

Challenges in Teaching Filipino during Internship of Pre-Service Teachers in Basilan State College

Veronica C. Muarip

College of Teacher Education, Basilan State College
Sumagdang, Isabela City, Basilan, Philippines 7300

Abstract—This study investigates the challenges encountered by pre-service teachers in teaching Filipino as a medium of instruction during their teaching internship at Basilan State College (BSC), a state higher education institution located in the linguistically diverse province of Basilan in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Using a descriptive-qualitative research design, the study employed semi-structured interviews and focus group discussions with fifteen (15) purposively selected fourth-year pre-service teachers enrolled in the Bachelor of Secondary Education and Bachelor of Elementary Education programs. Data were analyzed through thematic analysis, revealing five dominant challenge themes: (1) linguistic limitations and proficiency gaps in Filipino academic register, (2) code-switching and pedagogical discontinuity, (3) affective challenges including anxiety and reduced self-efficacy, (4) language barriers in classroom management and learner control, and (5) inadequate instructional materials in Filipino responsive to Basilan's multicultural context. The coping strategies employed by respondents included advance preparation, visual scaffolding, peer collaboration, mentor reliance, and translanguaging practices. The findings underscore the urgent need for a contextualized Filipino academic register training program and culturally responsive practicum support for BSC pre-service teachers operating in Basilan's uniquely multilingual and Islamic educational environment.

Keywords— Challenges, teaching Filipino, teaching internship, pre-service teachers, Basilan State College, code-switching, multilingual education, BARMM.

I. INTRODUCTION

Teaching internship represents the culminating field experience of every teacher education program — the critical juncture at which theoretical preparation meets the complex realities of classroom life [1]. During internship, pre-service teachers are required to apply their pedagogical competencies under the observation of cooperating teachers and university supervisors, managing real students, planning lessons, and sustaining instructional discourse in real time [2]. This high-stakes environment inevitably exposes the gaps between what has been learned in campus preparation and what is demanded in actual school practice.

In the Philippines, language-in-education policy adds a particularly formidable layer of complexity to the internship experience for pre-service teachers in multilingual regions. The Commission on Higher Education (CHED) mandates through CMO No. 74 and CMO No. 75, s. 2017 that pre-service teachers in the Bachelor of Elementary Education (BEd) and Bachelor of Secondary Education (BSEd) programs demonstrate proficiency in Filipino as a subject and

as a medium of instruction [3]. This mandate, while nationally uniform, generates disproportionate demands for pre-service teachers from non-Tagalog-speaking regions whose mother tongues are structurally and lexically distant from Filipino — the national language based on Tagalog [4].

Nowhere is this challenge more acute than in Basilan Province. Basilan is a linguistically plural island in the Sulu Archipelago forming part of the BARMM, home to the Yakan — the island's indigenous Muslim community — as well as Tausug, Chavacano, and other language communities [5]. At Basilan State College (BaSC), the lone state higher education institution in the province, the majority of pre-service teachers are native speakers of Yakan or Tausug — languages whose morphosyntactic and lexical structures differ fundamentally from Filipino [6]. For these student-teachers, using Filipino as an instructional medium during internship is not merely a professional expectation but a substantial linguistic challenge requiring sustained academic register proficiency that conversational exposure alone cannot develop [7].

Carvajal, Mama, Ornopia, and Labunog documented that pre-service teachers in Iligan City experienced five dominant challenges in using Filipino as a medium of instruction during internship: linguistic proficiency gaps, code-switching and pedagogical discontinuity, affective challenges including anxiety and reduced self-efficacy, language barriers in classroom management, and the need for strategic coping through preparation and mentoring [7]. These findings provide a compelling starting point for examining the Basilan context, where the linguistic and cultural distance between home language and Filipino is considerably greater. Bansiong identified classroom management and learner-related factors as the foremost sources of teaching internship apprehension among Philippine pre-service teachers, with the degree program and sex of respondents significantly influencing apprehension levels [8]. Rubio et al. similarly documented that lesson planning, classroom management, and time management are the primary challenges encountered during internship in a private Philippine institution — challenges that are compounded for pre-service teachers teaching through an additional language [9].

For pre-service teachers who are major in Filipino, these challenges take on added professional significance. As Baltazar et al. demonstrated in their study of Filipino major pre-service teachers at Bataan Peninsula State University, the field study experience exposes critical gaps in instructional material development, student relationship management, and

time management — gaps that are qualitatively more complex when the language of instruction is not the teacher's home language [10]. In the Basilan context, where Filipino functions as a third language for most pre-service teachers — acquired after the mother tongue and alongside English within formal schooling — these challenges are expected to manifest with distinctive intensity.

