alina C. Pescadera** and I am a student in the Curriculum and Instruction Doctorate program at the School of Graduate Studies of this university. I am the principal researcher of the study entitled ***“The Effects of Reflective Learning to Student’s Engagement and Academic Performance in Filipino.”*** This research looks into the role of using Reflective Learning as a strategy in teaching Filipino 12 and its effects on student’s engagement and academic performance. The study is expected to provide information that will be useful in providing support to teachers, students and researchers.

**I would like to ask permission if you will allow your child to participate in the research regarding Reflective Learning since he/she is enrolled in Filipino 12** I assure you that the results will never be discussed with anyone; as all information gathered will be kept strictly confidential with only the researcher having an access to the file.

Thank you very much and God bless you.

Sincerely,

**MA. ALINA C. PESCADERA**  
EdD in Curriculum and Instruction

Noted:

**MERLE L. JUNSAY, PhD**  
Adviser

**Appendix I**

**Letter to the Research Instrument (Questionnaire) Validator**

March 20, 2023

NELSON A. POMADO, EdD  
Principal  
Santa Isabel International School  
Q. Abeto St., Mandurriao, Iloilo city

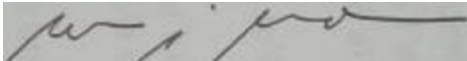
Dear Dr. Pomado:

Christian Greetings!

In connection with my dissertation research entitled “The Effects of Reflective Learning to Students’ Engagement and Academic Performance” may I ask for your valuable time to be one of my validators in the said study. Your time spent to check and validate my instrument will be of great help.

Thank you and God bless!

Sincerely yours,



MA. ALINA C. PESCADERA  
EdD in Curriculum and Instruction

Noted by:

MERLE L. JUNSAY, PhD.  
Adviser

## Appendix J

### Letter to the Research Instrument (Pretest) Validator

March 20, 2023

ANNALEE L. COCJIN, PhD  
Department Chair  
Languages and Communication  
Central Philippine University  
Jaro, Iloilo City

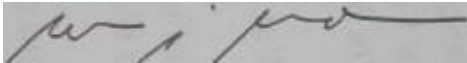
Dear Dr. Cocjin:

Christian Greetings!

In connection with my dissertation research entitled "The Effects of Reflective Learning to Students' Engagement and Academic Performance" may I ask for your valuable time to be one of my validators in the said study. Your time spent to check and validate my instrument will be of great help.

Thank you and God bless!

Sincerely yours,



MA. ALINA C. PESCADERA  
EdD in Curriculum and Instruction

Noted by:

MERLE L. JUNSAY, PhD.  
Adviser

**Appendix K**



Central Philippine University  
 College of Education  
 ACSCU-AAI Accredited, Level IV  
 Tel. No. (63-33)3291971 loc. 1069/1078  
 coedsec@cpu.edu.ph



**CERTIFICATE OF VALIDATION**

April 14, 2023

To Whom It May Concern:

This is to certify that the research instrument, Students' Engagement and Academic Performance Rating Scale, to be used by Ma. Alina C. Pescadera in her research study entitled "The Effects of Reflective Learning to Students' Engagement and Academic Performance in Filipino" were validated by the undersigned considering their content and other mechanics of writing.

Issued this April 14, 2023.

  
JULIE GAY B. QUIDATO, PhD  
 Filipino subject and Research Faculty

  
ANNALEE L. COCJIN, PhD.  
 Panel Chair

  
NELSON A. POMADO  
 Filipino subject Faculty

**Appendix L**



### Observation Checklist of Student Engagement in Filipino

This teacher observation checklist is used in observing students' engagement in Filipino 12.

No.	QUESTIONS <i>The student...</i>	Authentic Engagement (High Attention; High Commitment) 3 points	Strategic Compliance (High Attention; Low Commitment) 2 points	Ritual Compliance (Low Attention; Low Commitment)  1 point
1	Initiate to participate in class discussion by raising his/her hand.			
2	Contribute ideas and inputs during group discussions and activities.			
3	Participate all throughout the entire group discussion.			
4	Facilitate the discussions.			
5	Discusses ideas about group activities discussions.			
6	Follow up actions for unfinished discussions and group activities.			
7	Ask questions or queries about the topic for clarification.			
8	Do all activities assigned by the teacher.			
9	Exert extra effort to come up with a quality output.			
10	Do extensive search for ideas and information related to the activity.			
11	Exceed the expectations set for the activity.			
12	Follow instructions for the activity.			
13	Submit activities on or before deadline.			
14	Apply the concepts learned inside the classroom to his/her daily life as shared in class discussion.			
15	Reflect on the importance of their learning to their personal life and future careers.			

**Scoring:**

**31 – 45 - Authentic Engagement**

**16 – 30 - Strategic compliance**

**1- 15 – Ritual Compliance**

### Appendix N

	5	4	3	2	1
Quality of answers provided to questions	Student proactively raised his hand for recitation; gives excellent point of view and/or provides correct answer.	Student raised his hand for recitation; gives a reasonable point of view and/or provides correct answer	Student answered some questions correctly but also provided wrong answers to some questions.	Student provided answers to questions but is considered wrong.	Student does not answer the questions asked.
Quality of questions asked during class	Student proactively asked relevant and on-point questions	Student asks relevant questions	Student asks relevant questions but inconsistent.	Student asks irrelevant questions	Student never ask any question.
Frequency of class participation	Student participated in class discussion 5 times per week	Student participated in class discussion 4 times per week	Student participated in class discussion 3 times per week	Student participated in class discussion 2 times per week	Student participated in class discussion 1 times per week
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class but does not incorporate the ideas of his peers in recitation.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class, instead he is busy doing something in his seat.	Student often interrupts when others speak
Behavior While in Class	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	Student is disruptive all the time.

### Rubric for Student Engagement:

### Appendix O

### Pretest in Fil 12



**CENTRAL PHILIPPINE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
 ACSCU-AAI Accredited, Level IV  
 Tel.no. (63-33) 329 1971 loc. 1069/1078  
 e-mail address: [cedsec@cpu.edu.ph](mailto:cedsec@cpu.edu.ph)

**Academic Performance Instrument SA FIL 12**  
**1<sup>st</sup> Semester, 2023-2024**

=====

**I.MARAMING PAGPIILIAN**

**Panuto: Basahing mabuti ang bawat pahayag at piliin ang pinakaangkop na sagot na aakma sa pahayag. (45 puntos)**

\_\_\_\_\_ 1. Itong mga salita ay ginagamit ng mga taong nasa partikular na disiplina o larangan.

- A. Creole
- B. Pidgin
- C. Idyolek
- D. Register
- E. Sosyolek

\_\_\_\_\_ 2. Mababakas sa bahaging ito ng katawan ang nakaraan.

- A. paa
- B. puso
- C. mukha
- D. isipan
- E. mukha at isipan

\_\_\_\_\_ 3. Para sa mga Pilipino, ito ay batis ng buhay at ginhawa.

- A. isip
- B. budhi
- C. puso
- D. mukha
- E. kaluluwa

\_\_\_\_\_ 4. Ito ay isang paraan sa pag-aaral ng kaugalian ng iba.

