



EXPLORING LANGUAGE TEACHERS' LIVED EXPERIENCES FOLLOWING THE CENTRAL VISAYAN INSTITUTE FOUNDATION - DYNAMIC LEARNING PROGRAM

Farrah Jane L. Silva¹ⁱ,

Jocelyn B. Bacasmot²

¹Professional Schools,

University of Mindanao,

Davao City, Philippines

²PhD, Dean,

College of Teacher Education,

University of Mindanao,

Davao City, Philippines

Abstract:

This study explored the lived experiences, challenges, coping strategies, and insights shared by 20 language teachers following the Central Visayan Institute Foundation-Dynamic Learning Program (CVIF-DLP) in the Davao Region. The researcher used a qualitative study design utilizing descriptive phenomenology. The data were collected through in-depth interviews (IDI) and focus group discussions (FGD) and were analyzed using thematic analysis through Colaizzi's method. The findings revealed that the language teachers' lived experiences in the learning program were intensive preparation and lesson planning; structured but flexible implementation; promotion of independent and self-paced learning; enhanced collaboration, communication, and feedback; and positive classroom and learning outcomes. Furthermore, the challenges they encountered in the learning program were the limitations in teaching macro skills, time and workload constraints, and student motivation and engagement issues. The coping strategies they employed were instructional adaptations for skill development, meaningful and contextualized learning, and adaptive practices. Lastly, the insights focused on teacher support and adaptability strengthening, independent and collaborative learning advancement, and DLP instruction and research intensification. This study contributed a valuable understanding of language teaching following CVIF-DLP and offered practical implications for instructional practices, institutional support for DLP teachers, other educational stakeholders' initiatives, and improvements in student outcomes following the learning program.

ⁱ Correspondence: email f.silva.458190@umindanao.edu.ph

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1. Introduction

Language teaching requires a great deal of effort and time as language educators should cover teaching various macro skills of communication, particularly listening, speaking, reading, writing, and viewing (Barrot, 2016). With the global aim of improving the quality of education, including language teaching, one teaching design introduced to teachers in various schools across the Philippines is the Central Visayan Institute Foundation - Dynamic Learning Program (CVIF-DLP) (Gonzales & Villacruel, 2024). While the goal of the program is to allow the students to achieve successful academic performance while learning independently, there could be challenges among language teachers on how to cope with teaching the macro skills, as there is one key pillar of the program, particularly the parallel classes scheme, that would lessen the time for student-teacher engagement while teaching.

The CVIF-DLP is an active learning methodology and aims to have a paradigm shift from conventional teacher-induced instruction to process-induced student engagement (Bernido & Bernido, 2020). This learning program helps learners develop discipline, collaboration, responsibility, and accountability through four key pillars: activity-based learning by doing through the use of learning activity sheets (LAS), a parallel classes scheme, strategic study and rest, and a comprehensive portfolio (Copioso & Lapiada, 2024). For the learning program to be effective, these four pillars should be implemented together. One interesting pillar of the program is the parallel classes, in which a subject teacher handles two or three sections of the same subject in one hour. With this setup, the subject teacher's engagement with students is reduced compared to the conventional setup, which could be a concern a language teacher may encounter.

Considering this concern, several studies have examined the CVIF-Dynamic Learning Program's effects on subject achievement, rapport, and learners' and teachers' experiences (Asenorio *et al.*, 2022; Delos Reyes & Torio, 2021; Estacio, 2024; Fabunan & Rodriguez, 2024). In the study by Delos Reyes and Torio (2021), conducted with 174 respondents, it was found that the rapport between teachers and learners has not diminished as learners grow older under CVIF-DLP. This means that despite concerns about reduced student-teacher engagement, the students' learning environment in this program has remained conducive.

However, Fabunan and Rodriguez (2024) showed that students in the Science, Technology, Engineering, and Mathematics (STEM) strand have not shown a significant improvement in performance after a year of implementing the program. Nevertheless, it was noted that the teachers' understanding and implementation could have been a factor. Thus, a professional development session was recommended to enhance their proficiency in implementing CVIF-DLP. This was further supported by Asenorio *et al.* (2022), who conducted a study on 120 high school students, indicating that DLP helps students learn

and perform well in Mathematics. However, it was further emphasized that DLP was not significantly contributing to the students' academic performance. Even though DLP has helped, there may be other factors that have allowed the students to achieve more in mathematics.

Gonzales and Villaruel (2024), on the other hand, pointed out that the program has a positive impact on achievement in English, as students have frequently reported improving their grammar and sentence structure in a study involving 62 students, helping them hone aspects of their communication abilities. In fact, participants have demonstrated a noticeable improvement in their linguistic confidence when they interacted more actively. In addition, Estacio (2024), on conducting a study of 52 students and 11 teachers, also added that the level of achievements of the students in English following the CVIF-DLP has resulted in a good academic performance, as the methods of independent learning may also have caused the notable effects on student achievement in the subject.

Although the CVIF-DLP has existed in the Philippines since 2002, the encounters and experiences have not yet generated sufficient published literature. Although there are existing studies on the CVIF-DLP, they are primarily quantitative (Asenorio *et al.*, 2022; Delos Reyes & Torio, 2021; Estacio, 2024; Fabunan & Rodriguez, 2024). Therefore, there is a need for additional qualitative research as it plays a crucial role in enhancing our understanding of human attributes and behaviors within the educational context (Aryal, 2023). As Delos Reyes and Torio (2021) mentioned, the addition of qualitative data to test the study's legitimacy may be conducted in future studies, as there is a lack of studies on the variables, specifically learner autonomy and teacher-learner rapport. By conducting a qualitative phenomenological investigation of the experiences and perceptions of language teachers who use the program, this study seeks to fill this gap.

