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Proposed Filipino Tech-Based Language Competencies: Input to Realigning Filipino Subjects to the Laboratory Junior High School's Mandate as a Technological Institution

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Abstract.

This study produced a set of tech-based Filipino language competencies specially designed for Junior High School students of the Laboratory School. It serves as an initial step toward aligning the Filipino subject with the school's mandate as a technological institution. The research focused on identifying target competencies for Grades 7 to 10, exploring challenges in implementing a technology-enhanced language curriculum, and crafting competencies that address instructional gaps. The teachers from the Filipino Department, being the direct implementers of the curriculum, were selected as the primary respondents. Their insights were critical in contextualizing the realities of classroom instruction and the integration of technology in language learning. To further strengthen the output, experts in instructional technology and Filipino language education were consulted. The development of the proposed competencies was also guided by the recalibrated K to 12 curriculum, particularly the MATATAG framework. Emphasis was placed on enhancing students' ability to develop, present, and engage with written, visual, and multimodal texts using available digital tools. These competencies are intended to be a relevant and practical contribution to curriculum revision efforts in the Filipino subject area, ensuring that the subject evolves in response to technological advancements and the shifting needs of 21st-century learners. By bridging curriculum goals and technological integration, this study aims to equip Filipino students with the sustainable skills needed for meaningful communication and lifelong learning in a digitally driven world.

Keywords: tech-based, Filipino, competencies, Laboratory Junior High School

1. Introduction

The Filipino pedagogical process, as a language-learning area in primary education, faced challenges at the onset of the pandemic. To cope and continue learning, redirections and revisitation of competencies and content were integrated into the system.

This was demonstrated by various studies examining current teaching methodologies. Felonia (2021), in her paper, *Mga Pamamaraan at Kagamitan sa Pagtuturo ng Filipino sa Panahon ng Pandemya*, suggests that the present teaching of Filipino in a blended learning format may use online applications for more interactive strategies and the employment of assessment. This is also by the study of Noval (2021) in a paper published in The Normal Lights entitled *Ang Guro bilang Frontliner: Karanasan ng mga Guro sa Filipino sa Panahon ng Pandemya*, which clarified the use of blended learning delivery as the integration of face-to-face and other modalities such as online learning, modular distance learning, and TV/ Radio-based instruction. As the Filipino teacher respondents reported, they faced challenges in teaching, including intermittent internet connectivity, administrative and module-checking

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tasks, threats to their physical and mental health, and a shortage of gadgets and other learning materials.

As to the students using a modular approach, Kitane (2022), in his paper Mga Nararanasan ng mga Mag-aaral sa Pagkatuto ng Filipino Gamit ang Modyular na Dulog sa Pagtuturo: Batayan sa Paglalahad ng Rekomendasyon, affirms that learners have immense experiences on the following aspects: knowledge of the content, clarity of directions, language, visual illustrations, and graphics, assistance from the teacher, and access to the module. However, the study results also showed that learners need more experience with the scaffold that parents may extend and with the activities written in the module.

Relative to the utilization of module, Gutierrez (2022) in his study, *Pagtataya sa Bisa ng Modyular na Pagdulog sa Pagtuturo ng Gramatika sa Panahon ng Pandemya, Batayan sa Pagbuo ng mga Interbensyon na Gawain ng mga Mag-aaral sa Ikasampung Baitang* discusses the effectivity on the use of module in learning lessons in Filipino grammar. On the other hand, an interactive module using Visual Basic was shown to be effective in teaching suprasegmental sounds in a study titled *Interaktibong Modyul sa Pagtuturo ng Filipino* (Inalvez-Dela Pena et al., 2023).

To address the growing interest in open and distance learning and ICT, Petras (2012) presents his paper, E-Filipino: Ang Pagtuturo at Pagkatuto ng/sa Wikang Filipino sa Sistemang Open and Distance Learning, on the potential of the platform for pursuing knowledge in the discipline.

Teachers are continually learning about technologies to support language teaching. This is evident in the study by Juancho (2021), Makabagong Pamamaraan sa Pagtutro ng Asignaturang Filipino: Pagtataya sa Teknolohikal, Pedagohikal at Kaalamang Pangnilalaman, in which teachers often used new technologies such as laptops and printers. In the study context, teachers were proficient in their technological knowledge for creating reports using Microsoft Word. Their pedagogical knowledge was also proficient as they read different texts through PowerPoint presentations. As to the content, they are evaluated as very good in grammar. The teacher's readiness to integrate technology was found to be relevant in language teaching, as discussed in the study of Cavan (2021), *Ang Tagapamagitang Epekto ng Teknolohiya sa Pagtuturo at Pagkatuto sa Ugnayan ng Kahandaan sa Pagsanib ng ICT at Kognitibong Pagganap ng mga Guro*. In the context of the said study, Filipino teachers' level of readiness is high in integrating ICT, as well as in their cognitive performance and technological knowledge in teaching and learning.

In language learning, the use of technology is relevant. A paper by Tawil (2019), *"Enhancing Language Learning Through Technology," argues* that digital technologies are components of new literacy, language pedagogy, and communication.

Various studies were reviewed in Zainuddin's (2023) study on Technology Enhanced Language Learning (TELL), titled "Technology Enhanced Language Learning Trends and Practices: A Systematic Review." He presented the following trends and practices: technology-based strategies improved students; skills in vocabulary, extended scaffold in their language skills development (speaking, listening, and reading), and enhanced learners ' motivation; vodcasting was relevant in learning other cultures and strengthened communication quality, students ' participation to online projects improved confidence, motivation, problem-solving abilities, and teamwork skills, students' use of technology boosted their self-confidence, and

they are also enthusiastic and optimistic. It also gave them valuable experience in using modern technologies.