Despite the growth of literature on teaching internship challenges in the Philippines, no published study has specifically examined these challenges in the context of BaSC pre-service teachers teaching Filipino in Basilan. This study addresses that critical gap by documenting the lived challenges of BaSC pre-service teachers during their Filipino-medium internship placements, with the aim of generating evidence-based recommendations for contextually responsive practicum support in the BARM region.

This study is guided by the following research questions:

1. What are the challenges encountered by BaSC pre-service teachers in teaching Filipino during their internship?
2. What coping strategies do BaSC pre-service teachers employ to address these challenges?
3. What interventions can be recommended to strengthen Filipino instructional competence during internship at BaSC?

II. LITERATURE REVIEW

A. Teaching Internship and Its Challenges

Teaching internship, also referred to as practice teaching or student teaching, is widely recognized as the most critical and demanding phase of teacher education [2]. It functions simultaneously as a beginning — an authentic supervised laboratory for professional skill development — and a culmination, representing the final formative step before entry into the profession [8]. During internship, pre-service teachers are exposed to the full complexity of classroom life: managing diverse learner behaviors, planning and executing lessons, assessing student learning, and sustaining professional relationships with cooperating teachers and school staff [11].

Research from multiple national contexts consistently identifies classroom management and learner-related challenges as the most prevalent sources of internship apprehension [8]. Bansiong's survey of pre-service teachers at a Philippine state university found that the overall level of teaching internship apprehension (TIA) was high, with learner-related factors — particularly pupil control and classroom management — ranking as the most pressing concern across all degree programs and specializations [8]. Rubio et al., employing a phenomenological design in Quezon Province, similarly identified lesson planning, managing classroom dynamics, and reconciling academic obligations with the demands of internship as the primary challenges faced by pre-service teachers [9]. Nacion et al. further confirmed these findings in their mixed-methods study at Central Bicol State University of Agriculture, documenting that managing diverse student behaviors, communication issues with cooperating teachers, time

management difficulties, and emotional stress were the dominant challenges across content delivery, pedagogy, and technology integration dimensions [11].

B. Challenges Specific to Teaching Filipino as a Medium of Instruction

Teaching through Filipino during internship compounds the standard challenges of student teaching with a distinct layer of language-specific demands. Carvajal et al. characterized these demands as requiring not merely conversational fluency but sustained academic register — including precise vocabulary, coherent explanation, responsive rephrasing, and authoritative classroom directives — that many pre-service teachers from non-Filipino linguistic backgrounds have not yet fully developed [7]. Their qualitative study with ten pre-service teachers in Iligan City identified five dominant challenge themes: (1) linguistic limitations and proficiency gaps; (2) code-switching and pedagogical discontinuity; (3) affective challenges, including anxiety and reduced self-efficacy; (4) language barriers in classroom management; and (5) strategic coping through preparation, visual scaffolding, and mentor reliance [7].

The code-switching dimension is particularly significant. Temesgen and Hailu documented that while teacher code-switching can serve strategic pedagogical functions — clarifying meaning, managing time, responding to learner cues — it also carries risks when it shifts from intentional scaffolding to an emergency compensatory repair mechanism, creating inconsistent classroom language norms that can confuse learners [12]. Carvajal et al. observed precisely this shift among pre-service teachers in their study, noting that unplanned code-switching driven by lexical deficits created perceptions of pedagogical discontinuity among students [7].

The affective dimension of language-medium challenges is equally consequential. Wang, Jia, and Mao's bibliometric review of language teacher self-efficacy research identified emotional factors — particularly anxiety and perceived linguistic inadequacy — as among the most prominent themes in the field [13]. For pre-service teachers whose home languages are distant from Filipino, the fear of committing grammatical errors, mispronouncing words, or failing to command authority in Filipino in front of learners can elevate anxiety to levels that impair instructional presence and reduce voice projection, pacing, and the willingness to invite open discussion [7].

The relationship between instructional clarity in Filipino and classroom management is theoretically well-grounded. Chen and Lu demonstrated cross-nationally that instructional clarity is intrinsically linked to students' academic emotions, classroom order, and engagement — implying that pre-service teachers whose Filipino clarity is constrained by proficiency gaps may experience cascading difficulties in classroom management [14]. Titsworth et al.'s meta-analytic work similarly established robust associations between teacher clarity and student learning outcomes, positioning linguistic proficiency not merely as a professional attainment but as a determinant of classroom effectiveness [15].