The research focus that exists primarily on students' perceptions (Gonzales & Villacruel, 2024) is another research gap. There were little to few on examining the teachers' experiences, particularly those of the language teachers, using the CVIF-DLP framework. While the students are the primary focus of the learning process, Larasati *et al.* (2019) emphasized that teachers play essential roles in ensuring learning despite the setbacks they may encounter when implementing this program in their classrooms.

This qualitative phenomenological study aims to determine the lived experiences of the language teachers following the CVIF-Dynamic Learning Program (CVIF-DLP). Specifically, this study intends to answer the following research questions: (1) What are the lived experiences of the language teachers following the CVIF-Dynamic Learning Program?; (2) What are the challenges and the strategies to overcome the setbacks?; and (3) What insights can they share in teaching the language subject following the CVIF-Dynamic Learning Program?

The study is anchored in the Cognitive Load Theory (CLT) of John Sweller (1994) that links cognition to instruction. CLT emphasizes the teachers' role to carefully analyze, solve performance problems, and employ solutions for students. As teachers, it is of primary importance to create instructional materials that are aligned with students'

cognitive processing abilities. Teachers should consider their students' limited working memory capacity and minimize extraneous cognitive load to maximize learning. Instructional design, which includes lesson planning before conducting lessons, is crucial to ensuring teachers can enhance learning effectiveness (Clark & Kimmons, 2023).

The Reflective Practice Theory of Donald Schön is a supporting theory that emphasizes how professionals learn and improve by reflecting on their actions and experiences, with two central ideas of his model: reflection-on-action and reflection-in-action (Schön, 1983). The model will enable professionals, such as teachers, to effectively and efficiently work in unstable environments (Ramage, 2017; Yaegashi, Shigunov, Ruiz, and Gasparin, 2020). Exposed to a teaching environment with a contemporary learning program, such as the CVIF-DLP, language teachers might experience challenges that could be best addressed through reflective practice, which involves critically reflecting on their experiences and identifying areas for improvement.

The CVIF-DLP places strong emphasis on collaboration and on teachers being the facilitators of learning rather than direct educators. Thus, the Sociocultural Theory of Lev Vygotsky is another supporting theory of this study. The theory posits that learning awakens a variety of internal developmental processes that operate only when the child interacts with people in their environment and cooperates with peers, and that these processes then become part of the child's independent developmental achievement (Vygotsky, 1978). Learning then happens most successfully when a more experienced person leads students, may it be a teacher or a peer, in completing more complex tasks, as it delves particularly into the concept of Zone of Proximal Development (ZPD) and the role of the More Knowledgeable Other (MKO) (Sarmiento-Campos *et al.*, 2022). Because the teachers act as facilitators, designing activities that promote learning through peer-to-peer contact, independent learning, and collaborative learning, the process-induced learning goal will be achieved.

The study is globally significant as it contributes to the United Nations Sustainable Development Goals (UNSDG) #4: Quality Education (United Nations Department of Economic and Social Affairs, 2024). This will be helpful to the language teachers who may have experienced the same challenges, and the strategies that may be shared through this research may improve the overall teaching-learning process and the quality of education. With the possible positive result, this may encourage other schools in the Philippines to adopt the learning program. Also, there are countries overseas that may have educational contexts similar to those in the Philippines and may want to explore implementing CVIF-DLP. Furthermore, this will benefit language learners most, as they are the primary recipients of learning. Lastly, this study will benefit future researchers seeking additional information on variables that could be used in future CVIF-DLP research.

2. Method

2.1 Research Participants

The research participants in this study were 13 for the focus group discussion (FGD) and 7 for the in-depth interview (IDI). With this, 20 research participants were involved in the study. Ahmed (2025) confirmed that qualitative studies reach data saturation at relatively small sample sizes. Thus, four to eight focus group discussions (FGD) could achieve data saturation according to the results of the study they conducted (Hennink & Kaiser, 2022). Furthermore, Creswell and Creswell (2018) stated that for a qualitative one-on-one interview in a phenomenological study, the sample size is three to 10 individuals. For the focus group discussion, six to eight participants are the ideal size per group.

The criterion sampling was used to select the research participants. Criterion sampling is a type of purposive sampling method in which participants meet predefined criteria, and one of the most prominent criteria is the participant's experience with the phenomenon under study (Palinkas *et al.*, 2015; Moser & Korstjens, 2017). In this study, the participants were from private schools in Davao Region that have experience teaching the CVIF-DLP to gain better insights during the conduct of the study. Another inclusion criterion was the subject areas the participants taught – English and Filipino subjects, language subjects. Furthermore, these participants should teach in the Elementary and Junior High School departments during the school year 2024-2025 at the three (3) chosen schools in Davao Region, with codes School A, School B, and School C. These private institutions have been implementing the CVIF- Dynamic Learning Program for at least 3 years.

Other teachers in the chosen private institutions teaching non-language subjects, other private school teachers not following the CVIF-DLP in the Elementary and Junior High School department, and other teachers employed in the public schools were excluded from this study. All teachers who had consented to participate in the study had the right to withdraw at any time if deemed necessary.