In teaching foreign languages, the study of Ockert (2015), *A Correlation Analysis of Tech-based English Activities and Japanese Elementary Student Affective Variable*, states that tech-based language activities help students develop an international posture, motivation, and self-confidence in using English for oral communication.

Furthermore, the use of technology in teachers' language and literacy practices and in student learning is relevant to the execution of in-person development activities. This was presented in a paper by Snell et al. (2018), *A Review of Research on Technology-Mediated Language and Literacy Professional Development Models*.

Relative to the practice of TELL, various studies were also reviewed by Shadiev and Yang (2020), entitled Review of Studies on Technology-Enhanced Language Learning and Teaching, to explain the trend in the said field. Most studies focused on the following areas: writing, vocabulary, speaking, and reading. Further, technologies were used in games, online video, collaborative writing, language corpus, and instant messaging.

In the Philippine education setting, technology is being implemented in teaching Filipino (as a learning area) as part of its framework. Sustainable learning of the subject will be achieved through the use of technologies to foster literary appreciation, reflective thinking, and communicative competence. Areas wherein it will be integrated include the following language skills: listening, speaking, viewing, reading, and writing. These skills were mapped according to the competencies identified in the K-12 curriculum.

In 2019, the Department of Education started reviewing the curriculum by identifying essential learning competencies. It was also part of the sector's continuing effort to provide quality education, as mandated by various laws and its priority program (Sulong Edukalidad!). These essential learning competencies were identified and studied using the US competency validation rubric developed by New Hampshire (2012).

As defined, competencies are essential if they are relevant to content, enduring concepts, cognitive demand, and assessment. Here, the extent and depth of the factors to be included as essential competencies are measured.

As RTU Laboratory Junior High School adheres to the minimum requirements of the DepEd and has the mandate to produce technology-driven students, contextualizing these relevant competencies needs to be integrated into the learning areas it offers. In this study, the technology-based language competencies must be identified, for they will be applicable in realizing the intended products of the language subject (Filipino). Using the DepEd's metrics, technology-based learning competencies must address the following key question: What do students need to learn about the subject through technology? What are the indispensable elements in teaching-learning to build technological skills to equip learners for the following grade levels and lifelong learning?

Reviewing the existing Most Essential Learning Competencies (from ELCs to MELCs, as they were streamlined due to COVID-19) in Filipino, the contextualization of the TELL may be adjusted to be more suitable for the Laboratory High School's target learners. This study will focus on completing the proposed tech-based language competencies, taking into account the existing curriculum and ensuring that the intended content and performance standards in Filipino from Grades 7 to 10 are met.

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Specifically, this study aims to realize the following:

- Revisit the existing focused curricular competencies of the Filipino subjects (Grades 7 to 10) in the Institution's Laboratory High School
- Assess the challenges in teaching a technology-based language subject
- Proposed Filipino Tech-Based Language Competencies as input to realign Filipino subjects in the Laboratory High School's mandate as a technological institution

The following were the target research questions:

1. What are the existing focused target competencies in Filipino subjects (Grades 7–10) in the Laboratory Junior High School?
2. What are the challenges of the Filipino department in teaching technology-based language subjects?
3. What are the Filipino tech-based language competencies that can be proposed, considering the current practices and offerings in teaching the subject from Grades 7 to 10?

The practice of Language for Specific Purposes, which focuses on responding to Students' training needs and the context of the learning environment, serves as the foundation for the proposal. This model will be applicable to proposing an enhancement to the language program that aligns with the institution's mission as a technological school or organization.

The competencies discussed by Swales in 1988 and now being honed by LSP students contain key elements that should be revisited. These include educational levels (ranging from elementary school to technical schools, polytechnics, and universities), field directions (such as science, engineering, or technology), and relevant skills (reading, note-taking, experimentation, or writing). These are pertinent to the effort to promote a language curriculum responsive to the learning community's requirements. Contextualization is supported by the use of Language for Specific Purposes. Contextualization of the curriculum is required in the Basic Education system, as mandated by Republic Act 10533, the Enhanced Basic Education Act of 2013. This is a term for an educational process that relates the curriculum to a particular setting, situation, or area of application to make the competencies relevant, meaningful, and valuable to all learners. Academic programs at RTU-LHS, which is a technological school, may introduce and implement contextualization. The purpose of this study is to investigate how this can be applied to language learning, given that it entails a wide range of pertinent activities and tasks necessary for developing technological skills. These capabilities include, but are not limited to, data management and analytics, technical training, clerical work, research work, and so on.

This paper serves as an initial step toward realigning the language program with the institution's technological branding.

Specifically, this hopes to be relevant to the following:

- To the administrators in crafting an integrated mechanism to revisit the current curricular programs of the Laboratory High School.
- The language department should consider the proposed output of the current study and effect modifications and redirections of targets to ensure technology-based language competencies.

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- To the students, it is important to be equipped with the expected language skills that they will eventually utilize in performing tasks in a variety of technology-based subjects.

2. Method

A documentary analysis was conducted of the existing language curriculum documents at the Laboratory High School as part of this qualitative study. The study will gather information from students, teachers, and school administrators through structured interviews. The collected information was analyzed using analytical techniques. Antconc, a corpus analysis application, was utilized.

Experts from the field- Filipino and Technology pedagogy experts- were consulted to check the consistency of results. A heat-mapping method was utilized using a data matrix collected from interviewees. This displays visualizations of the relationships and comparisons among the various data collected and analyzed.