C. Challenges for Filipino-Major Pre-Service Teachers

For pre-service teachers specifically majoring in Filipino, the challenge of teaching the language during internship takes on heightened professional salience — they are expected to model exemplary Filipino language use and to demonstrate the academic register competence demanded by their specialization. Baltazar et al.'s qualitative study of Filipino-major pre-service teachers at Bataan Peninsula State University found that the primary challenges during field study were a lack of instructional materials, difficulties in gaining student respect, strained relationships with cooperating teachers, challenges in maintaining appropriate social boundaries with learners, and time management pressures across multiple internship tasks [10]. Notably, the qualitative accounts in Baltazar et al.'s study were gathered in Filipino, revealing both the language's centrality to the participants' professional identity and the persistence of challenges in its academic deployment even among language-major students.

D. Language Challenges in the Multilingual Muslim Mindanao Context

For pre-service teachers from Muslim Mindanao communities, the linguistic distance between home language and Filipino adds a distinctively multilingual dimension to internship challenges. The Yakan of Basilan — the island's primary indigenous Muslim group — speak a language belonging to the Sama-Bajau subgroup of Malayo-Polynesian languages, morphologically ergative and structurally distant from Filipino [6]. The Tausug, another major language community in Basilan, speak a Bisayan-affiliated language also significantly different from Tagalog-based Filipino [16]. For pre-service teachers from these linguistic backgrounds, Filipino academic register must be acquired primarily through formal schooling, without the benefit of sustained natural exposure that accelerates acquisition [17].

Metila, D'Agostino, and Iwasaki traced how the political reversal of mother-tongue-based multilingual education (MTB-MLE) in the Philippines has left learners from linguistically marginalized communities, including those in BARMM, without adequate institutional support for developing academic proficiency in either their mother tongues or Filipino [4]. This policy context directly shapes the language preparation of BaSC pre-service teachers and the challenges they face in deploying Filipino academic register during internship.

III. METHODOLOGY

A. Research Design

This study employed a descriptive-qualitative research design, specifically using phenomenological inquiry to capture the lived experiences, perceived challenges, and coping strategies of BaSC pre-service teachers during their Filipino-medium teaching internship. Qualitative methods were selected because the research questions require an in-depth, context-sensitive understanding of participants' experiences that survey instruments cannot fully elicit [9]. This approach aligns with established qualitative traditions in teaching internship research [7], [10].

B. Participants

Using purposive sampling, fifteen (15) fourth-year pre-service teachers from BaSC 's College of Education were selected as key informants. Selection criteria required each participant to be: (a) a fourth-year student enrolled in BSEd or BEEd programs; (b) currently completing or having recently completed their teaching internship; (c) assigned to teaching Filipino as either their major subject or as their medium of instruction during internship; and (d) willing to participate voluntarily.

TABLE I: Profile of Research Participants

Participant	Program	Specialization	Home Language	Internship School Level
P1	BSEd	Filipino	Yakan	Secondary
P2	BSEd	Filipino	Tausug	Secondary
P3	BSEd	Filipino	Yakan	Secondary
P4	BSEd	Filipino	Chavacano	Secondary
P5	BSEd	Filipino	Tausug	Secondary
P6	BSEd	Filipino	Yakan	Secondary
P7	BEEd	General Education	Yakan	Elementary
P8	BEEd	General Education	Tausug	Elementary
P9	BEEd	General Education	Chavacano	Elementary
P10	BEEd	General Education	Yakan	Elementary
P11	BEEd	General Education	Tausug	Elementary
P12	BSEd	Filipino	Yakan	Secondary
P13	BSEd	Filipino	Tausug	Secondary
P14	BEEd	General Education	Chavacano	Elementary
P15	BSEd	Filipino	Tagalog	Secondary

The sample comprised nine (9) Yakan or Tausug-speaking participants, four (4) Chavacano speakers, and one (1) Tagalog speaker, reflecting the representative linguistic composition of BaSC's student population.

C. Data Collection

Data were gathered through two complementary instruments. Semi-structured individual interviews (30–60 minutes per participant) were conducted to elicit detailed personal accounts of internship challenges, emotional experiences, and coping strategies. Questions were guided by a flexible interview protocol covering: (1) the nature of language difficulties encountered in teaching Filipino; (2) specific instances of classroom management challenges linked to language; (3) emotional and affective experiences during Filipino-medium instruction; and (4) strategies used to cope with these challenges.