2.2 Research Instrument

In the qualitative data collection phase, the researcher used the interview guide they had developed to gain detailed insights from the selected research participants about their lived experiences. These research-made semi-structured interview guide questions had to undergo consistency, validity, and reliability testing by the research adviser, three internal research validators, and one external research validator. Qualitative interview questions focus on why an experience or phenomenon occurred, how it developed, what it was like, and what it meant (Roberts, 2020). Further, the questions were aligned with the research objectives, free of presumptions, permitted ambiguous responses, and inclusive of all aspects of experience—both good and bad. Also, the researchers added probing questions that were necessary to elicit a holistic description of experience (Shoozan & Mohamad, 2024).

To create better interview questions, the Interview Protocol Framework (IPF) of Joseph Maxwell was used to craft the research questions, improving clarity, relevance, and alignment with the research objectives (Montoya, 2016). The IPF involves carefully aligning the interview questions and objectives, constructing an inquiry-based conversation through the questions, gathering feedback from research experts, and piloting the interview protocol. The researcher conducted a practice interview, as McGrath, Palmgren, and Liljedahl (2019) noted that conducting at least one test interview would already yield valuable insights into question clarity and aspects of active listening.

2.3 Research Design and Procedure

The qualitative phenomenological research design method was utilized to clearly understand the phenomenon of language teachers following the CVIF-Dynamic Learning Program. Qualitative research is an act of inquiry or investigation of real-life events (Baraceres, 2019). Further, this adopts a naturalistic approach to its participants, who are involved in real settings (p. 23). Thus, qualitative research promotes understanding of what is happening on the ground by studying accounts of personal experiences (Aryal, 2023).

Morrow, Rosie, Rodriguez, Alison, and King, Nigel (2015) emphasized phenomenology in the study of the meaning of lived-through experiences. It primarily requires an insightful and sensitive orientation toward the meaningfulness of what we encounter in everyday life. Further, this study focused on the descriptive phenomenology of Edmund Husserl, aiming to understand how phenomena appear in consciousness and are experienced (Sharma, 2024). With this, employing bracketing or epoche was a method of suspending judgments and setting aside biases and preconceptions to experience the phenomena in their purest form. Therefore, the researcher must set aside judgment throughout the study to achieve a comprehensive understanding of the phenomena through experiential analysis.

As a researcher, the role was primarily focused on data collection and analysis (Collins & Stockton, 2022). Thus, it was imperative to engage with participants by building trust and confidence in data collection, immersing in contextual understanding, using appropriate methods in the analysis, and ensuring credibility and trustworthiness in reporting the findings (Findikli & Saygin, 2023).

The interview question guide was utilized to gather data for this study. The researcher crafted the questions for the in-depth interview (IDI) and focus group discussion (FGD). The interview guide was presented to research experts who validated the content before conducting the actual interview. This affirmed Ataro (2020), who stated that interviews, particularly done face-to-face, can be employed to explore first-hand encounters, perceptions, meaning, and interpretations of participants. Once the interview guide was validated, the researcher sought approval from the graduate school's dean and processed the UMERL certification. The researcher then sought approval from the three school principals or heads. The researcher then identified the participants included in the study.

The participants were oriented on the conduct, purpose, significance, and objectives of the study. Moreover, the interview guide questions were thoroughly discussed with the participants to deepen their understanding of the study. Participants were asked to sign the informed consent form to document their voluntary participation in the study. The participants were assured that their rights to privacy and confidentiality were protected and that the information collected would be used only for this research. Once the consents had been obtained, the researcher secured appointments for 13 language teachers to participate in the Focus Group Discussion (FGD) and for seven language teachers to participate in the In-depth Interview (IDI). The data collection happened from May to June 2025. As standard practice in conducting qualitative studies, audio recordings were used to aid the researcher in understanding and interpreting the data (McMullin, 2023).

Once data were collected, the researcher followed Collaizi's seven-step process in rigorous analysis – familiarisation, identifying significant statements, formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification of the fundamental structure (Morrow *et al.*, 2015). As the researcher, first, it was imperative to read and reread the relevant data in qualitative analysis. Second, the researcher extracted significant phrases or sentences that directly pertain to the phenomenon under study. Third, the researcher then gave meaning to the statements. Fourth, the researcher grouped the drawn meaning into themes. Fifth, the researcher derived the descriptions based on the phenomenon. Sixth, the researcher reported the phenomenon's importance, and, lastly, the researcher verified the findings to ensure a comprehensive analysis. After the data had been analyzed and interpreted, the results were communicated to validate the interpretation (Rayray *et al.*, 2024).

Furthermore, this study was conducted in strict adherence to ethical norms. The university's research ethics committee approved this study under UMERB Protocol No. 2025-174. This study further adhered to the standards of voluntary participation, privacy, confidentiality, and the informed consent process, including the disclosure of risks and benefits. The researcher understood the responsibilities of researchers towards the participants, audience, society, and the academic community. Thus, the researcher should utilize speech that does not demean or disempower the participants (Mirza, Bellalem, and Mirza, 2023). The researcher acknowledged the importance of the study's findings' trustworthiness through the criteria of credibility, transferability, dependability, and confirmability (Applied Doctoral Center, 2024). To employ credibility, the researcher employed triangulation by citing diverse sources and perspectives to assess the phenomenon (McLeod, 2024). To ensure dependability, the researcher conducted member checking, or participant validation, via a Google Form (Korstjer & Moser, 2017). To ensure transferability, the researcher included thick descriptions, using vivid examples, quotes, and excerpts from the data to support claims (Nyirenda *et al.*, 2020).