The study's primary informants were the faculty members of the Filipino department. Curriculum guides and other pertinent documents for Grades 7–10 in Filipino were utilized as the basis for proposing aligned language competencies to the institution's target. Most essential learning competencies from the recalibrated (MATATAG for Grade 7) and the existing curriculum were considered in assessing the current language program.

The requested relevant documents (curriculum documents, lesson exemplar, etc.) were appropriately communicated to the Laboratory Schools Office of the Principal. The names of faculty members were assured to be withheld to ensure privacy. Participants in this study provided informed consent and a non-disclosure agreement.

Copies of documents granted for the use of this study were kept in sealed storage (physical copies) and uploaded to a drive (soft copies), with access restricted to the researchers.

3. Result and Discussion

The following were the results of the specified research problems:

3.1 Existing focused target competencies in Filipino subjects (Grades 7–10) in the Laboratory Junior High School

The existing focused target competencies applied in Filipino subjects from Grades 7 to 10 at the Laboratory Junior High School were based on the Department of Education's minimum requirements. As part of a State University offering program for Laboratory Schools, its mandate is to provide students with opportunities to explore technologies relevant to completing different learning areas. Competencies in Filipino, as reflected in the DepEd curriculum documents, are identified as most essential and serve as the basis for providing learning opportunities to learners. In the Laboratory Junior High School, the following were targeted in each grade level.

3.1.1 For Grade 7

Focused competencies intended to be exhibited by Grade 7 students were based on the recalibrated K-12, MATATAG, and cover the following:

- Enumerating relevant situations in the literary text
- Analyzing text details for critical understanding
- Understanding expository and journalistic texts through the use of academic skills
- Examining expository text based on its structure
- Analyzing visual text based on its elements
- Writing an essay based on the life of a literary character by means of multimodal text
- Sharing the process of crafting an essay and the draft of a comic book brochure through a selected platform, employing communicative skills of storytelling, ethical skills, and accountability
- Crafting a script for a shadow play on the important scenes in
- Ibong Adarna representing as Filipinos
- Presenting the accomplished multimodal text

As reflected in the focused competencies in teaching Filipino Grade 7, these skills are valuable for learning Filipino literature. It appears that instruction in the said learning area and level comprises skills in comprehending and analyzing written and visual texts, as well as in constructing and presenting multimodal texts. Specifically, it encompasses mastery of textual analysis and critical thinking, understanding informational texts, visual and multimodal literacy, and creative and ethical communication. These language competencies are relevant to deepening comprehension. As the Department of Education (2021) explains, understanding the text cultivates critical thinking that enables students to connect literary works to real-life experiences. To realize this, Martin & Cruz (2025) noted that numerous discourse analysis tools can be applied to Filipino texts. This assists students in interpreting and evaluating written texts, with a focus on structure and content. Using these tools may enhance learners' comprehension of the presented material and enable analytical assessment of its effectiveness.

In addition, Almario (2020) expounds that creating multimodal text develops students' capacity to craft complex texts that reflect real-world communication in context. Regarding the relevance of visual literacy, the University of the Philippines Center for Integrative and Development Studies (2021) explains that it provides learners with opportunities to analyze and interpret visual data, which is relevant to comprehending and creating multimodal materials. These competencies are suitable in a media-rich milieu where information is produced and utilized in various modes. Further, Garcia (2019) argues that employing strategies in teaching multimodal texts promotes learners' creativity and ethical communication skills.

3.1.2 For Grade 8

The following spans the competencies intended to be attained by Grade 8 students:

- Explaining the relevant knowledge from folklore
- Associating relevant ideas from folklore to real-life situations today
- Appreciating the figurative language
- Writing riddles, passages, idioms, and sayings that are fitting for today's context
- Using comparison in writing

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- Analyzing the crafting of legend based on its elements
- Listening with comprehension
- Developing the process of understanding with the aid of inferencing based on ideas and situations in the text and prior knowledge
- Classify situations with cause and effect coming from a news video clip
- Using various techniques in broadening the topic by comparing, giving definitions, and analysis
- Writing a paragraph, utilizing word cues for the cause and effect of the situation
- Communicating perspective based on the listened report
- Discussing the process of research based on the data read
- Providing definitions for unfamiliar words relative to the process of collecting data for research
- Using authentic data that reflects an appreciation of Indigenous Filipino culture in writing research results
- Effectively harnessing statements in data organization

The Filipino Grade 8 curriculum, as specified in its key competencies, underscores literary appreciation and cultural relevance, writing and expression, listening and critical thinking, and literacy.

Literary appreciation and cultural relevance integrate understanding of folk literature, modern connections, mastery of figurative language, creative adaptation, and analysis of literary genres. A similar study by Andrade (2017) shows that to enhance the teaching of Filipino, Filipino values must be identified in literary lessons, as they reflect cultural appreciation and relevance.

As to writing and expression, it incorporates descriptive and comparative writing, idea expansion, paragraph development, contextual vocabulary, and logical structuring. This supports the idea of developing and utilizing writing exercises, integrating writing skills development into daily content, and partnering with parents to enhance students' writing abilities, as expounded in the study by Santos (2019). This helps significantly increase learners' writing proficiency.

In developing listening and critical thinking skills, students are expected to demonstrate comprehension, inferential thinking, analytical listening, and perspective-taking. This affirms Al-Shaiji's (2020) findings that integrating gamified activities into inferential and analytical listening nurtures perspective-taking and deeper comprehension. For research and data literacy, the subject hones students' understanding of the research process, research vocabulary, cultural integration, and data handling. Llego (2021) analyzes that the development of data literacy skills may support learners' knowledge in the research process, data collection, and analysis.