- A. Aplikasyon
- B. Obserbasyon
- C. Eksperimental
- D. Introspeksyon
- E. Pagmamasid na palayon

\_\_\_\_\_ 5. Ang pagpapatibay ng Saligang Batas 1987 sa wikang Filipino ay natatagpuan sa

artikulo at sekyong ito.

- A. Artikulo IV, seksyon 6
- B. Artikulo V, seksyon 6
- C. Artikulo X, seksyon 6
- D. Artikulo VI, seksyon 6
- E. Artikulo XIV, seksyon 6

\_\_\_\_\_ 6. Ito ang pagkataong Pilipino na likas at natatangi.

- A. katauhan
- B. likas na pagkatao
- C. katauhang Pilipino
- D. pag-uugaling Pilipino
- E. pagkataong may sanib

\_\_\_\_\_ 7. Tumutukoy ito sa pisikal na aspekto ng pagkataong Pilipino.

- A. loob
- B. labas
- C. lalim
- D. mata
- E. mukha

\_\_\_\_\_ 8. Siya ang kinikilalang “Ama ng Sikolohiyang Pilipino”.

- A. Dr. Enriquez Gil
- B. Dr. Virgil Gaspar
- C. Dr. Gaspar Virgilio
- D. Dr. Jose Virgilio
- E. Dr. Virgilio Enriquez

\_\_\_\_\_ 9. Ito ang pinagmulan ng diwa, kamalayan, ulirat, talino at bait ng isang tao.

- A. Isip
- B. puso
- C. mukha
- D. budhi
- E. kaluluwa

\_\_\_\_\_ 10. Ito ay dimension sa pagkakaiba-iba ng paggamit ng wika ay nakabase sa sitwasyong kinasasangkutan sa komunikasyon.

- A. kontekstwal
- B. dayalekto
- C. heyograpikal
- D. barayti ng wika
- E. sosyo-ekonomiko

\_\_\_\_\_ 11. Ito ay siyentipikong pag-aaral ng lahat ng uri ng pagtugon at pagpipigil ng organism.

- A. agham ng pag-aaral
- B. agham ng pag-iisip
- C. agham ng kaugalian
- D. agham ng pandama
- E. agham ng diwa at asal

\_\_\_\_\_ 12. Tumutukoy ito sa gawi o mga katangiang pansikolohiya.

- A. kalooban
- B. kamalayan
- C. ugali
- D. personalidad
- E. wika ng katawan

\_\_\_\_\_ 13. Ito ay isang paniniwala ng mga Pilipino sa tanda ng “pagtibok ng puso”

- A. buhay
- B. damdamin
- C. kaluluwa
- D. pagmamahal
- E. pagsanib ng kaluluwa

\_\_\_\_\_ 14. Ito ay isang halimbawa ng dayalekto na ginagamit ng mga taga-Iloilo.

- A. Bisaya
- B. Chavacano
- C. Kinaray-a
- D. Tagalog
- E. Cebuano

\_\_\_\_\_ 15. Barayti ito ng wika na pormal na nadebelop ang estruktura nito.

- A. Creole
- B. Dayalek
- C. Pidgin
- D. Register
- E. Sosyolek

\_\_\_\_\_ 16. Bunga itong barayti ng wika ng malayang pakikisalamuha sa iba't ibang uri ng tao.

- A. Creole
- B. Dayalek
- C. Idyolek
- D. Pidgin
- E. Sosyolek

\_\_\_\_\_ 17. Ito ay sikolohiyang kaugalian at karanasan ng mga organisasyong buhay.

- A. diwa at pag-aaral
- B. agham ng pag-aaral
- C. agham ng kaugalian
- D. agham ng pag-iisip
- E. agham ng pagkatao

\_\_\_\_\_ 18. Ang pamaraang ito ay ginagamit sa pagmamasid sa sariling kalagayan at mga proseso gaya ng pag-iisip at pandama.

- A. Sarbey
- B. Experimental
- C. Ekstrospeksyon
- D. Introspeksyon
- E. Obserbasyon

\_\_\_\_\_ 19. Ito ay nangangahulugang salitang pagkatao.

- A. wika
- B. kultura
- C. gawi ng tao
- D. labas na anyo
- E. loob ng indibidwal

\_\_\_\_\_ 20. Sa tambalang ito, nabuo ang pagkataong Pilipino.

- A. budhi at lalim
- B. budhi at loob
- C. labas at loob
- D. loob at lalim
- E. budhi at kaluluwa

\_\_\_\_\_ 21. Barayti ng wika na nadebelop mula sa mga salita ng mga etnolinggwistikong grupo.

- A. Creole
- B. Ekolek
- C. Etnolek
- D. Pidgin
- E. Register

\_\_\_\_\_ 22. Barayti ng wika na nirerepresenta ng mga salitang ginagamit sa loob ng bahay.

- A. Creole
- B. Dayalek
- C. Ekolek
- D. Etnolek
- E. Sosyolek

\_\_\_\_\_ 23. Uri ng sikolohiya na ginagamit sa praktikal na sitwasyon ng bahay.

- A. Aplikasyon
- B. Dalisay
- C. Introspeksyon
- D. Obserbasyon
- E. Sikolohiya ng pang-aangkop

\_\_\_\_\_24. Dito ginagamit ang sikolohiya kung ang sangkot ay mga mag-aaral at ang paraan ng pagkatuto.

- A. pang-aangkop
- B. pang-edukasyon
- C. pangkaugalian
- D. pangnegosyo
- E. pangkalahatang kaugalian

\_\_\_\_\_25. Nagsimula dito ang ga salitang “aral, balita at alapaap” na ginagamit din sa wikang Filipino

- A. Arabe
- B. Malay
- C. Intsik
- D. Kastila
- E. Sanskrito

\_\_\_\_\_26. Ito ang porsyento ng pakikipag-usap gamit ang wika ng katawan.

- A. 5-50
- B. 7-10
- C. 8-10
- D. 60-50
- E. 60-80

\_\_\_\_\_27. Inilalarawan itong pagsasanib ng silanganin at kanluranin at ng nakaraan at kasalukuyan.

- A. kasaysayan ng bansa
- B. kulturang Pilipino
- C. kaugaliang Pilipino
- D. pagkataong Pilipino
- E. epekto ng mga pananakop ng mga dayuhan

\_\_\_\_\_28. Ito ay itinuturing na pinakamabisang basehan ng pagkakakilanlan ng tao.

- A. mga kinikilos
- B. pagkataong taglay
- C. panlabas na kaanyuan
- D. mga kaugalian
- E. wikang ginagamit

\_\_\_\_\_29. Ito ay tumutukoy sa kamalayan at kalooban ng isang tao.

- A. damdamin
- B. isip
- C. kaugalian
- D. puso
- E. salita

\_\_\_\_\_30. Sa wikang ito nagmula ang mga salitang “bayani, anak, at buhay” na ginagamit rin nating mga Piipino sa kasalukuyan.

- A. Arabe
- B. Intsik
- C. Kastila
- D. Malay
- E. Sanskrito

\_\_\_\_\_31. Ito ay isang kolokyal na pananalita na kadalasang kasingkahulugan ng tao.