Confirmability refers to the researchers' neutrality and can be achieved through reflexivity, a process that requires researchers to reflect on the subjectivity that may affect the research process (Braund *et al.*, 2024). Further, it refers to the researchers' attempt to adopt a tabula rasa approach, which means a blank-slate method that allows objective distance in studying a phenomenon (Olmos-Vega, Stalmeijer, Varpio, and Kahlke, 2022). The researcher recognized that her teaching background following the CVIF-DLP may influence the understanding of the data. To ensure objectivity, the researcher practiced reflexivity through continuous self-awareness, bracketing, and keeping a reflexive journal. Also, the researcher employed peer debriefing with an experienced colleague to ensure that the findings accurately represented the participants' perspective rather than the researcher's biases and judgments.

3. Results and Discussion

3.1 Lived Experiences of the Language Teachers Following the CVIF-DLP

Table 1 presents the participants' shared experiences as language teachers following the CVIF-DLP. The responses yield the following themes:

- 1) Intensive Preparation and Lesson Design,
- 2) Structured but Flexible Implementation,
- 3) Promotion of Independent and Self-paced Learning,
- 4) Enhanced Collaboration, Communication, and Feedback, and
- 5) Positive Classroom and Learning Outcomes.

Table 1: Lived Experiences of Language Teachers
Following the CVIF-Dynamic Learning Program

Emerging Themes	Core Ideas
Intensive Preparation and Lesson Design	Preparing LAS ahead of time and scheduling
	Preparing the facilitator's guide and teaching materials
	Crafting concept notes into chunks
	Adjusting materials to student needs
	Building a reusable LAS "bank"
Structured but Flexible Implementation	Rotating sections with varied tasks
	Master teacher-facilitator parallel setup
	Flexibility and confidence from preparation
	Interactive, gamified lesson delivery
	A combination of lectures and written works
Promotion of Independent and Self-Paced Learning	Students develop the ability to learn independently.
	Independent ideas are built before discussion.
	Students are given enough time to read and process.
	Concept note writing ensures learning even without lecture.
Enhanced Collaboration, Communication, and Feedback	Teacher feedback sparks student engagement and a closer teacher-student connection.
	Printed record helps target communication.
	Activities encourage peer discussion and expression.
	Collaboration across subjects

Positive Classroom and Learning Outcomes	Students are more engaged than in traditional settings.
	Smooth and organized classroom flow
	Formation of student learning routines
	Improved classroom management, less misbehavior
	Better preparation for assessments and increased performance

3.1.1 Intensive Preparation and Lesson Design

The participants stated that as language teachers, they had rigorous preparation before conducting the actual lesson. The program also required them to have a more detailed lesson design.

"Basic preparations for DLP, of course, you have to prepare your LAS ahead of time and your schedule. I think that's it. That's the preparation." (IDI1-S1a)

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"So, bilang master teacher, kailangan kong ihanda ang facilitator's guide. Ito ay bilang gabay sa facilitator kung ano ang kanyang gagawin sa buong oras. Dapat nakahanda na rin ang mga konseptong isusulat, nagka-produce na ng mga formatibong gawain sa klase kung meron, at ang PowerPoint presentation kung meron talaga." (IDI2-S1a)

(As a master teacher, I have to prepare the facilitator's guide. This is a guide for the facilitator on what he or she will do throughout the hour. The concepts to be written should also be ready, formative activities in the class should be produced if there are any, and the PowerPoint presentation should be prepared if I have one.)

"...with the help of the LAS, it was not hard for me nah to spend more time in the lectures, because on the LAS itself is already been chunked down, uhm the concepts were simplified in a manner that they can really understand and comprehend the topics and with the guided practice in the checking for understanding and also with the reading comprehension on the students." (FGD12-S1c)

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"...sa lahat ng, siguro sa planning, ang pinakakumakain ng oras ay yung pag paggawa mismo ng LAS. Dami kasing factors na dapat na i-consider. For example, yung uri ng mga students mayroon ka for that specific school year. Kasi, magkaiba yung kanilang mga learning styles. For this school year, ganito sila ng klase ng mga bata. Sa susunod, iba na naman. So yun yung mga kinikonsider ako kapag nag-preprepare. So sa planning and making of the LAS, dun yung mahaba na time." (IDI4-S1a)

(The most time-consuming thing is the creation of the LAS itself. There are so many factors that must be considered. For example, the type of students you have for that specific school year is different because their learning styles are different. For this school year, they are these types of students. Next year, it will be different again. So those are the things I consider when preparing. So, in planning and making the LAS, that's when I take so much time. I really take time.)

"In preparations, especially na Filipino subjects, kailangan talagang tingnan or ma see to it na yung mga words or mga topics na ibibigay mo sa mag-aaral mo ay appropriate ba sa kanila, madali bah nilang maintindihan since gagawin nila ito or sasagutin nila ito muna bago mo ito italakay sa kanila, so kailangan talagang himayin or talagang tingnan kung ano yung mga pinaka-simpleng salita o mga phrases na pwede nilang or pwede mong ilagay sa mga LAS..." (IDI5-S1a)

(In preparations, especially for Filipino subjects, you really need to see to it that the words or topics you give to your students are appropriate for them. Are they easy for them to understand since they will do it or answer it first before you discuss it with them, so you really need to consider or really see what are the simplest words or phrases that you can put in your LAS or learning plans so that the students don't have difficulty answering what you did, so you really need to carefully choose or select the ones you will place in your LAS...)