3.1.3 For Grade 9

As to the Grade 9 level, the following were the focused coverage of competencies being employed by students:

- Analyzing situations in the literary text and relating them to the current context of society
- Creating personal judgment and reasoning for ideas reflected in the text
- Defining denotative and connotative meanings of words
- Critiquing literary text based on forms
- Organizing situations in the literary text
- Writing various literary texts
- Analyzing the authenticity of literary content and situation
- Scrutinizing the emotive appeal of the text based on dialogue
- Utilizing different modes of expressing emotions
- Explaining the perspectives of the literary author
- Inferencing the culture reflected in the text
- Narrating experiences relative to the culture reflected in the text
- Using statements that entail an introductory part of the text, continuity, and conclusion
- Expounding the effects of the text, appealing to cognition and emotion
- Appropriately using figurative language in sentences
- Articulating the conflicts manifested in literary text
- Characterizing the societal conditions before and after the writing of the text
- Identifying the contextual clues in defining terms
- Elaborating perspective, conclusion, and the personal and societal effects of the text
- Utilizing appropriate language expressions in explaining, comparing, and conveying an opinion

The Filipino Grade 9 curriculum highlights, through its defined key competencies, literary and societal relations, critical thinking and analysis, language and vocabulary development, creative writing and expression, and perspective and reflection. Proving the connection between literature and society, Akhter (2020) substantiates that literature reflects societal realities and impacts social structures. It needs to hone students' critical thinking, as Hassan (2019) demonstrates, by highlighting the significance of teaching this skill in education. This agrees with the study by Ghaemi & Golshan (2017), which states that learners' engagement with literature will enhance their critical thinking. Engaging with literary text can also develop language proficiency and critical thinking skills. This was proven by American Scholars Press (2019). Through literary analysis, language proficiency and vocabulary can be enhanced (Khatib & Alizadeh, 2012). As Nair & Sanai (2021) note, integrating critical thinking skills in education will later foster language development through analytical reading and comprehension. In addition, Alnofaie (2019) suggests strategies that will nurture critical thinking through creative writing and literary analysis. In addition, Moghadam & Malekzadeg (2018) analyze the help of critical thinking in facilitating the articulation of perspectives and analysis in an academic context.

3.1.4 For Grade 10

The following were prioritized for Grade 10 students in the curriculum for students' engagement.

- Expressing the significant ideas/perspectives on the text

- Correlating substantial ideas in the text to situations transpiring to experiences, family, community, society, and the world
- Articulating personal opinion clearly
- Analyzing the content of the text
- Assessing the writer's style based on language expression in the text- its effectiveness in expressing emotions
- Utilizing appropriate cohesive terms in narrating
- Expounding the main and supporting ideas in the text
- Providing reactions to the ideas discussed in the text
- Evaluating the authenticity of the events in the text
- Discussing information about contemporary global issues
- Writing reviews on different literary texts
- Communicating one own interpretation of the text
- Relating literary text content to global situations
- Explaining literary genres through intertextuality
- Utilizing suitable and impactful statements in creating literary criticism
- Correlating the arguments found in different articles to written literary works
- Analyzing words that can be found on social media
- Using language that reflects competence in the area of grammatical, discoursal, and strategic

The Filipino Grade 10 curriculum emphasizes comprehension and critical analysis, personal reflection and expression, contextual and global connections, and writing and literary competence.

Critical analysis is a relevant skill in literature pedagogy. It promotes profound understanding and engagement with literary texts. The process includes assessing the author's intention, the text's authenticity, and its stylistic effectiveness. Lewis & Ferretti (2011) found that learners experience an increase in comprehension and analytical capabilities when engaged in critical reading practices. Moreover, Paul & Elder (2019) validate that structured essential frameworks of thinking should enhance text comprehension and evaluation.

Conveying reflections and expressions through literature reinforces emotional intelligence, reflective thinking, and effective communication skills. This was supported by the study of Khatib and Alizadeh (2012), which stated that this will be realized through the integration of literary texts to cultivate learners' expression and interpretative skills. Likewise, Smith (2018) argues that literary texts should be engaging to enable learners to express their perspectives with confidence.

Relating literary content to real-world contexts enhances cultural understanding, empathy, and global awareness. Beach et al. (2016) prove that establishing links between literature and personal, social, and global experiences may lead to profound learning and

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prepare learners for authentic world engagement. Correspondingly, Soter et al. (2008) integrate discussions of global contexts into literature classes, which may visibly intensify critical thinking.

The development of writing and literary competence among Grade 10 students is imperative for the growth of their higher-order thinking skills. This was explained by Applebee & Langer (2013), who stated that it encourages learners' analytical skills. Similarly, Bazerman et al. (2017) argue that learners' comprehension and synthesis skills will be broadened through intertextuality in writing.