- A. budhi
- B. katawan
- C. panlabas na anyo
- D. panloob na anyo
- E. persona

\_\_\_\_\_32. Ang sikolohiyang ito ay nangangailangan ng matamang pag-aaral at tiyak na batayan.

- A. Agham
- B. Eksperimental
- C. Kagandahan
- D. Sining
- E. Teknolohiya

\_\_\_\_\_33. Ang mga salitang “butones, sapatos at sinturon” ay iilan lamang sa mga salitang hiram natin sa wikang ito.

- A. Arabe
- B. Indones
- C. Malay
- D. Kastila
- E. Sanskrito

\_\_\_\_\_34. Ang tawag sa pag-aasawa ng mga Pilipino.

- A. pagpapakasal
- B. pag-iisang dibdib
- C. pagmahal
- D. pagpakasal
- E. pagsinta

- \_\_\_\_\_ 35. Dimensyon ng wika na nabibilang ang barayti ng wika na idyolek.
- A. Heyograpikal
  - B. Kontekstwal
  - C. Teknikal
  - D. Sosyo- ekonomiko
  - E. Pananakop ng mga dayuhan
- \_\_\_\_\_ 36. Itinuturing it ona unang wika o pangunahing wika ng isang tao na may impluwensiya sa tono, aksent at paraan ng pagsasalita.
- A. Creole
  - B. Dayalek
  - C. Idyolek
  - D. Pidgin
  - E. Lingua Franca
- \_\_\_\_\_ 37. Ito ay paraan sa sikolohiya na may layuning kunin ay kuro-kuro sa pamamagitan ng tanong-sagot.
- A. Eksperimental
  - B. Introspeksyon
  - C. Obserbasyon
  - D. Pakikipag-usap
  - E. Sarbey
- \_\_\_\_\_ 38. Ito ay komunikasyong hindi ginagamitan ng mga salitang binibigkas.
- A. Diskurso
  - B. Barayti ng wika
  - C. Komunikasyong berbal
  - D. Komunikasyong kinesiko
  - E. Komunikasyong inuulat
- \_\_\_\_\_ 39. Ito raw ang porsyento ng pakikipag-usap gamit ang pananalita.
- A. 60-80
  - B. 75-25
  - C. 70-80
  - D. 7-10
  - E. 1-10
- \_\_\_\_\_ 40. Siya ay may nabuong hereralisasyon tungkol sa kulturang Pilipino.
- A. Honoracio de la Costa
  - B. Merith Merithew
  - C. Martini Lardizabal
  - D. Noam Chomsky
  - E. Ramon Lopez

- \_\_\_\_41. Ito ay tumutukoy sa lalim na bahagi ng pagkataong Pilipino.
- A. kaluluwa at budhi
  - B. puso at dibdib
  - C. sikmura at atay
  - D. mukha at puso
  - E. tiyan at bituka
- \_\_\_\_42. Ito ay tumutukoy sa paraan kung paano nag-uusap ang mga tagapagsalita.
- A. barayti at wika
  - B. Communicative Theory
  - C. Linguistic Competence
  - D. Mode of Discourse
  - E. Tenor of Discourse
- \_\_\_\_43. Ito ay tumutukoy sa relasyon ng mga taong nag-uusap sa isang sitwasyon.
- A. barayti ng wika
  - B. Communicative Theory
  - C. Linguistic Competence
  - D. Mode of Discourse
  - E. Communicative Competence
- \_\_\_\_44. Isa ito sa layunin ng sikolohiya na nakapokus sa pag-aaral.
- A. deskripsyon
  - B. pagkontrol
  - C. diskurso
  - D. pamamaraan
  - E. Agham ng sikolohiya
- \_\_\_\_45. Ito ang pinakapatunay na metatag at may integridad ang kulturang Pilipino sa kabila ng mga pananakop na naganap sa bansa.
- A. payakap ng mga kulturang hatid ng mga mananakop
  - B. paggamit ng katutubong wika sa bawat rehiyon sa bansa
  - C. pagyakap ng impluwensya ng kulturang popular
  - D. pagpapanatili sa orihinal na anyo ng kulturang popular na pumapasok sa bansa
  - E. hindi pagpapanatili ng kulturang pumapasok sa bansa

## II.SANAYSAY

Panuto: Sagutin nang buon katapatan ang mga tanong sa ibaba. (10 puntos)

46-50. Ipaliwanag ang naging epekto ng pagkakahiwa-hiwalay ng kapuluan sa ating wika? (5puntos)

51-55. Ipaliwanag ang kasabihan na "Madali ang maging tao ngunit mahirap ang magpakatao". (5 puntos)

Rubrik sa Pagbibigay-iskor

Nilalaman (lawakat lalim ng pagtataglay,pagsunod sa uri at anyong hinihingi	2
Balarila (wastong gamit ng mga salita, baybay, bantas at estruktura ng mga pangungusap)	2
Organisasyon (pagkakaugnay ng mga ideya)	1
Kabuuan	5

## Appendix P

### Post test in Fil 12



**CENTRAL PHILIPPINE UNIVERSITY**  
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 e-mail address: [cedsec@cpu.edu.ph](mailto:cedsec@cpu.edu.ph)



### Academic Performance Instrument sa FIL 12 1<sup>st</sup> Semester, 2023-2024

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#### I.MARAMING PAGPIILIAN

**Panuto: Basahing mabuti ang bawat pahayag at piliin ang pinakaangkop na sagot na aakma sa pahayag. (45 puntos)**

\_\_\_\_\_ 1. Ito ay isang paraan sa pag-aaral ng kaugalian ng iba.

- A. Aplikasyon
- B. Obserbasyon
- C. Eksperimental
- D. Introspeksyon
- E. Pagmamasid na palayon

\_\_\_\_\_ 2. Ang pagpapatibay ng Saligang Batas 1987 sa wikang Filipino ay natatagpuan sa artikulo at sekyong ito.

- A. Artikulo IV, seksyon 6
- B. Artikulo V, seksyon 6
- C. Artikulo X, seksyon 6
- D. Artikulo VI, seksyon 6
- E. Artikulo XIV, seksyon 6

\_\_\_\_\_ 3. Mababakas sa bahaging ito ng katawan ang nakaraan.

- A. paa
- B. puso

- C. mukha
- D. isipan
- E. mukha at isipan

\_\_\_\_\_ 4. Ito ang pagkataong Pilipino na likas at natatangi.

- A. Katauhan
- B. likas na pagkatao
- C. katauhang Pilipino
- D. pag-uugaling Pilipino
- E. pagkataong may sanib

\_\_\_\_\_ 5. Tumutukoy ito sa pisikal na aspekto ng pagkataong Pilipino.

- A. Labas
- B. Lalim
- C. Loob
- D. Mata
- E. Mukha

\_\_\_\_\_ 6. Siya ang kinikilalang “Ama ng Sikolohiyang Pilipino”.

- A. Dr. Enriquez Gil
- B. Dr. Virgil Gaspar
- C. Dr. Gaspar Virgilio
- D. Dr. Jose Virgilio
- E. Dr. Virgilio Enriquez

\_\_\_\_\_ 7. Ito ang pinagmulan ng diwa, kamalayan, ulirat, talino at bait ng isang tao.