"Ang nakagandahan lang rin sa CVIF-DLP, kapag may nagawa ka na, parang may bangko na pwede mong balikan, i-revise na lang kung kinakailangan." (IDI4-S1a)

(One thing that's great about CVIF-DLP is that if you have already created LAS, it is like there is a bank of LAS you can go back to, and just revise if necessary.)

The first theme is that the intensive preparation and lesson design of teachers reflects how teachers dedicate their time and effort to the lesson materials that need to be ready before conducting the lessons. IDI1-S1a presented that the teachers have to prepare the learning activity sheets (LAS) ahead of time and should ensure that scheduling is done ahead of time through the use of a lesson log. Further, IDI2-S1a presented that the language teachers should also be preparing the facilitator's guide and teaching materials before conducting the actual lesson inside the classroom. All materials, such as the formative activities and the discussion presentations, should be ready as part of the preparation. Through these preparations, the participants elaborated how these helped them manage their time effectively and helped students better understand the discussion.

FGD12-S1c also showed that as the teacher creates the concept digest in the Learning Activity Sheets (LAS), the teacher ensures to craft concept notes into chunks. Chunking of the concept notes means that the teacher should have multiple manageable concept notes on one big topic to allow the students to digest the information given. Bernido and Bernido (2019) mentioned that LAS should contain one topic or concept per

LAS that is in manageable chunks or bite-sized to avoid information overload. This helps students to comprehend their own lessons because lessons are presented in a way that they can digest the concept independently (Asenorio *et al.*, 2021).

IDI4-S1a and IDI5-S1a presented that the teachers, through the program, also adjust the learning materials, especially the crafting of the LAS to students' needs, age, and learning styles, and that the students themselves can easily understand the LAS. Although the preparation was intensive, IDI4-S1a further emphasized that these can be reused in the next school year and may be revised if needed.

Farhang, Hashemi, and Ghorianfar (2023) reported in their study on lesson planning that teachers who plan lessons achieve better teaching outcomes. Ruhozu (2025) stressed the importance of lesson planning, which plays a crucial role in student retention and engagement; further, it is crucial for stimulating student interest, reinforcing learning, and encouraging reflection.

This finding is supported by Sweller's Cognitive Load Theory, which states that, for students to maximize learning, instructional materials should be aligned with their cognitive capacity, which is often viewed as limited (Houchi & Sarnou, 2020). Thus, teachers crafting the LAS in manageable chunks support CLT because students can comprehend the lessons effectively, as each lesson is presented in small segments or "bite-sized" segments that cater to the learning style, needs, and age of students. Bernido, Bernido (2019) strongly emphasized the importance of breaking the LAS into manageable chunks; thus, there is a particular structure for the LAS to follow to ensure learning effectiveness, even without prior lectures from students. To improve the flow of teaching and learning, intensive preparation in the lesson log and other materials is necessary for both master teachers and facilitators.

3.1.2 Structured but Flexible Implementation

Another emerging theme in the teachers' experiences was in the implementation of the CVIF-DLP. The participants expressed that the CVIF-DLP followed a structured implementation that also provided flexibility. The CVIF-DLP has four nonnegotiable components, making it structured (Bernido & Bernido, 2020). For it to be effective, these four components should be implemented together. However, it also showed that despite its structured components, teachers had the flexibility to adjust.

"Based on my lesson log since I've already plotted my schedule, uhm in one section, I do LAS writing, for example and then in another section, I will be discussing and vice versa or sometimes I do one hour, one session per one section. For example, one hour discussion for one section, and then two concept notes or one formative activity for the other section. Since, yeah, we're doing two sections in one hour." (IDI1-S1b)

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one hour discussion for one section, and then two concept notes or one formative activity for the other section, since we're doing two sections in one hour.)

"Bilang guro, sinisiguro nating lahat na nakaplano ang mga gawain sa klase bago pa man tayo magumpisa sa DLP, may tinatawag tayong master teacher at facilitator. At ang setup ng klase sa loob ng isang oras ay paralel ang dalawang classroom. So, habang nagtuturo ang master teacher sa kabilang classroom, ang facilitator naman ang siyang inaatasan na magsasagawa ng mga gawain na pinagagawa ni master teacher. So, bilang master teacher, kailangan kong ihanda ang facilitator's guide. Ito ay bilang gabay sa facilitator kung ano ang kanyang gagawin sa buong oras." (IDI2-S1a)

(As a teacher, we all make sure that the activities in the class are planned before we even start DLP, we have what is called a master teacher and a facilitator. And the setup of the class for one hour is that the two classrooms are parallel. So, while the master teacher teaches in the other classroom, the facilitator is the one who is assigned to carry out the activities assigned by the master teacher. So, as a master teacher, I have to prepare the facilitator's guide. This is a guide for the facilitator on what he or she will do throughout the hour.)