3.2 Challenges of the Filipino department in teaching technology-based language subjects

Based on the review of the transcription of the focus group discussion among the Filipino teachers from the Laboratory Junior High School, the following figure contains emerging themes tackling the challenges of the department in teaching technology-based language subjects:

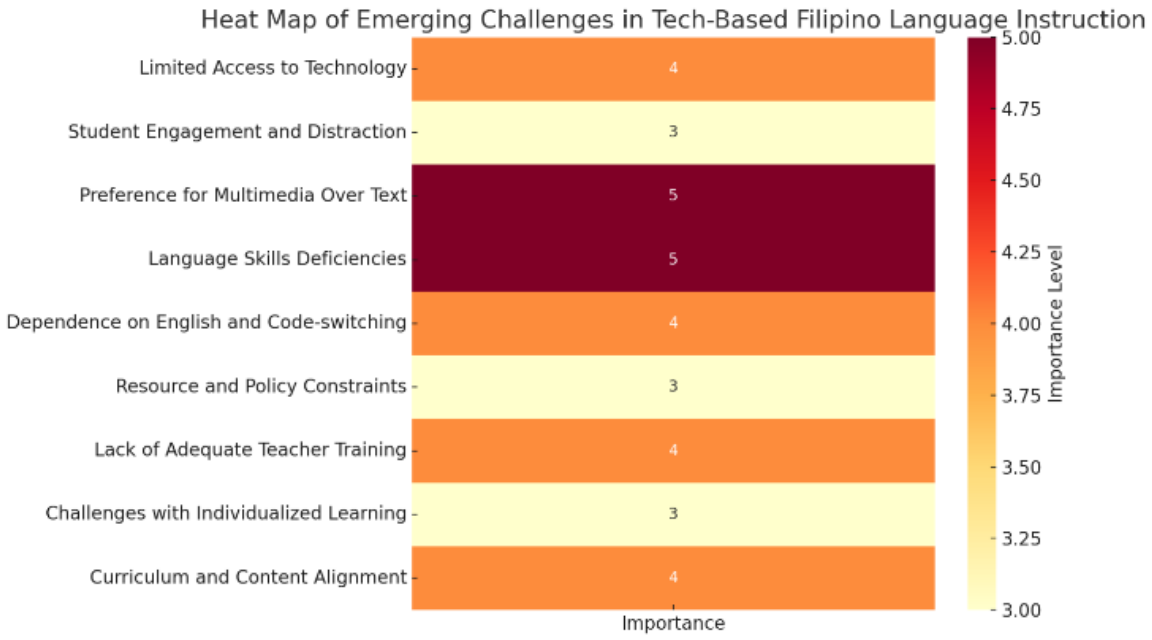

Figure 1. Heat Map of Emerging Challenges of the Filipino Department in Technology-Based Language Subject

The figure above shows the challenges the Filipino Department faces in pursuing a technology-based subject. On the highest importance, teachers lean towards multimedia over text, and towards language skills deficiencies. Following in importance are limited access to technology, dependence on English and code-switching, inadequate teacher training, and curriculum and content alignment. Lastly, they considered neutral importance on the following setbacks: student engagement and distraction, resource and policy constraints, and challenges with individualized learning.

According to teachers, students *preferred multimedia over reading materials*. They have noticed a diminishing willingness and enthusiasm for reading printed texts. Learners find written texts burdensome and unappealing. There is a critical need to effectively blend

multimedia resources with traditional pedagogical strategies in curricula. This was demonstrated by Halum & Guna (2023), who stated that the shift towards multimedia consumption had affected traditional reading habits. Learners prefer digital tools to conventional resources, which can affect their understanding and participation. There is a need to balance the integration of multimedia and text-based resources in language teaching.

The Department, through its teachers at the Laboratory Junior High School, encounters challenges due to learners' weaknesses in pronunciation, reading comprehension, spelling, grammar, and critical thinking. Students are frequently resorting to shortcuts in language use through " text language." This indicates an imperative gap in contemporary language pedagogical strategies that technology integration alone has not adequately addressed. The mentioned *deficiencies in their language skills* may be addressed by language integration. Sung (2016) notes that though language integration may respond, it may encounter the challenge of overreliance, which might hinder the development of critical reading and writing skills if not implemented carefully.

Limitations on access to technology were reflected in the situation of students who do not have their own personal gadgets due to parental restrictions and limited financial resources. In addition, weak signals affect the use of interactive online platforms. Teachers recommend investing in infrastructure and equipment as a top priority for interactive technology integration. As Espinosa et al. (2023) note, access to technological resources remains a significant hurdle across various educational fields. Infrastructure limitations and inconsistent connectivity impede effective technology integration. Teachers also face barriers due to limited access to devices and reliable internet, which weakens their ability to incorporate digital tools into their teaching practices.

Students are also *dependent on English and code-switching*. Their reliance on the said language and their difficulty in using Filipino are common among Filipino subjects. Teachers encounter learners requesting permission to use English in every task intended for Filipino language use. This underscores the need for more culturally aligned language strategies to reinforce Filipino as a prioritized medium of instruction. Bautista (2017) notes that the pervasiveness of English, especially on digital platforms, amplifies code-switching, affecting the learning and use of the Filipino language. Learners often default to English when utilizing technology, placing setbacks for Filipino language learning and acquisition.

Teachers also specify *that teacher training* is ineffective in using technology for language teaching. It entails a relevant area needing support and systematic capacity-building and reskilling programs. They convey a need for further training support since the currently available training has limitations due to a lack of reinforcement and practical follow-up. Dela Rosa (2016) articulates that teacher preparedness is essential for successful technology integration. A comprehensive professional development program concerning technological pedagogical content knowledge is necessary.

In addition, a teacher from Filipino Grade 7 indicates a *challenge in aligning* new and available technologies and resources with the recalibrated curriculum- the MATATAG. A well-designed pedagogical material and utilization guideline to effectively support technology integration should be instituted. Teachers also expressed an interest in more culturally aligned, relevant, and engaging tech-based language content. In this regard, Pisapia (1994) demonstrates that aligning technological tools with existing curricula is essential for effective and relevant

language pedagogy. Significantly, technology integration should complement curricular targets and develop competencies without incongruity or repetition.