- A. Isip
- B. Puso
- C. Mukha
- D. Budhi
- E. Kaluluwa

\_\_\_\_\_ 8. Tumutukoy ito sa gawi o mga katangiang pansikolohiya.

- A. kalooban
- B. kamalayan
- C. ugali
- D. personalidad
- E. wika ng katawan

\_\_\_\_\_ 9. Para sa mga Pilipino, ito ay batis ng buhay at ginhawa.

- A. Isip

- B. Budhi
- C. Puso
- D. Mukha
- E. Kaluluwa

\_\_\_\_\_ 10. Ito ay sikolohiyang kaugalian at karanasan ng mga organisasyong buhay.diwa at pag-aaral.

- A. agham ng pag-aaral
- B. agham ng kaugalian
- C. agham ng pag-iisip
- D. agham ng pagkatao
- E. agham at teknolohiya

\_\_\_\_\_ 11. Ito ay dimension sa pagkakaiba-iba ng paggamit ng wika ay nakabase sa sitwasyong kinasasangkutan sa komunikasyon.

- A. Kontekstwal
- B. Dayalekto
- C. Heyograpikal
- D. barayti ng wika
- E. sosyo-ekonomiko

\_\_\_\_\_ 12. Ito ay siyentipikong pag-aaral ng lahat ng uri ng pagtugon at pagpipigil ng organism.

- A. agham ng pag-aaral
- B. agham ng pag-iisip
- C. agham ng kaugalian
- D. agham ng pandama
- E. agham ng diwa at asal

\_\_\_\_\_ 13. Ang pamaraang ito ay ginagamit sa pagmamasid sa sariling kalagayan at mga proseso gaya ng pag-iisip at pandama.

- A. Sarbey
- B. Experimental
- C. Ekstrospeksyon
- D. Introspeksyon
- E. Obserbasyon

\_\_\_\_\_ 14. Ito ay nangangahulugang salitang pagkatao.

- A. Wika
- B. Kultura
- C. gawi ng tao
- D. labas na anyo
- E. loob ng indibidwal

- \_\_\_\_\_ 15. Sa tambalang ito, nabuo ang pagkataong Pilipino.
- A. budhi at lalim
  - B. budhi at loob
  - C. labas at loob
  - D. loob at lalim
  - E. budhi at kaluluwa
- \_\_\_\_\_ 16. Itong mga salita ay ginagamit ng mga taong nasa partikular na disiplina o larangan.
- A. Creole
  - B. Pidgin
  - C. Idyolek
  - D. Register
  - E. Sosyolek
- \_\_\_\_\_ 17. Ito ay isang paniniwala ng mga Pilipino sa tanda ng “pagtibok ng puso”
- A. Buhay
  - B. Damdamin
  - C. Kaluluwa
  - D. Pagmamahal
  - E. pagsanib ng kaluluwa
- \_\_\_\_\_ 18. Ito ay isang halimbawa ng dayalekto na ginagamit ng mga taga-Iloilo.
- A. Bisaya
  - B. Chavacano
  - C. Kinaray-a
  - D. Tagalog
  - E. Cebuano
- \_\_\_\_\_ 19. Barayti ito ng wika na pormal na nadebelop ang estruktura nito.
- A. Creole
  - B. Dayalek
  - C. Pidgin
  - D. Register
  - E. Sosyolek
- \_\_\_\_\_ 20. Bunga itong barayti ng wika ng malayang pakikisalamuha sa iba’t ibang uri ng

tao.

- A. Creole
- B. Dayalek
- C. Idyolek
- D. Pidgin
- E. Sosyolek

\_\_\_\_\_ 21. Barayti ng wika na nadebelop mula sa mga salita ng mga etnolinggwistikong grupo.

- A. Creole
- B. Ekolek
- C. Etnolek
- D. Pidgin
- E. Register

\_\_\_\_\_ 22. Barayti ng wika na nirerepresenta ng mga salitang ginagamit sa loob ng bahay.

- A. Creole
- B. Dayalek
- C. Ekolek
- D. Etnolek
- E. Sosyolek

\_\_\_\_\_ 23. Uri ng sikolohiya na ginagamit sa praktikal na sitwasyon ng bahay.

- A. Aplikasyon
- B. Dalisay
- C. Introspeksyon
- D. Obserbasyon
- E. Sikolohiya ng pang-aangkop

\_\_\_\_\_ 24. Dito ginagamit ang sikolohiya kung ang sangkot ay mga mag-aaral at ang paraan ng pagkatuto.

- A. pang-aangkop
- B. pang-edukasyon
- C. pangkaugalian
- D. pangnegosyo
- E. pangkalahatang kaugalian

\_\_\_\_\_ 25. Nagsimula ditto ang ga salitang “aral, balita at alapaap” na ginagamit din sa wikang Filipino.

- A. Arabe
- B. Malay
- C. Intsik
- D. Kastila
- E. Sanskrito

- \_\_\_\_\_ 26. Ito ang porsyento ng pakikipag-usap gamit ang wika ng katawan.
- A. 5-50
  - B. 7-10
  - C. 8-10
  - D. 60-50
  - E. 60-80
- \_\_\_\_\_ 27. Inilalarawan itong pagsasanib ng silanganin at kanluranin at ng nakaraan at kasalukuyan.kasaysayan ng bansa.
- A. kulturang Pilipino
  - B. kaugaliang Pilipino
  - C. pagkataong Pilipino
  - D. tradisyong Pilipino
  - E. epekto ng mga pananakop ng mga dayuhan
- \_\_\_\_\_ 28. Ito ay itinuturing na pinakamabisang basehan ng pagkakakilanlan ng tao.
- A. mga kinikilos
  - B. pagkataong taglay
  - C. panlabas na kaanyuan
  - D. mga kaugalian
  - E. wikang ginagamit
- \_\_\_\_\_ 29. Ang sikolohiyang ito ay nangangailangan ng matamang pag-aaral at tiyak na batayan.
- A. Agham
  - B. Eksperimental
  - C. Kagandahan
  - D. Sining
  - E. Teknolohiya
- \_\_\_\_\_ 30. Ang mga salitang “butones, sapatos at sinturon” ay iilan lamang sa mga salitang hiram natin sa wikang ito.
- A. Arabe
  - B. Indones
  - C. Malay
  - D. Kastila
  - E. Sanskrito