"Finafollow ko lang kung ano yung naplanuhan ko. And then, naga-adjust ako. Flexible kapag may kailangang pagbabago. So, siguro... Mas maganda talaga na bago ka sumabak sa klase, you are really prepared. Kasi kung prepared ka, ah mas nakakadagdag ng self-confidence as a teacher, tapos madali na lang ang time management. So, preparation talaga. If you have the necessary materials na kailangan, mas madali na lang yung pag-conduct ng actual na lesson." (IDI4-S1b)

(I just follow what I have planned, and then I adjust. Flexible when changes are needed. It's really good that before you go to class, you are really prepared enough. Because if you are prepared, it increases your self-confidence as a teacher, and then time management is easier. So, it is really preparation. If you have the necessary materials that are needed, it's easier to conduct the actual lesson.)

"For me, there are topics that we need to have games and so that they have these questions in mind, or they have this idea on what topics we need to have on that day." (FGD9-S1b)
(For me, there are topics that we need to have games so that they have this idea on what topics we need to have on that day.)

"For half of the time that we are in the classroom, ah we are uhm giving lectures and we're giving lectures to one section. And then the next step, we proceed to the next section. While you're not in the classroom, there's a facilitator who uh is providing the written activities to the students." (IDI7-S1b)

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in the classroom, there's a facilitator who is providing the written activities to the students.)

The second theme demonstrated how structure and flexibility have impacted the teaching and learning of the teachers following the CVIF-DLP. While structure has helped in ensuring that there is order in the classroom, flexibility towards students' needs and the classroom's challenges that may come along with the implementation of the classes is also necessary to ensure students' learning and accomplishment (Supiano, 2023; Ruesch & Sarvary, 2024). Balancing both structure for academic rigor and flexibility, should the need arise, helps in diminishing the academic stress for both students and instructors alike (Alliant International University Center for Teaching Excellence, 2025)

First, IDI1-S1b showed that there were varied tasks for each section. The activities depended on the pace of learning of each section. Another structured implementation of the CVIF-DLP is the parallel classes scheme. IDI2-S1a presented that a subject teacher, also known as the master teacher, should have a facilitator for every one-hour session. The subject teacher should handle two or more sections in one hour. While the teacher is not in the classroom, the facilitator is in charge of handling the activities set by the master teacher, thus a parallel-class scheme. In addition, IDI4-S1b has shown that preparation increased their flexibility and confidence. Due to the setup, the master teacher had to prepare all the activities for the session in advance. As a result, the participants observed the positive impact of preparing in advance rather than arriving in the classroom unprepared. FGD9-S1b expressed that teachers were not limited to concept note writing; they also showed creativity through interactive and gamified lesson delivery. Lastly, IDI7-S1b further presented that they used a combination of lectures and written work, such as concept note writing, which offered more flexibility in the classes.

Flexibility in a structured implementation supported Donald Schön's Reflective Practice Theory's reflection-in-action. To be flexible, teachers must practice reflection by making real-time adjustments during teaching (Suphasri & Chinokul, 2021). Reflection-in-action occurs during an activity (without interrupting) by teachers thinking about how to reshape the activity while it is underway (Anderson, 2019). Teachers use this to adapt to unexpected situations and challenges during classroom lessons.

3.1.3 Promotion of Independent and Self-paced Learning

Most participants remarked on how the CVIF-DLP aims to promote independent and self-paced learning.

"...at nadevelop din sa kanila ang kakayanang matuto ng mag-isa. So, yung tinatawag natin, learning independently." (IDI2-S1e)

(...they also developed the ability to learn on their own. So, what we call learning independently.)

"...with the help of the program, they learn to be responsible of their own learning because

they already have the mindset that they should have the LAS first for them to get to know what the topic is all about then since after the concept writing of the concept notes, there is checking for understanding so yun yun talaga ang help for them to have this independent learning.” (FGD12-S1d)

(...with the help of the program, they learn to be responsible for their own learning because they already have the mindset that they should have the LAS first, for them to get to know what the topic is all about. Then, after the concept writing of the concept notes, there is checking for understanding, so it really helps them to have this independent learning.)

“...dito sa paggamit ng CVIF, parang yung mga bata, meron na talaga silang idea. Parang yung independent learning talaga yung na-build nila na kaya nilang masagutan based doon sa mga ibinigay ng guro, yung mga assessments nila na minimal na lang yung help ng guro na ibinigay.” (IDI5-S1e)

(...when using the CVIF, it seems like the students already have ideas. It seems like they have built independent learning so that they can answer the assessment the teacher gives with minimal help from the teacher.)

“...with the literary pieces or the reading comprehension, they really have the time to sit down on the printed materials. They will have the time to read through and answer questions. So giving them that enough time to really sit down and read would actually become a good practice. So I think that’s an advantage for this DLP.” (IDI3-S1c)

“And then I could say that CVIF DLP was effective uh or successful in that lesson because based on my assessment uhm I mean, about the topic, I didn’t have to explain or discuss to them the then concept, because they were able to answer, 90% or 95% of them got the correct response or responses to without checking for understanding that I have made po.” (FGD11-S1c)

(And then I could say that CVIF-DLP was effective or successful in that lesson because, based on my assessment of the topic, I didn't have to explain or discuss the concept because they were able to answer; 90% or 95% of them got the correct responses on the checking for understanding that I have made.)