Focus Group Discussions (FGDs) involving two groups of seven and eight participants, respectively, allowed for the triangulation of individual accounts and the emergence of shared patterns of experience. Interviews and FGDs were conducted in Filipino and, where needed, in participants' home languages to ensure depth and authenticity of response.

All sessions were audio-recorded with participants' informed consent and subsequently transcribed verbatim.

D. Data Analysis

Transcribed data were subjected to Reflexive Thematic Analysis following Braun and Clarke's (2022) six-phase framework: familiarization with data; generating initial codes; searching for themes; reviewing themes; defining and naming themes; and producing the report [19]. Themes were developed inductively from the data, guided by the research questions, without imposing a priori theoretical categories. Member-checking was conducted by returning summary findings to three key informants for accuracy validation. An audit trail of coding decisions was maintained to enhance trustworthiness and confirmability.

IV. RESULTS AND DISCUSSION

Thematic analysis of the interview transcripts and FGD data yielded five major challenge themes and three supplementary themes covering coping strategies and institutional concerns. The findings are presented and discussed below.

A. Theme 1: Linguistic Limitations and Filipino Academic Register Gaps

The most pervasive challenge across all participants was the gap between their conversational Filipino competence and the academic register required for sustained classroom instruction. All fifteen participants reported difficulty in accessing precise Filipino vocabulary when explaining subject content, formulating lesson objectives, and providing spontaneous elaboration in response to student questions.

Participant P2 (Tausug-speaking, BSEd Filipino) articulated this challenge: *"Marunong naman ako mag-usap sa Filipino, pero pag nagtuturo na ako at kailangang ipaliwanag ang mga konsepto, nagiging hirap na ako hanapin ang tamang salita. Minsan naisip ko na yung English na lang o Sinug."* ("I can converse in Filipino, but when I start teaching and need to explain concepts, I struggle to find the right words. Sometimes I just think in English or Sinug.")

This finding directly parallels the "linguistic limitations and proficiency gaps" identified by Carvajal et al. [7], who described this as a critical dissonance between conversational fluency and the academic register required for pedagogy. Cummins' distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) provides a theoretical explanation: while participants had acquired BICS-level Filipino through schooling, the CALP necessary for sustained Filipino-medium instruction — with its demands for precise labeling, coherent explanation, and responsive rephrasing — remained underdeveloped for most [17].

For Yakan-speaking participants in particular, the structural distance between Yakan and Filipino amplified this gap. P1 described being unable to translate Yakan conceptual frameworks for social values and traditional practices into Filipino without losing their meaning — a phenomenon

reflecting the linguistic irreversibility of certain cultural concepts that resist cross-linguistic translation.

TABLE II: Representative Participant Statements — Theme 1

Participant	Statement (Filipino/Home Language)	English Translation
P2	<i>"Hirap akong maghanap ng tamang salitang Filipino para sa teknikal na konsepto."</i>	"I struggle to find the right Filipino words for technical concepts."
P5	<i>"Ang bokabularyo ko sa Filipino ay para sa araw-araw, hindi para sa pagtuturo."</i>	"My Filipino vocabulary is for everyday use, not for teaching."
P7	<i>"Pag nagpapaliwanag ako, nararamdaman ko na hindi kumpleto ang aking Filipino."</i>	"When I explain, I feel my Filipino is incomplete."
P12	<i>"Kung minsan, ginagamit ko pa rin ang Yakan sa isipan ko bago ko ipaliwanag sa Filipino."</i>	"Sometimes I still think in Yakan before explaining in Filipino."

B. Theme 2: Code-Switching and Pedagogical Discontinuity

All participants reported resorting to code-switching — shifting between Filipino and their home language (Yakan, Tausug, or Chavacano) or English — when Filipino vocabulary failed them during instruction. While participants acknowledged code-switching as a practical necessity, they also consistently reported its negative consequences: learner confusion, perceptions of instructional inconsistency, and a sense of professional inadequacy.

P3 (Yakan-speaking, BSEd Filipino) described: *"Kapag wala na akong masasabi sa Filipino, lilipat na ako sa Yakan o Ingles. Pero nakikita ko sa mukha ng mga bata na nalilito sila. Minsan tinatapos ko na lang ang lesson para hindi na lumala."* ("When I have nothing more to say in Filipino, I switch to Yakan or English. But I can see in the children's faces that they are confused. Sometimes I just end the lesson so it doesn't get worse.")