Neutral importance was given to challenges pertaining *to student engagement and distraction*. Though technology enhances learners' participation, it may also cause significant classroom distractions that require teachers' deliberate monitoring. Teachers notice students' misuse of gadgets during class sessions. Teachers are struggling to sustain learners' attention when using technologies. This was confirmed by Reading Rockets (n.d.), which expounded on the positive effects of multimedia tools in enhancing pedagogical strategies in reading through visual representation. However, without proper guidance, learners may divert their attention to irrelevant content, diminishing the effectiveness of technology-enhanced education.

Also, teachers state that *resource and policy* constraints may be considered a challenge. Conflicting and confusing policies about gadget utilization may contribute to ineffective technology integration. Further, resource limitations hinder the optimal utilization of technology in Filipino pedagogy. This was substantiated by Eslit (2023), asserting that unclear policies and limited resources impede effective technology integration. Without institutional support, instructors must rely on technology-based initiatives to optimize their effectiveness in language pedagogy.

Moreover, there is also a *challenge with individualized learning*. Customized responses to individuals' needs and skills through technology may be considered a barrier to language teaching. Opportunities to create more flexible tools and personalized platforms should be designed to enable more adaptive, interactive tech-based language learning. This was attested to by Gilakjani (2012), who explained that technology offers opportunities for personalized learning. There is a difficulty tailoring digital content to meet students' individual differences, particularly when resources are unavailable or limited to personalized, technology-based instruction and intervention. digital content to meet individual differences of students, specifically when resources are unavailable or reduced to personalized technology-based instruction and intervention.

3.3 Proposed Filipino tech-based language competencies from Grades 7 to 10

Considering the challenges in tech-based Filipino pedagogy and the existing language competencies, the following is a rundown of proposed Filipino tech-based language competencies for Grades 7 to 10.

Table 1. Focused Competencies and Proposed Tech-based Competencies and Suggested Tools for Filipino Grade 7

Focused Competencies for Filipino Grade 7	Proposed Tech-based Competencies	Suggested Tools
Enumerating relevant situations in the literary text	Identify relevant scenarios from literary texts using digital annotation tools	Kami, Google Docs
Analyzing text details for critical understanding	Analyze literary texts critically using interactive digital platforms to articulate detailed textual interpretations and reflections	Padlet, Nearpod
Understanding expository and journalistic texts through the use of academic skills	Comprehend expository and journalistic texts through interactive digital quizzes and academic discussions conducted in online forums	Edmodo, Google Classroom, Quizziz

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Focused Competencies for Filipino Grade 7	Proposed Tech-based Competencies	Suggested Tools
Examining expository text based on its structure	Create structures and visual representations of expository texts using digital graphic organizers and interactive mind-mapping applications	Lucidchart, Canva Education
Analyzing visual text based on its elements	Critically interpret visual texts by digitally annotating key elements and presenting analytical insights through multimedia presentations	Adobe Express, Flipgrid
Writing an essay based on the life of a literary character by means of multimodal text	Compose multimedia essays reflecting on literary characters using digital storytelling software, integrating text, audio narration, and visuals	Book Creator, StoryJumper, Canva
Sharing the process of crafting an essay and the draft of a comic book brochure through a selected platform employing communicative skills of storytelling, ethical skills, and accountability	Digitally document the creative process of writing essays and comic book brochures on selected online collaboration platforms, employing ethical digital communication practices and accountability	Seesaw, Google Sites
Crafting a script for a shadow play on the important scenes in Ibong Adarna, representing Filipino culture	Collaboratively draft scripts for a shadow play illustrating scenarios from Ibong Adarna using cloud-based scriptwriting software and collaborative tools	Celtx, Google Docs
Presenting the accomplished multimodal text	Effectively present finalized multimodal projects using digital presentation platforms to demonstrate proficiency in multimodal literacy and oral communication skills in Filipino	YouTube, Flipgrid, Canva Presentations

The above-mentioned listings of focused and a rundown of proposed competencies were aligned to the recalibrated curriculum. Those were crafted to address accessibility and balance multimedia usage to mitigate connectivity issues and skill deficiencies. This proposal will also provide clear guidelines to avoid distraction and sustain student engagement, and it will blend traditional resources with online tasks to strengthen critical thinking skills. Further, this will train learners to distinguish reliable online resources and to develop Filipino comprehension. This will also provide training sessions on ethical online communication and reinforce the use of Filipino.

Table 2. Focused Competencies and Proposed Tech-based Competencies and Suggested Tools for Filipino Grade 8

Focused Competencies for Filipino Grade 8	Proposed Tech-based Competencies	Suggested Tools
Explaining the relevant knowledge from folklore	Explain folklore knowledge through digital storyboards or infographics	Canva, StoryboardThat
Associating relevant ideas from folklore to real-life situations today	Associate folklore ideas visually with modern life through digital maps or photo collages	Padlet, Lucidchart
Appreciating the figurative language	Appreciate figurative language through digital annotations of texts and visuals	Visual, ThingLink
Writing riddles, passages, idioms, and sayings that are fitting for today's context	Collaboratively write contemporary riddles, idioms, and sayings using online writing platforms	Google Docs, Edmodo