- \_\_\_\_\_ 31. Dimensyon ng wika na nabibilang ang barayti ng wika na idyolek.
- A. Heyograpikal
  - B. Kontekstwal
  - C. Teknikal
  - D. Sosyo- ekonomiko
  - E. Pananakop ng mga dayuhan
- \_\_\_\_\_ 32. Itinuturing it ona unang wika o pangunahing wika ng isang tao na may impluwensiya sa tono, aksent at paraan ng pagsasalita.
- A. Creole
  - B. Dayalek
  - C. Idyolek
  - D. Pidgin
  - E. Lingua Franca
- \_\_\_\_\_ 33. Ito ay paraan sa sikolohiya na may layuning kunin ay kuro-kuro sa pamamagitan ng tanong-sagot.
- A. Eksperimental
  - B. Introspeksyon
  - C. Obserbasyon
  - D. Pakikipag-usap
  - E. Sarbey
- \_\_\_\_\_ 34. Ang tawag sa pag-aasawa ng mga Pilipino.
- A. Pagpapakasal
  - B. pag-iisang dibdib
  - C. pagmahal
  - D. pagpakasal
  - E. pagsinta
- \_\_\_\_\_ 35. Ito ay komunikasyong hindi ginagamitan ng mga salitang binibigkas.
- A. Diskurso
  - B. Barayti ng wika
  - C. Komunikasyong berbal
  - D. Komunikasyong kinesiko
  - E. Komunikasyong inuulat
- \_\_\_\_\_ 36. Ito raw ang porsyento ng pakikipag-usap gamit ang pananalita.
- A. 60-80
  - B. 75-25
  - C. 70-80
  - D. 7-10
  - E. 1-10

- \_\_\_\_\_ 37. Siya ay may nabuong hereralisasyon tungkol sa kulturang Pilipino.
- A. Honoracio de la Costa
  - B. Merith Merithew
  - C. Martini Lardizabal
  - D. Noam Chomsky
  - E. Ramon Lopez
- \_\_\_\_\_ 38. Ito ay tumutukoy sa kamalayan at kalooban ng isang tao.
- A. Damdamin
  - B. Isip
  - C. Kaugalian
  - D. Puso
  - E. Salita
- \_\_\_\_\_ 39. Sa wikang ito nagmula ang mga salitang “bayani, anak, at buhay” na ginagamit rin nating mga Piipino sa kasalukuyan.
- A. Arabe
  - B. Intsik
  - C. Kastila
  - D. Malay
  - E. Sanskrito
- \_\_\_\_\_ 40. Ito ay isang kolokyal na pananalita na kadalasang kasingkahulugan ng tao.
- A. Budhi
  - B. Katawan
  - C. panlabas na anyo
  - D. panloob na anyo
  - E. persona
- \_\_\_\_\_ 41. Ito ay tumutukoy sa lalim na bahagi ng pagkataong Pilipino.
- A. kaluluwa at budhi
  - B. puso at dibdib
  - C. sikmura at atay
  - D. mukha at puso
  - E. tiyan at bituka
- \_\_\_\_\_ 42. Ito ay tumutukoy sa paraan kung paano nag-uusap ang mga tagapagsalita.
- A. barayti at wika
  - B. Communicative Theory
  - C. Linguistic Competence
  - D. Mode of Discourse
  - E. Tenor of Discourse

\_\_\_\_\_ 43. Ito ay tumutukoy sa relasyon ng mga taong nag-uusap sa isang sitwasyon.

- A. barayti ng wika
- B. Communicative Theory
- C. Linguistic Competence
- D. Mode of Discourse
- E. Tenor of Discourse

\_\_\_\_\_ 44. Isa ito sa layunin ng sikolohiya na nakapokus sa pag-aaral.

- A. Deskripsyon
- B. Pagkontrol
- C. Diskurso
- D. Pamamaraan
- E. Agham ng sikolohiya

\_\_\_\_\_ 45. Ito ang pinakapatunay na metatag at may integridad ang kulturang Pilipino sa kabila mga pananakop na naganap sa bansa.

- A. payakap ng mga kulturang hatid ng mga mananakop
- B. paggamit ng katutubong wika sa bawat rehiyon sa bansa
- C. pagyakap ng impluwensya ng kulturang popular
- D. pagpapanatili sa orihinal na anyo ng kulturang popular na pumapasok sa bansa
- E. hindi pagpapanatili ng kulturang pumapasok sa bansa

## II.SANAYSAY

Panuto: Sagutin nang buon katapatan ang mga tanong sa ibaba. (10 puntos)

46-50. Ipaliwanag ang naging epekto ng pagkaka-hiwa-hiwalay ng kapuluan sa ating wika? (5puntos)

51-55. Ipaliwanag ang kasabihan na "Madali ang maging tao ngunit mahirap ang magpakatao". (5 puntos)

## Rubrik sa Pagbibigay-iskor

Nilalaman (lawakat lalim ng pagtataglay,pagsunod sa uri at anyong hinihingi)	2
Balarila (wastong gamit ng mga salita, baybay, bantas at estruktura ng mga pangungusap)	2
Organisasyon (pagkakaugnay ng mga ideya)	1
Kabuuan	5

## Appendix Q

## Table of Specification

Layunin	No. of Days	No. of Items	%	Remembering	Understanding	Application	Analysis	Evaluation	Creation	Items placement
Napahahalagahan ang tulang binasa sa pamamagitan ng pagbabahagi ng mga sariling saloobin at kaisipan sa klase.	3	10	18						46-50 51-55	46-55
Natutukoy ang mga uri ng panitikan na may anyong tuluyan at patula.	3	11	20	1, 20, 21		23, 24	8, 27, 22	7, 32, 45		1, 7, 8, 20, 21, 22, 23, 24, 27, 32, 45
Natutukoy ang iba't ibang uri ng dulong pampanitikan na magagamit sa pagsusuri ng mga akda.	3	12	22	11, 14	3, 5, 9, 10	25, 33	12, 31, 34, 35			3, 5, 9, 10, 11, 12, 14, 25, 31, 33, 34, 35
Nasusuri ang mga akdang nakasulat sa wikang Hiligaynon.	3	11	20		13, 26	28, 29	44	38, 39, 40, 41, 42, 43		13, 26, 28, 29, 38, 39, 40, 41, 42, 43, 44
Natutukoy ang mga	3	11	20	2, 4,	16,	6, 19	15,	36		2, 4, 6,

mahalagang aral sa buhay na mapupulot sa akda.				7	17		18, 30	37		7, 15, 16, 17, 18, 19, 30, 36, 37
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Suggest ways in which academic performance task could be improved.

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### Appendix R

#### SURVEY INSTRUMENT VALIDATION RATING SCALE FOR ACADEMIC PERFORMANCE (Adapted from Good and Scates)

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment. 1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

No.	CRITERIA	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1	The items in the instrument/s are relevant to answer the objectives of the study.					
2	The items in the instrument/s can obtain depth to constructs being measured.					
3	The instrument/s has/have an appropriate sample of items for the construct being measured.					
4	The items and their alternatives are neither too narrow nor limited in its content.					
5	The items in the instrument/s are stated clearly.					

6	The items on the instrument/s can elicit responses which are stable, definite, consistent and not conflicting.					
7	The terms adapted in the scale of the questionnaire are culturally appropriate.					
8	The layout or format of the instrument/s is/are technically sound.					
9	The responses on the scale of the questionnaire show a reasonable range of variation of the questionnaire.					
10	The instrument/s is/are not too short or long enough that the participants will be able to answer it within a given time					
11	The instrument/s is/are interesting such that participants will be induced to respond to it and accomplish it fully					
12	The instrument/s as a whole could answer the basic purpose for which it is designed					
13	The instrument/s is/are culturally acceptable when administered in the local setting.					

Other Comments and Recommendations:

Thank you!