TABLE III: Representative Participant Statements — Theme 2

Participant	Statement	Translation / Gist
P4	<i>"Nag-code-switch ako dahil wala akong ibang paraan para maintindihan nila."</i>	"I code-switched because I had no other way to make them understand."
P8	<i>"Nalilito ang mga bata kapag palipat-lipat ang wika ko."</i>	"The children get confused when I keep switching languages."
P6	<i>"Nahihiya akong mag-switch pero walang choice."</i>	"I'm embarrassed to switch but I have no choice."
P13	<i>"Nagsimula akong magturo sa Filipino, tapos Ingles, tapos Yakan — grabe ang kalat."</i>	"I started teaching in Filipino, then English, then Yakan — it was very disorganized."

This account resonates with Carvajal et al.'s characterization of unplanned code-switching as a shift "from intentional scaffolding to emergency repair" [7], and with Temesgen and Hailu's documentation of how teacher code-switching, when lacking clear function or boundaries, can create learner confusion about instructional expectations [12]. In the BaSC context, the situation is more complex because students speak a variety of home languages — meaning that switching from Filipino to Yakan excludes Tausug- and Chavacano-speaking students, while switching to English

presents its own comprehension barriers for students in lower-performing schools.

C. Theme 3: Affective Challenges — Anxiety, Reduced Confidence, and Fear of Judgment

Thirteen out of fifteen participants described experiencing significant anxiety directly linked to their Filipino language proficiency limitations during internship. This anxiety manifested in multiple forms: fear of being corrected by cooperating teachers in front of students, shame at perceived grammatical errors, reduced voice projection, and hyper-self-monitoring during instruction that impeded natural teaching flow.

P5 (Tausug-speaking, BSEd Filipino) stated: *"Lagi akong natatakot na mapahiya sa harap ng mga estudyante. Pag hindi tamang Filipino ang ginagamit ko, lahat sila nakatuon sa 'kin. Pakiramdam ko, hindi ako tunay na guro sa Filipino kung hindi ko kaya ang wika."* ("I was always afraid of being embarrassed in front of the students. When I don't use correct Filipino, they all focus on me. I feel like I'm not a real Filipino teacher if I can't master the language.")

This pattern aligns with what Carvajal et al. describe as the reduction of "teacher presence" caused by language anxiety — including diminished voice projection, hesitant dialogue, and avoidance of open discussion [7]. Wang et al.'s identification of emotional factors as central to language teacher self-efficacy provides a theoretical grounding for understanding how these affective barriers operate as psychological obstacles to professional identity formation, not merely linguistic ones [13]. Krashen's Affective Filter Hypothesis further predicts that high anxiety levels among these pre-service teachers impede the language input required for continued Filipino proficiency development — creating a self-reinforcing cycle of limited proficiency, heightened anxiety, and constrained language use [17].

Female participants (10 of 15) consistently reported higher levels of anxiety than male participants, consistent with Bansiong's finding of significantly higher TIA levels among female pre-service teachers [8].

TABLE IV: Representative Participant Statements — Theme 3

Participant Statement	Translation / Gist
P1 "Kinakabahan ako bago pumasok sa klase dahil alam kong mahihirapan ako sa Filipino."	"I feel nervous before entering class because I know I'll struggle with Filipino."
P5 "Natatakot akong magtanong ang mga estudyante kasi baka hindi ko masagot nang maayos sa Filipino."	"I'm afraid students will ask questions because I might not be able to answer properly in Filipino."
P11 "Minsan nag-iisip pa ako ng sagot sa Tausug bago ko isalin sa Filipino — matagal bago ako makasagot."	"Sometimes I think of my answer in Tausug first before translating to Filipino — it takes a long time before I can respond."
P15 "Kahit Tagalog ako, natatakot pa rin ako dahil mataas ang inaasahan sa akin ng mga guro at estudyante."	"Even though I'm Tagalog, I'm still nervous because my teachers and students expect more from me."

D. Theme 4: Language Barriers in Classroom Management and Learner Control

Twelve of the fifteen participants reported that their Filipino proficiency limitations directly impaired their capacity to manage classroom behavior, issue disciplinary directives, and maintain instructional order. Participants described difficulty in articulating firm yet respectful corrective language in Filipino — particularly the kind of authoritative, context-sensitive directives that command learner attention without escalating classroom tension.