The third theme was that the learning program promotes independent and self-paced learning. IDI2-S1e and FGD12-S1d presented that the students develop the ability to learn independently through the program. IDI5-S1e also noted that students developed independent ideas before discussion; thus, learners were allowed to process the information on their own, making the learning experience more meaningful. Time is also essential in independent-driven activities. IDI3-S1c presented evidence that giving enough time to read the concept note or formative activities, and to process what the students had read, was beneficial for students, an experience they had with the CVIF-

DLP. FGD11-S1c also showed that concept note writing ensured learning on the students' part, even without a lecture prior to writing the concept note.

Independent learning breaks down the traditional classroom learning where the teacher is the sole source of knowledge, and it equips students with valuable knowledge but also instils a sense of self-motivation and adaptability that are essential values the students need in this rapidly changing world (Al-Mutairi & Al-Ajmy, 2024). Forbes-McKay, K., Bremner, P., Johnston, P., and Air, C. (2023) also highlighted in the results of their study the positive relationship between the level of independent learning and motivational beliefs, cognitive strategies, mindset, and academic achievement of the students. Further, Dela Cerna and Langub (2025) reported that students in the experimental group following the DLP expressed a preference for the LAS over the traditional approach, as it provides structure and a clear, task-oriented way to promote independent learning.

The way CVIF-DLP is structured to encourage students to learn independently through the use of Learning Activity Sheets exemplifies the "Guidance-Fading" Effect of Cognitive Load Theory. Sweller *et al.* (2011) emphasized in their theory that appropriate instructional guidance should be presented at the right time and then faded gradually. The fading effect suggests that by gradually decreasing the problem-solving guidance and increasing solving demands, learners will retain sufficient working memory capacity. Well-crafted Learning Activity Sheets (LAS) given to the students without prior lecture serve as the initial instructional guidance given by teachers for students to understand the lesson on their own. Over time, due to the structure provided through this learning program, students need less teacher input, thus making the master teacher's lecture discussion limited to a maximum of 20 minutes per session or estimated 30% of the one-hour class, as Bernido and Bernido (2019) emphasized.

3.1.4 Enhanced Collaboration, Communication, and Feedback

As the participants shared, another dominant experience was how they were able to appreciate the collaboration, communication, and feedback in the teaching-learning process.

*"My students and I um collaborate and communicate smoothly and ahh more easily in terms of group activities. So, when I communicate with this student, most of the time, because I have less time for discussion, I have less time with them during the discussion. My communication is really through comments in their performance task or in their essays. So ahh if I comment on their work, ahh they would approach me sometimes, they would be excited to share now, oh, you really like my answer, Mrs. ***, something like that."* (IDI1-S1d)

(My students and I collaborate and communicate smoothly and more easily in terms of group activities. So when I communicate with this student, most of the time, because I have less time for discussion, my communication is really through comments on their performance task or in their essays. So, if I comment on their

work, they would approach me sometimes, they would be excited to share now, "you really like my answer, Mrs. **," something like that.)

"...pag may mga topics or contents that they cannot understand easily, they will come to me, we will, we will discuss it according to their needs po or if ever, they want further examples, ganyan." (FGD7-S1b)

(...if there are topics or contents that they cannot understand easily, they will come to me and we will discuss them according to their needs and if they need further examples.)

"So, knowing that the students are weak or strong in a specific area, you get to really address them intentionally and personally. So the communication is not a problem because you have an actual physical printed record of their strengths and weaknesses." (IDI3-S1d)

"I try to include mga essential questions. And then after that, allow them to read and then add their answers sa mga mahalagang tanong. Tapos sasabihin ko din sa klase, "Oh, agree ka ba sa sinabi niya? O baka may iba pang sagot?" So I think that simple simple na activity, you can encourage the students to communicate and also express their ideas uh at magkaroon ng brainstorming sa klase. And other group activities naman, they can participate." (IDI4-S1d)

(I try to include essential questions. And then after that, I allow them to read aloud and then add their answers to important questions. Then I also say to the class, "Oh, do you agree with what he said? Or maybe there's another answer?" So I think that simple activity, you can encourage the students to communicate and also express their ideas and have brainstorming in the class and other group activities they can participate.)

"Well, the CVIF-DLP has a significant influence on the relationship between me and my students, especially as it allows me to collaborate with other subjects." (IDI6-S1d)

The fourth theme was enhanced collaboration, communication, and feedback. Collaboration and communication are two of the 4C's of the 21st-century skills, along with Creativity and Critical Thinking (Department of Education, 2023). The 21st-century teachers are aiming to support students on these 4Cs. IDI1-S1d and FGD7-S1b presented that the teacher's feedback sparked student engagement and a closer teacher-student connection. IDI3-S1d showed how the actual physical printed record of students' strengths and weaknesses helped in the target communication. Through the record, it allowed the participant to address the students' needs intentionally and subjectively. Also, IDI4-S1d presented that activities encourage peer discussion and expression. Lastly, IDI6-S1d expressed how the program helps in collaboration across subjects.

Thornhill-Miller, B. *et al.* (2023) further emphasized that collaboration is closely linked to communication, as successful collaboration depends heavily on the quality of

knowledge sharing and the trust that emerges between students and teachers. Further, the use of feedback to students was also evident in the learning based on the interviews. Al-Bashir, Kabir, and Rahman (2016) mentioned that effective feedback can provide information to teachers that can be used to help shape the teaching. By becoming involved in reviewing and reflecting on students' performance, this drives the teachers to make a better learning environment. The participants stressed how the answers of the students in the formative tests had helped them to be more intentional on the needs of the students, making it very helpful in improving the focus of their lecture-discussion.