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**Signature over Printed Name of Validator**



## Appendix T

### Data of the Respondents on the Scores in Pretest and Posttest in Control and Reflective Learning Methods

	Engagement (Pretest)		Academic Performance (Pretest)		Engagement (Posttest)		Academic Performance (Posttest)	
	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental
1	23	23	35	38	32	35	40	53
2	26	24	38	38	23	34	30	48
3	23	23	43	44	33	35	40	44
4	23	23	35	32	33	35	35	43
5	25	26	43	42	34	35	42	53
6	25	22	46	42	33	34	45	49
7	27	22	35	38	24	25	33	46
8	23	27	25	25	32	32	34	38
9	31	30	46	30	33	32	41	47
10	23	26	30	33	34	32	30	41
11	25	25	34	32	23	34	29	43
12	27	26	25	28	32	31	32	38
13	31	29	30	30	31	35	34	51
14	23	22	31	35	23	35	35	39
15	25	27	30	33	32	34	34	48
16	26	28	34	32	33	34	35	35
17	25	20	33	33	24	35	33	54
18	30	27	31	35	33	34	27	43
19	25	25	34	35	34	29	21	43
20	27	30	35	33	33	35	35	40
21	26	26	23	28	33	35	17	38
22	24	28	35	30	33	35	32	44
23	25	26	34	30	32	32	33	43
24	20	19	28	33	33	35	30	43
25	20	23	46	35	32	35	38	45
26	25	26	29	33	24	34	29	34
27	23	22	30	30	32	24	38	30
28	26	22	25	38	32	35	20	44
29	25	24	15	25	32	27	23	40
30	31	30	28	32	23	35	30	41
31	24	22	17	25	31	34	25	38
32	20	23	28	30	22	35	31	46
33	25	22	33	35	33	35	34	45
34	24	22	25	26	31	31	18	40
35	20	27	26	36	33	34	19	49
36	20	19	31	36	20	34	35	45
37	25	22	37	33	32	35	36	33
38	30	28	33	33	31	34	34	39

## Appendix U

### Example of Lesson Plan

Components of the lesson	Reflective Learning Approach	Traditional teaching (Lecture-discussion)
Learning Outcomes Objectives and subject matter	Based on the course syllabus	Based on the course syllabus
Materials	Worksheets Charts Journals Videos	Worksheets Charts
<p>Preliminary Activities</p> <p>Ang mga estudyante ay papanoorin ng video tungkol sa pag-uusap gamit ang code-switching and code-mixing.</p>	<p><b>Initializing Process</b></p> <p>Initializing questions: Anong alam ninyo tungkol sa paksa?</p> <p>Ano ang mahirap sa paksa?</p> <p>Sa palagay mo, paano mo mapaunlad ang kaalaman tungkol dito?</p> <p>Sa pamamagitan ng pakikipag talakayan sa kaklase at pakikipagkomunikasyon sa klase</p> <p>Paano mo maiuugnay ang napag-aralan mo ngayon sa nakaraang aralin natin?</p> <p>Maiuugnay ang napag-aralan ngayon sa dating aralin sa pamamagitan ng tuloy-tuloy na pagpapahalaga ng kaibahan ng code switching at code-mixing.</p>	<p><b>Introduction</b></p> <p>Review questions: Ano ang mga salik na nakakaimpluwensiya sa pagkakaiba iba ng wika sa Pilipnas?</p> <p>Ano ang kabuluhan ng mga ito sa wika?</p>
Lesson Proper	<p><b>Exploring Process</b> <b>Inductive in nature and applies constructivist approach of teaching.</b></p> <p>Paksa: Kaibahan ng Code-switching sa Code mixing.</p> <p>The teacher facilitates discussion for students to discover the</p>	<p><b>Presentation</b></p> <p><b>Deductive method of teaching.</b></p> <p>The teacher lectures, provides examples and discusses with students.</p>

	<p>concepts and principles:</p> <p>Batay sa mga halimbawa, bakit natin nasasabi na iba ang code switching sa code mixing?</p> <p>Magkakaroon ng dayalogo sa bawat pagkat ng klase gamit ang code switching at code mixing.</p> <p>Anoang napansin ninyo pa mga pagsasalita ng mga kalase ninyo?</p> <p>Paano nila nagagamit anu iba't ibang uri ng salita o pangungusap upang mabigyan nila ng diin ang mga ideya na mayroon sila kung sakaling maubusan sila ng salita at wala pahagilap na mga salita para mapabatid ang mensahe ng kanilang pahayag?</p> <p>Kailan at bakit ginagamit ang code switching at code mixing?</p> <p>Ipaliwanag ang kahulugan ng code switching at code mixing.</p>	<p>Definitions are presented. Ang Code switching o palit-koda ay nagaganap dahil sa pagnanais ng nagsasalita na magpahayag ng pagpapahalaga sa mahigit dalawang magkaibang grupo. Madalas itong nagaganap sa pagsasalita sa layuning maipaabot ang nais ipahayag at upang maintindihan ng kausap.</p> <p>Examples are presented.</p> <ol style="list-style-type: none"> <li>1. Well, mabait naman sa akin ang kaibigan mo.</li> <li>2. Dalawa naman talagan basket ang dala, what do you think?</li> <li>3. Mag-ara ng nang mabuti for you to pass.</li> </ol> <p>Ang code mixing halo-koda ay isang ponema sa pagpapahayag na pasalita. Nagaganap ito sa pamamagitan ng pagsingit ng salita o mga salita mula sa ibang wika sa labas sa Sistema ng pangunahing wikang ginagamit sa pagpapayag.</p> <p>Example of code mixing</p> <ol style="list-style-type: none"> <li>1. Matulog ka na because you're too tired para maghintay pa sa kanya!</li> <li>2. Nag-iloveyouhan sina Adan at Evelyn – nagpahayag.</li> <li>3. Gusto mo kumain sa fastfood kasama ng mga kaibigan mo?</li> </ol> <p>The teachers asks students also but no “reflective questions” are thrown.</p> <p>Ano ang code switching? Ano ang code mixing?</p>
Enhancement activity	<p><b>Exploring Process</b></p> <p>Same activities with traditional teaching but processing questions for reflection are integrated.</p>	<p><b>Comprehension Monitoring</b></p> <p>Same activities with reflective learning.</p>

	<p>Utilize the Kagan collaborative learning Think-pair share activity</p> <p>Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material.</p> <p>Students think of real-life situations where they can create dialogue using code switching and code mixing, .</p>	<p>Teacher tells of real-life situations where students can remember the use of code switching and code mixing.</p>
Generalization	<p><b>Exploring Process</b></p> <p>Summary of the concepts and principles learned but with “realizations” for reflection. Sa pelikula na “Love Baby Ko”</p> <p>Paano nila ginamit ang code switching at code mixing?</p> <p>Paano nagkakaiba at nagkakatulad ang code switching at code mixing?</p>	<p><b>Integration</b></p> <p>Teacher asks about the concepts and principles learned. Ano ang gamit ng code switching at code mixing sa pangungusap?</p>
Evaluation	<p><b>Connecting Process</b></p> <p>Same evaluation with traditional teaching but with reflective questions.</p> <p>How do you see your knowledge about to answer the task in the future?</p> <ul style="list-style-type: none"> <li>• It teaches students to share ideas with classmates and builds oral communication skills.</li> <li>• It helps focus attention and engage students in comprehending the reading</li> </ul>	<p><b>Integration/Review and Closure</b></p> <p>Same evaluation with reflective learning</p>