P6 (Yakan-speaking, BSEd Filipino) explained: *"Pag gusto ko nang pakalmahin ang klase, hindi ko alam kung paano sasabihin sa Filipino nang maayos. Sa Yakan, alam ko ang mga salitang may respeto para sa pagpapanatili ng katahimikan. Sa Filipino, parang matigas o walang tono ang mga salitang ginagamit ko."* ("When I want to calm the class, I don't know how to say it properly in Filipino. In Yakan, I know words that carry respect for maintaining quiet. In Filipino, the words I use feel harsh or flat.")

P9 (Chavacano-speaking, BEEd) similarly noted: *"Ang mga bata ay tumutugon sa tono ng boses at sa pagpili ng salita. Kapag naguguluhan ako sa Filipino, nawawala ang awtoridad ko sa klase."* ("The children respond to tone and word choice. When I get confused in Filipino, I lose my authority in the classroom.")

This theme is theoretically grounded in Chen and Lu's finding that instructional clarity is directly linked to students' academic emotions, classroom engagement, and behavioral order [14]. When pre-service teachers cannot express disciplinary language with precision and appropriate tonal authority in Filipino, the resulting ambiguity signals communicative uncertainty to learners, which may be interpreted as a lapse in classroom control. This aligns with Nacion et al.'s observation that managing diverse learner behaviors constitutes the most practically disruptive challenge dimension during internship, particularly when mediated through an additional language [11].

TABLE V: Representative Participant Statements — Theme 4

Participant Statement	Translation / Gist
P6 "Sa Filipino, parang matigas ang mga salitang ginagamit ko para panatilihin tahimik ang klase."	"In Filipino, the words I use to keep the class quiet sound harsh."
P9 "Kapag naguguluhan ako sa Filipino, nawawala ang awtoridad ko sa klase."	"When I get confused in Filipino, I lose my authority in class."
P10 "Hindi ko alam kung paano sasabihin sa Filipino ang mga palakaibigan na paraan ng pagdisiplina."	"I don't know how to say friendly disciplinary phrases in Filipino."
P3 "Tumawag ako sa pangalan ng bata nang dalawang beses, pero hindi siya tumugon dahil hindi siya nasanay sa Filipino."	"I called the child's name twice but got no response — the child wasn't used to Filipino."

A culturally specific dimension emerged for participants teaching in Islamic school environments, where classroom management norms are shaped by Islamic values of respect (*adab*), communal order, and religious authority. Several participants found that the culturally embedded disciplinary

vocabulary used by cooperating teachers — drawing from Arabic-influenced registers in Yakan and Tausug school discourse — had no direct Filipino equivalent, creating a linguistic and cultural mismatch between their management approach and the expectations of the school community.

E. Theme 5: Inadequate Instructional Materials Responsive to Basilan's Multicultural Context

All fifteen participants expressed frustration with the absence of Filipino instructional materials that reflect Basilan's indigenous cultures, Islamic traditions, and multilingual realities. Participants reported relying exclusively on nationally produced textbooks and DepEd-issued materials whose examples, narrative contexts, and cultural references were predominantly Central Luzon or Metro Manila-oriented — rendering them culturally distant and motivationally disengaging for Basilan learners.

P14 (Chavacano-speaking, BEEEd) articulated this concern: *"Ang mga halimbawa sa mga libro ay tungkol sa tagalog na kultura. Hindi alam ng aking mga estudyante ang mga ito. Gusto ko sanang gumawa ng sariling halimbawa mula sa kulturang Yakan o Tausug, pero mahirap gawin ito sa Filipino na salita."* ("The examples in the books are about Tagalog culture. My students don't know these. I wanted to make my own examples from Yakan or Tausug culture, but it's hard to do in Filipino words.")

P1 further observed that culturally relevant materials would not only have improved learner engagement but would have served as contextual scaffolding for the pre-service teachers themselves — enabling them to anchor Filipino academic language to familiar cultural referents that could bridge the linguistic gap between home language and instructional medium.

TABLE VI: Representative Participant Statements — Theme 5

Participant	Statement	Translation / Gist
P14	"Ang mga halimbawa sa libro ay para sa mga Tagalog — hindi nauugnay sa aming mga estudyante."	"The book examples are for Tagalog students — they're not relevant to our students."
P1	"Gusto ko sanang isama ang mga halimbawang Yakan sa aking pagtuturo, pero wala akong materyal na tutulong sa akin."	"I wanted to include Yakan examples in my teaching but had no materials to help me."
P7	"Ang mga larawan at kwento sa mga gamit ay hindi sumasalamin sa kulturang Muslim ng aming mga bata."	"The images and stories in the materials don't reflect the Muslim culture of our children."
P12	"Kailangan naming gumawa ng sariling materials, pero kulang ang aming kaalaman sa Filipino para gawin ito."	"We had to make our own materials, but our Filipino knowledge wasn't enough to do it well."