Focused Competencies for Filipino Grade 8	Proposed Tech-based Competencies	Suggested Tools
Using comparison in writing	Compose comparative written texts using digital collaboration tools with visual aids	Google Classroom, Microsoft Word Online
Analyzing the crafting of a legend based on its elements	Digitally analyze structures using graphic organizers or digital annotation platforms	Lucidchart, Miro
Listening with comprehension	Demonstrate comprehension by creating digital summaries or response videos based on listened audio texts	Flipgrid, Edpuzzle
Developing understanding with the aid of inferencing based on ideas and situations in the text and prior knowledge	Develop inferencing skills by creating multimodal presentations incorporating visuals, text, and audio	Book Creator, Adobe Express
Classifying situations with cause and effect coming from a news video clip	Visually map scenarios digitally using graphic organizers or video annotations	Canva, Edpuzzle
Using various techniques in broadening the topic by comparing, giving definitions, and analysis	Broaden topics through multimedia essays or digital presentations that visually and textually incorporate comparison, definition, and analysis	Canva, Google Slides
Writing a paragraph	Compose digital paragraphs collaboratively using cloud-based word processors with structured templates	Google Docs, Evernote
Utilizing word cues for the cause and effect of the situation	Create digitally enhanced cause-and-effect paragraphs using interactive tools and embedded cues	Padlet, Notion
Communicating perspective based on the listened report	Communicate personal perspectives digitally through recorded podcasts, vlogs, or digital reflections	Anchor, YouTube, Flipgrid
Discussing the process of research based on the data read	Digitally document research processes using annotated screenshots and reflective digital journals	Google Sites, Wakelet
Providing definitions for unfamiliar words relative to the process of collecting data for research	Digitally construct interactive glossaries or flashcards defining vocabulary within research contexts	Quizlet, Google Sheets
Using authentic data that reflects appreciation for Indigenous Filipino culture in writing research results	Present research findings digitally using multimodal presentations that authentically incorporate data on Indigenous Filipino culture	Adobe Express, Canva Presentations
Effectively harnessing statements in data organization	Effectively organize and visualize data digitally using charts, graphs, and visual representations	Canva Graph Maker, Google Sheets

To utilize these proposed competencies, they were also aligned with the target sub-domains of the recalibrated K-12 curriculum, covering the analysis and presentation of written, visual, and multimodal texts. Identified challenges and focused skills were considered in targeting tech-based Filipino instruction and learning.

Table 3. Focused Competencies and Proposed Tech-based Competencies and Suggested Tools for Filipino Grade 9

Focused Competencies for Filipino Grade 9	Proposed Tech-based Competencies	Suggested Tools
Analyzing situations in the literary text and relating them to the current context of society	Digitally analyze literary situations and relate them to contemporary society using digital infographics.	Canva, Piktochart

Focused Competencies for Filipino Grade 9	Proposed Tech-based Competencies	Suggested Tools
Creating personal judgment and reasoning for ideas reflected in the text	Express personal judgments digitally by creating reflective blogs, podcasts, or video commentaries	WordPress, Anchor, Flipgrid
Defining denotative and connotative meanings of words	Create interactive visual glossaries or digital flashcards, distinguishing denotative and connotative meanings	Quizlet, Google Slides
Critiquing literary text based on forms	Digitally critique literary texts by creating multimedia reviews or annotated visual analyses	Kami, Adobe Express
Organizing situations in the literary text	Visually organize and map situations using interactive timelines or graphic organizers	Lucidchart, Padlet
Writing various literary texts	Compose diverse literary texts digitally using collaborative writing platforms, integrating visual elements and interactive media	Google Docs, Book Creator
Analyzing the authenticity of literary content and situation	Conduct digital authenticity analysis by producing evaluative video discussions or annotated digital reports	Flipgrid Edmodo
Scrutinizing the emotive appeal of the text based on dialogue	Digitally examine and represent the emotive appeals through multimedia dialogues or digital skits	StoryboardThat, Canva Videos
Utilizing different modes of expressing emotions	Express emotions digitally through creative multimedia presentations, including visual arts, audio narrations, and written reflections	Adobe Express, Flipgrid
Explaining the perspectives of the literary author	Create digital authors' perspectives using visuals and recorded narratives	Google Slides, Canva
Inferencing the culture reflected in the text	Digitally represent cultural inferences from texts by creating interactive visuals, digital exhibits, or multimedia collages	Padlet, Wakelet
Narrating experiences relative to the culture reflected in the text	Narrate personal experiences digitally through video storytelling, blogs, or multimedia journals reflecting cultural insights	StoryJumper, Anchor, Blogger
Using statements that entail an introductory part of the text, continuity, and conclusion	Composed digitally structured texts clearly identifying introductory statements, continuity, and conclusions using collaborative writing tools	Google Docs, Evernote templates
Expounding the effects of the text appealing to cognition and emotion	Create digital analytical essays or multimedia presentations visually and textually explaining cognitive and emotional effects	Cnava presentations, Google Slides
Appropriately using figurative language in sentences	Produce digitally illustrated sentences or mini-stories effectively demonstrating figurative language through multimedia tools	StoryboardThat, Adobe Express
Articulating the conflicts manifested in literary text	Digitally articulate literary conflicts through visual conflict maps or video narratives	Lucidchart, Flipgrid
Characterizing the societal conditions before and after the writing of the text	Create digital timelines or comparative multimedia analyses characterizing societal contexts pre- and post-literary text	Canva, TimeToast
Identifying the contextual clues in defining terms	Digitally annotate and highlight contextual clues in texts using interactive annotation platforms	Kami, Edmodo

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Focused Competencies for Filipino Grade 9	Proposed Tech-based Competencies	Suggested Tools
Elaborating perspective, conclusion, and the personal and societal effect of the text	Digitally elaborate perspectives and societal impacts through multimedia essays or interactive presentations	Canva presentations, Adobe Spark Page
Utilizing appropriate language expressions in explaining, comparing, and conveying an opinion	Digitally composed comparative essays or multimedia opinion presentations incorporating effective language expressions	Google Docs, Padlet, Flipgrid

The utilization and presentation of written, visual, and multimodal texts are expected skills for learners in Grade 9, in line with the target of tech-based Filipino instruction and learning. These proposed competencies may still be employed, depending on the ability to develop and establish support programs for digitalization, since the institution is targeting the fulfillment of its mandate to provide highly professional, scientific, technological, and specialized instruction in various fields.