	<p>material.</p> <ul style="list-style-type: none"> <li>Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.</li> </ul>	
Assignment	<p><b>Connecting Process</b></p> <p>Same assignment but reflective journals.</p> <p>Sa aralin, saan ang bahagi na may kahirapan?</p> <p>Gumawa ng "komik" gamit ang code switching at code mixing.</p> <p>Bakit kailangan pag-aaralan ang tungkol code switching at code mixing?</p> <p>Paano mo gagamitin ang kaalamang ito sa buhay?</p>	<p><b>Review and Closure</b></p> <p>Same assignment as the reflective group but with no reflection. Instead, questions such as the following will be given:</p> <p>Magbigay ng halibawa ng pangungusap na may gamit ng code switching at code mixing.</p>

### Appendix V

## WHAT YOU KNOW, WHAT YOU WANT TO KNOW AND WHAT YOU LEARNED

### FINAL OUTPUT

#### MEMBERS:

Cardona, Richelle

De Asis, Jude Anthony S.

Geroche, Genie Mae

Maculas, Romelyn

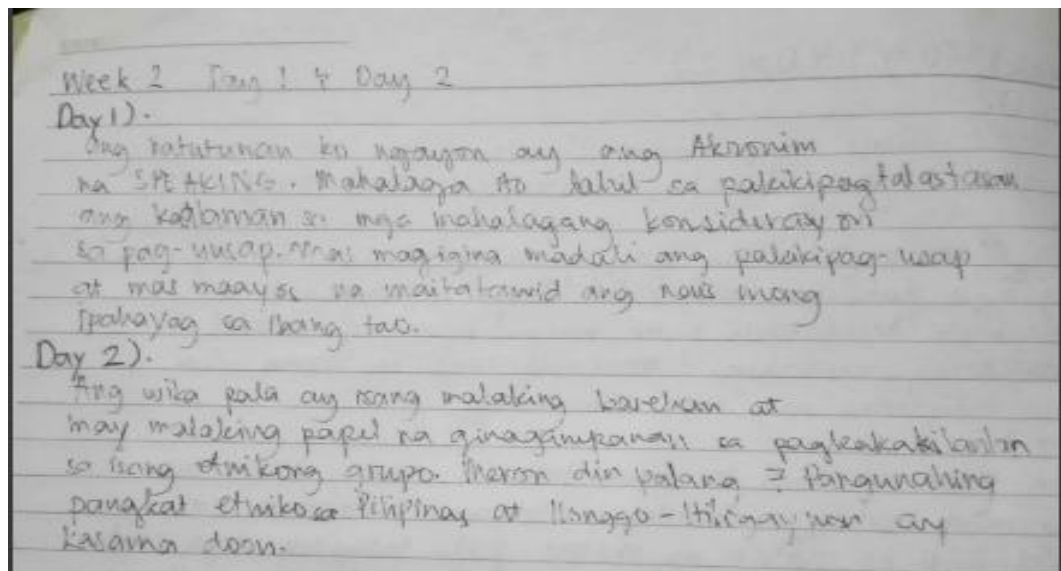
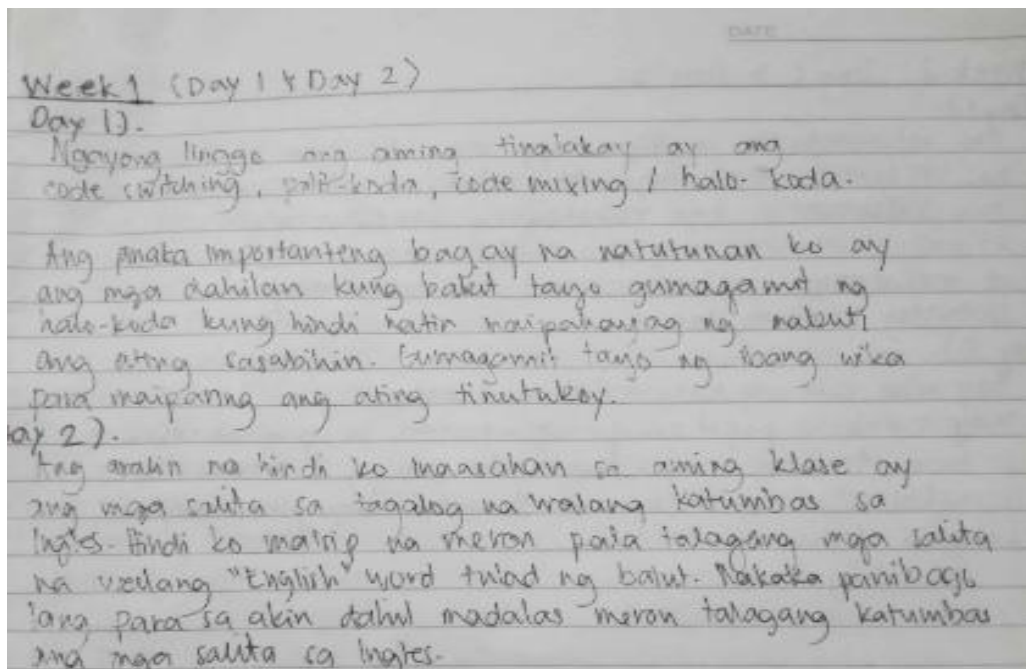
Regidor, Vanesa

	<b>What you Know</b>	<b>What you want to Know</b>	<b>What you Learned</b>
<b>Code Switching</b>	<p>What came to mind when we heard this topic was what they called conyo, which is somewhat similar to this topic but uses code swapping in a formal way to ensure that the other person understands what is being said. We are somewhat familiar with code switching, which is the application of different languages based on the object, context, or culture.</p>	<p>What we want to know on this topic is the specific definition of code switching and how they used it to convey the message between two people and in a group. Also to have more examples for us to be able to learn it properly and for us to properly use it in a formal way, especially on a formal occasion where we will be able to express our words clearly and properly to other people. This topic will greatly help us when it comes to communication with other people that varies in different cultures and languages.</p>	<p>We actually gained a lot of knowledge on this subject, particularly since it was appropriately discussed with us and we now understand why it is important to apply it while speaking with others or in certain circumstances. This is due to the fact that code switching occurs in contexts or settings where individuals are unable to translate words into English, particularly when placing an order for takeaway in a foreign nation. In other cases, people use code switching because it is more natural for them to do so and allows them to communicate with others in a more accurate, understandable, and expressive manner. When a minority group interacts with people, especially those from different cultures, they frequently utilize code switching, which is the act of speaking numerous languages in one context.</p>
<b>Gramatikang Filipino</b>	<p>The first thing that comes to our mind when we hear this topic is that this is what they call grammar, they are also quite familiar with each other because of the use of the word and their connection and its part and function is just one sentence.</p>	<p>We would like more information about this lesson. A strong foundation is necessary if people wish to become proficient in Tagalog grammar and communicate with native fluency in the language. This entails thoroughly studying the language and mastering the fundamental ideas before moving on to the trickier sections. You've come to the</p>	<p>This class taught me a lot of things, including the appropriate terms and pronunciation as well as the four general features of the Filipino language that you should know before learning the rest. The two primary components of Tagalog words are affixes and roots. Words, especially verbs, can have their meanings or aspects altered by adding affixes to their roots. In addition, I gained a greater understanding of the proper</p>