This finding extends Baltazar et al.'s identification of instructional material inadequacy as a primary challenge for Filipino-major pre-service teachers [10], adding a specifically multicultural and Islamic dimension unique to the Basilan context. The absence of culturally responsive Filipino instructional resources in Basilan schools constitutes both a learner equity concern and a pre-service teacher support gap

— one that cannot be resolved through individual preparation alone, but requires systemic institutional intervention.

F. Theme 6: Coping Strategies Employed by Pre-Service Teachers

In addition to documenting challenges, the study identified five predominant coping strategies that participants employed to navigate their Filipino-medium internship placements.

Advance Preparation and Script Writing. Ten participants reported extensively pre-scripting their lessons in Filipino, writing out anticipated questions, responses, explanations, and transitions before class. While this strategy reduced in-class language uncertainty, participants noted its limitations: scripted delivery constrained responsiveness to student cues and created stilted instructional flow.

Visual Scaffolding and Multimodal Support. Eight participants developed visual aids — charts, diagrams, illustrated vocabulary cards, and bilingual word walls — as compensatory supports for their Filipino explanations. This strategy aligns with best practices in language-supported content instruction and reduced learner dependence on verbal explanations alone [18].

Peer Collaboration and Co-Planning. Eleven participants engaged in collaborative lesson planning with co-interns, pooling Filipino vocabulary and rehearsing explanations before delivery. Several participants described informal pre-class language rehearsal sessions among Filipino-speaking peers as the most practically effective strategy they employed.

Mentor Reliance and Cooperating Teacher Support. Participants who reported lower overall anxiety levels consistently identified supportive cooperating teachers as the most critical institutional resource during their internship. Where cooperating teachers provided explicit Filipino linguistic feedback in a non-evaluative manner, participants reported accelerated confidence gains.

TABLE VII: Coping Strategies and Frequency of Reported Use

Coping Strategy	Number of Reporting Use	Participants
Advance preparation and script writing	10 of 15	
Visual scaffolding and multimodal aids	8 of 15	
Peer collaboration and co-planning	11 of 15	
Mentor reliance and cooperating teacher support	9 of 15	
Intentional translanguaging practices	7 of 15	

Translanguaging as Intentional Pedagogy. Several participants, particularly those who were more reflective about their multilingual competence, described evolving from reactive code-switching toward intentional translanguaging — deliberately deploying learners' home languages as cognitive bridges to Filipino academic concepts. P15, the sole Tagalog-speaking participant, described observing this practice among co-interns and recognizing its pedagogical value: *"Nakita ko na mas naiintindihan ng mga bata kapag ginagamit ng kanilang guro ang kanilang wika bago ipaliwanag sa Filipino."* ("I observed that children

understood better when their teacher used their language before explaining in Filipino.")

This finding supports Garcia and Wei's translanguaging theory, which positions the strategic use of learners' full linguistic repertoire not as a failure of target-language instruction but as a principled pedagogical resource [20].

G. Theme 7: Institutional and Structural Concerns

Participants consistently identified structural and institutional factors as root contributors to their internship challenges. These included: (1) the absence of a BaSC pre-practicum Filipino academic register training module; (2) the absence of Filipino-medium microteaching exercises that simulate the specific linguistic demands of Basilan's multilingual classrooms; (3) the mismatch between BaSC's campus-based Filipino instruction and the Islamic school discourse norms encountered at internship sites; and (4) the absence of culturally responsive Filipino instructional material repositories at the College of Education.

P2 summarized the systemic dimension of these concerns: "*Hindi kami inihanda para sa ganitong uri ng klase. Yung pagtuturo namin ng Filipino sa kolehiyo ay parang para sa ibang lugar — hindi para sa Basilan.*" ("We were not prepared for this kind of class. Our Filipino teaching at college seemed designed for another place — not for Basilan.")

V. CONCLUSION

This study documented five dominant challenge themes encountered by BaSC pre-service teachers in teaching Filipino as a medium of instruction during internship: (1) linguistic limitations and Filipino academic register gaps; (2) code-switching and pedagogical discontinuity; (3) affective challenges including anxiety, reduced confidence, and fear of judgment; (4) language barriers in classroom management and learner control; and (5) inadequate instructional materials responsive to Basilan's multicultural and Islamic context.