Table 4. Focused Competencies and Proposed Tech-based Competencies and Suggested Tools for Filipino Grade 10

Focused Competencies for Filipino Grade 10	Proposed Tech-based Competencies	Suggested Tools
Expressing significant ideas/perspectives on the text	Present significant ideas and perspectives through multimedia blog entries or interactive digital presentations	WordPress, Canva
Correlating significant ideas in the text to situations transpiring to experiences, family, community, society, and the world	Create digital visual collages or multimodal narratives correlating text themes with personal, local, and global experiences.	Padlet, Adobe Express
Articulating personal opinion clearly	Record and present personal opinions through clearly structured digital podcasts, vlogs, or video commentaries	Flipgrid, Anchor
Analyzing the content of the text	Digitally analyze texts through visually annotated digital documents or multimedia analytical presentations.	Kami, Google Slides
Assessing the writer's style based on language expression in the text, its effectiveness in expressing emotions	Develop digital critiques visually highlighting the writer's style, language, and emotive effectiveness through multimedia analyses.	Adobe Express, Canva videos
Utilizing appropriate cohesive terms in narrating	Compose digital narratives clearly, utilizing cohesive terms and visually displaying their flow using digital storytelling apps.	Book Creator, StoryJumper
Expounding the main and supporting ideas in the text	Digitally organize and visually represent main and supporting ideas through interactive mind maps and multimodal explanations	MindMeister, Lucidchart
Providing reactions to the ideas discussed in the text	Present reactions digitally via recorded multimedia responses or digital reaction papers incorporating visuals and text	Flipgrid, Canva
Evaluating the authenticity of the events in the text	Evaluate authenticity through digital reports or video commentaries using evidence-based visual annotations and multimodal elements	Edmodo, Flipgrid
Discussing information about contemporary global issues	Discuss contemporary global issues digitally through multimodal infographics, short videos, or interactive blog discussions	Canva, Adobe Express, Blogger

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Focused Competencies for Filipino Grade 10	Proposed Tech-based Competencies	Suggested Tools
Writing reviews on different literary texts	Compose and publish literary reviews digitally through blogs or multimedia review platforms, incorporating visuals and audio	WordPress, Flipgrid
Communicating one's interpretation of the text	Present interpretations digitally using video storytelling, narrated presentations, or visually annotated texts	Adobe Spark, Flipgrid, Kami
Relating literary text content to global situations	Create digital comparative analyses or multimedia presentations, visually correlating literary texts to global scenarios	Padlet, Canva
Explaining literary genres through intertextuality	Develop digital presentations or interactive visual maps demonstrating intertextual connections across literary genres	Lucidchart, Google Slides
Utilizing suitable and impactful statements in creating literary criticism	Present impactful literary critiques digitally using multimedia essays, video commentaries, or annotated digital analyses	Adobe Express, Kami
Correlating the arguments found in different articles to written literary works	Digitally create multimedia comparisons or interactive documents, visually correlating article arguments with literary texts	Google Docs, Wakelet
Analyzing words that can be found on social media	Visually analyze and digitally annotate language used in social media through interactive digital platforms	Kami, Canva
Using language that reflects competence in the area of grammatical, discoursal, and strategic	Digitally compose written texts or record multimedia content clearly demonstrating grammatical accuracy, coherent discourse, and strategic communication	Google Docs, Flipgrid

The matrix shows proposed modifications to the focused competencies, leaning towards a tech-based Filipino pedagogy, at the Laboratory Junior High School. The realization of these target skills expected of learners may depend on instituted support programs for more inclusive and accessible use of technologies in Filipino teaching and learning.

4. Conclusion

The study highlights the need to establish focused target competencies in Filipino for Grades 7 to 10, recognizing that these skills are indispensable for effectively integrating technology into instruction. These competencies are purposefully designed to promote language development through the context of literature, allowing students to cultivate critical thinking and strengthen their connections to both global and real-life situations. By directly addressing the current demands of a technology-driven educational climate, the formulation of these skills supports the broader objective of preparing learners to navigate and communicate in dynamic environments.

Despite the potential benefits, the study identifies substantial setbacks primarily centered on learners' preferences and persistent language deficiencies, which could impede the successful adoption and sustainability of tech-based Filipino instruction. Such challenges, which are largely internal, underscore the importance of individualized strategies and diagnostic interventions to support students' needs and enhance language proficiency. These obstacles further signal the need for ongoing teacher capacity-building and the thoughtful integration of digital resources that accommodate diverse learning profiles.

Overall, the proposed set of tech-based competencies for Filipino instruction in Grades 7 to 10 underscores the value of inclusion, flexibility, and practical availability of both traditional and modern teaching aids. The study advocates an adaptable approach, ensuring that the curriculum remains relevant and responsive to rapid technological advancements as well as the shifting expectations of 21st-century learners. Embracing a combination of conventional and digital methods not only bridges instructional gaps but also fosters a more engaging and effective learning experience tailored to today's classroom realities.

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