		<p>correct place if you want to become acquainted with the fundamentals of Filipino grammar, though. We'll go over the foundations of Filipino grammar on this page, including sentence structure and pronunciation.</p>	<p>word placement in the sentences I use as well as a lot of knowledge about the complex language of the Filipino people. Being able to speak my native tongue will also be extremely beneficial to me since, as a citizen of the Philippines, I should be able to utilize those terms appropriately in sentences and when addressing new people.</p>
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## Appendix W

### Example of Student's Journal



Week 3 Day 172

Day 1).  
 Ngayong araw, medyo nahirapan akong tandaan mo ibat na angkop sa paggamit ng mga salita tulad ng pagkakaiba ng "nang at ng", "daw/din", "raw/ri", at marami pang-iba. Medyo nakakalito kare para sa akin pero alam ko na kung pagpapalan ko lang ito, magiging madali din ito sa susunod. Marami akong dapat tandaan para magamit ng tama at maayos ang mga salita na ito.

Day 2).  
 Ang ginawa ko sa klase na ipinagmamalaki ko at masaya ako na ginawa ko ay ang mag-participate sa aming discussion o talakayan. Binansa ko na umang akat na mga aming ginamit sa subject na ito. Natapos ko na ito bago pa ang deadline at ipon ang proud akong ginawa ko ngayong araw.

Week 4 Day 172

Day 1).  
 Ang pinakamalalap na ginawa namin sa klase ngayong araw ay gumawa ng mga pang-magpapal tulapat sa mga likha na inumbentong salita. Kung saan ito ay ang kungya ng pangangantong ng mga mamamayang ba komitang palerki pagtulat-tasan. Halimbawa nito ay ang salitang "pakel".  
 Pinag-alam din namin ang mga tamang pagkikisbas ng salita gamit sa aam. Iti ay medyo nakakalito pero ipinalinag din naman m masam sa amin.

Day 2).  
 Ang lesson na nag-stuck sa ating isipan ngayong araw ay ang mga hiram ohango na salitang kuhang sa ibang wika. Dahil minsam hindi ko alam kung may katumbas ba na salita sa tagalog ang ibang salita tulad ng hanstul (highschool), lektyer, draibler at ita sa

Week 5 Day 1 & 2

Day 1).

Kung meron man akong kagay na sana grama ko ng mas matutuhan ngayong araw sa kelas, ito ay ang paglalagay sana ng mga sample na pangpangusap na tinatanyag niya. Bakit? Kasi ito ay isang paraan para mas maintindihan ko ang lesson at para mapractise ko ang akong sarili sa paghug ng mga tamang pangpangusap.

Day 2).

Ang dalawang kagay na natutuhan ko ngayong araw ay:

Katutuhan ng cohesive devices at gamit ng mga cohesive devices. Ang cohesive devices pala ang tawag sa mga salita at parirala na nag-uugnay ng mga salita, parirala at sangay sa loob ng pangpangusap. Meron din itong 16 na gamit at isa na dito ang pagpapalagay ng mga salita sa kahulugan.

Week 6 Day 1 & 2

Day 1).

Prond ako pa akong sarili dahil dahil papunta natatandaan ko pa rin ang mga lesson namin noong highschool tulad ng mga uri ng pangpangusap ayon sa kanyaman.

Iti ay dininunsa ulit sa arin ni maam at nagkagay siya ng iba itong katutuhan na pangpangusap.

Day 2).

Magagamit ko sa future ang mga lesson na natutuhan ko ngayong araw upang makagawa ako ng tamang pangpangusap ay magagamit ko sa toona ang mga salitang gusto kong lagay sa akong pangpangusap. Iti ay ang paraan para maintind ko ang gusto kong sabihin at maiwasan ang miscommunication.

## Appendix X

### Examples of the Student's Essay on the Pretest and Posttest

46-50. Ipaliwanag ang naging epekto ng pagkakahiwa-hiwalay ng kapuluan sa ating wika? (5 puntos)

Ang epekto ng pagkakahiwa-hiwalay ng kapuluan sa ating wika ay nagkaroon ng iba't ibang dayalito. Hindi pagkakaunawaan ng mga tao at nagkaroon ng sariling kultura.

51-55. Ipaliwanag ang kasabihan na "Madali ang maging tao ngunit mahirap ang magpakatao". (5 puntos)

Sa kasabihan na "Madali ang maging tao ngunit mahirap ang magpakatao", ipinapahiwatig at ipinapaliwanag nito na madali ang maging tao dahil tayo ay literal na na tao ngunit ang maging mabuti, masunurin, sumusunod sa batas at sa utos ng Diyos, at may galang na isang indibidwal ay napakahirap, sapagkat lahat ng tao ay makasasa.

Rubrik sa Pagbibigay-iskor

Nilalaman (lawakat lalim ng pagtataglay, pagsunod sa uri at anyong hinihingi)	2
Balarila (wastong gamit ng mga salita, baybay, bantas at estruktura ng mga pangungusap)	2
Organisasyon (pagkakaugnay ng mga ideya)	1
Kabuuan	5

46-50. Ipaliwanag ang naging epekto ng pagkakahiwa-hiwalay ng kapuluan sa ating wika? (5 puntos)

Dakil na pagkakahiwa-hiwalay ng kapuluan sa ating bansa, tayo ay nagkaroon ng barayti ng wika. Nabati ang barayti ng kapuluan sa iba't ibang lugar tulad ng Bukid, atbp. na naging sanhi ng pagkakaroon ng kanilang katugan dayatek sa iba't ibang lugar. Mapa Luzon, Visayas, o Mindanao man kilala ang Filipinas sa mayamang wika maliban sa tagalog.

51-55. Ipaliwanag ang kasabihan na "Madali ang maging tao ngunit mahirap ang magpakatao". (5 puntos)

May mga pagkakataon sa ating buhay sa tayo ay rarusubiking gawin ang tama o mali. Madali lang sabihin na ang maging tao ay relihiyoso dahil sa oron-oron nitong pagpunta sa simbahan o pagdarasal, ngunit maaari din na sa kabila nito ay hindi niya ugaliing makisipatya o tumulong sa kapwa. Madaling maging tao ngunit ang iba ay kapag nakitang taong nardapan sa daan, ay magdadalangin ng lipa pa pang tumulong.

Rubrik sa Pagbibigay-iskor

Nilalaman (lawakat lalim ng pagtataglay, pagsunod sa uri at anyong hinihingi)	2
Balarila (wastong gamit ng mga salita, baybay, bantas at estruktura ng mga pangungusap)	2
Organisasyon (pagkakaugnay ng mga ideya)	1
Kabuuan	5

**Appendix W**  
**Final Turnitin Similarity Test**