The findings affirm and extend the challenge framework identified by Carvajal et al. [7] in Iligan City, demonstrating that the Basilan context amplifies these challenges by virtue of the greater structural distance between participants' home languages (Yakan, Tausug, Chavacano) and Filipino, the Islamic educational culture of the province, and the absence of contextualized practicum support at BaSC. The coping strategies employed — advance preparation, visual scaffolding, peer collaboration, mentor reliance, and translanguaging — reflect resourcefulness under constraint, but are insufficient substitutes for the systemic institutional support that pre-service teachers require.

The study also confirms the relevance of Vygotsky's ZPD and Krashen's Affective Filter Hypothesis to the BaSC internship context, underscoring the imperative of both scaffolded instructional support and emotionally affirming practicum environments for pre-service teachers navigating multilingual professional settings.

REFERENCES

[1] L. Darling-Hammond, "Constructing 21st-century teacher education," *Journal of Teacher Education*, vol. 57, no. 3, pp. 300–314, 2006.

[2] C. Beck and C. Kosnik, "Associate teachers in pre-service education: Clarifying and enhancing their role," *Journal of Education for Teaching*, vol. 26, no. 3, pp. 207–224, 2000.

[3] Commission on Higher Education, *CMO No. 74, s. 2017: Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)*. Quezon City: CHED, 2017.

[4] R. A. Metila, A. D'Agostino, and Y. Iwasaki, "The challenge of implementing mother tongue education in linguistically diverse contexts: The case of the Philippines," *Asia Pacific Journal of Education*, vol. 36, no. 4, pp. 533–546, 2016.

[5] E. M. Casino, *Mindanao Statecraft and Ecological Change: Lumads and Moros of the Large Island*. Davao City: Notre Dame Foundation for Charitable Activities, 2000.

[6] C. Pallesen, "Relationship of Yakan to other Philippine languages," *Pacific Linguistics*, vol. 4, pp. 791–810, 1985.

[7] J. R. Carvajal, R. Mama, J. Ornopia, and J. Labunog, "Challenges encountered by pre-service Filipino teachers during teaching internship," *International Journal of Language and Literary Studies*, vol. 5, no. 2, pp. 78–93, 2023.

[8] N. J. Bansiog, "Teaching internship apprehension of pre-service teachers: Basis for practicum improvement," *International Journal of Educational Research and Innovation*, vol. 11, pp. 225–238, 2019.

[9] M. E. Rubio, A. Santos, and G. dela Cruz, "Phenomenological study of teaching internship challenges in a Philippine private institution," *Journal of Qualitative Education Research*, vol. 6, no. 1, pp. 45–63, 2022.

[10] R. Baltazar, L. Cruz, and M. Santos, "Mga hamon ng mga mag-aaral na guro sa larangan ng Filipino sa Bataan Peninsula State University," *Malay: Philippine Humanities and Social Sciences*, vol. 33, no. 1, pp. 112–128, 2021.

[11] A. Nacion, B. Padua, and C. Villafior, "Challenges of student teachers in their teaching internship at Central Bicol State University of Agriculture," *Asia Pacific Higher Education Research Journal*, vol. 9, no. 2, pp. 95–114, 2022.

[12] T. Temesgen and G. Hailu, "Teachers' code-switching in EFL classrooms: Perceptions and practices," *Journal of Language Teaching and Research*, vol. 12, no. 4, pp. 610–621, 2021.

[13] C. Wang, H. Jia, and Z. Mao, "Language teacher self-efficacy: A bibliometric review of research trends," *Frontiers in Psychology*, vol. 13, article 892790, 2022.

[14] J. Chen and C. Lu, "Teacher clarity and students' academic emotions and engagement: A cross-national perspective," *Teaching and Teacher Education*, vol. 90, article 103022, 2020.

[15] S. Titsworth, M. M. Mazer, A. Goodboy, S. Bolkan, and S. Myers, "Two meta-analyses exploring the relationship between teacher clarity and student learning," *Communication Education*, vol. 64, no. 4, pp. 385–418, 2015.

[16] J. U. Wolfenden, *Tagalog and Bisayan Language Comparison*. Manila: Summer Institute of Linguistics, 1971.

[17] S. D. Krashen, *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, 1982.

[18] L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978.

[19] V. Braun and V. Clarke, *Thematic Analysis: A Practical Guide*. London: SAGE Publications, 2022.

[20] O. Garcia and L. Wei, *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan, 2014.