Bernido and Bernido (2019) strongly emphasized that the CVIF-DLP really develops collaboration with students because the Expert or Master Teacher does not dominate the classroom for 70% of the class period. Thus, as an expert teacher, it is important to plan the lesson flow, including more collaboration, and by that, communication is fostered as well. The presence of collaboration and communication supports the idea of Lev Vygotsky's Sociocultural Theory. Vygotsky posited that cognition or learning stems from social interactions, which are mediated by language, for example (Jeong, Clyburn, Bhatia, McCourt, and Lemons, 2022). Thus, students did not only learn from pure lecture but also through communication and interaction with others, known as the More Knowledgeable Others (MKO), such as peers as well. Giving feedback as a result of the communication between teachers and students also supports the Sociocultural theory, as the guiding and corrective feedback is a process of scaffolding within the Zone of Proximal Development. In the experimental study conducted by Sarmiento-Campos *et al.* (2022), scaffolding was found to be effective in the experimental group.

3.1.5 Positive Classroom and Learning Outcomes

This theme has shown how the CVIF-DLP created positive outcomes in the classroom and learning.

"...students are into the lessons more here in the DLP because they are given the chance to do the learning on their own. Whereas in the traditional classroom setting, the students are more passive because they just rely on the teachers alone. So, if the teacher has no input for the day, then the students will just do nothing. Whereas if the teacher is prepared, like in the DLP, we really have to prepare ahead of time, the students will always have something to do." (IDI1-S1e)

"...I think DLP or CVIF is much effective than the traditional one... I could say that DLP uh is working talaga especially there are topics na medyo mahirap, but then it's because of the LAS, it's because of this CVIF program na mas maintindihan talaga sa mga bata." (FGD9-S1c)

(...I think DLP or CVIF is much more effective than the traditional one... I could say that DLP is really working, most especially for those topics that are somehow

difficult. Through the help of the LAS of the CVIF program, the students are able to really understand the topics.)

"Sa tingin ko, base sa aking obserbasyon, naging mas maayos at organisado ang daloy sa pagpapatupad ng mga gawain dahil sa programang ito." (IDI2-S1e)

(Based on my observations, the flow of the implementation of the tasks became smoother and organized because of this program.)

"Changes that I have observed is also the sense of responsibility nila, not just content wise, but yung, the way they keep their concept notes, the way they had to um not just compile, but also compile for just because it is required, but it also help them they would realize the importance of the things that they, for example, they copied, they wrote, they will just look back or review the things they wrote there, especially during formative summatives and especially exams." (FGD2-S1b)

(Changes that I have observed is also their sense of responsibility, not just content wise, the way they keep their concept notes, the way they had to not just compile because it is required, but it also help them to realize the importance of the things that they, for example, copied, they wrote, they will just look back or review the things they wrote there, especially during formative summatives and especially exams.)

"...parang dahil sa CVIF-DLP learning, hindi ako masyadong stress sa aking classroom management kasi busy din sila wala silang time. Wala talaga silang time." (IDI4-S1e)

(...it seems like because of CVIF-DLP learning, I wasn't too stressed about my classroom management because students were also busy and they didn't have time. They really didn't have time.)

"Doing concept notes, doing formative assessments, prepare them to take summative assessments. So, my students are used to answering written works. So, what does that mean? It means ah they can get higher scores. Yeah, and they can have better performance, especially also ah when taking standardized tests." (IDI7-S1e)

(Doing concept notes, doing formative assessments, preparing them to take summative assessments. So, my students are used to answering written work. So what does that mean? It means they can get higher scores, and they can have better performance, especially when taking standardized tests.)

The fifth theme on the lived experiences of the language teachers was the positive learning environment that the learning program has impacted, leading to positive learning outcomes, both in behavior and assessments. IDI1-S1e and FGD9-S1c presented how students were more engaged in this learning program compared to the traditional learning setup, as students were not passive learners rather active learners. IDI2-S1e also showed smoother and organized classroom flow due to the CVIF-DLP. FGD2-S1b

presented how the program has impacted the formation of students' routines in classroom learning. Students had the sense of responsibility to compile their sheets and to utilize the LAS in reviewing before assessments. Another positive classroom and learning outcome observed was the improved classroom management. There was less misbehavior; thus, teachers could focus on instructions, and this was presented in IDI4-S1e. Finally, the program has allowed the students to have better preparation for assessments, and the participants further observed increased performance from the students, as IDI7-S1e pointed out.

In the study conducted by Rusticus, Pashootan, and Mah (2022), the learning environment in the aspects of engagement and motivation, positive emotional climate, and meaningful experiences had contributed to student motivation and success. Sotto (2018) mentioned in her research how students saw the benefit of the DLP in their attendance and study habits, while some parents commended the positive change in their children's attitude towards learning following DLP, thus promoting a positive learning environment.

This supports the Cognitive Load Theory that, as teachers, it is imperative to reduce the extraneous or extrinsic load that would impede learning, such as unnecessary telling of anecdotes to students to consume class time and irrelevant activities. By following the learning program it diminishes the chances of having extraneous load, thus providing a more positive learning environment for the students. Malamed (2018) quoted that reducing the extraneous cognitive loads can assure greater learner success. Lopez (2024) in the study conducted has revealed that minimizing extraneous load and managing cognitive engagement through microlearning, such as that of CVIF-DLP's manageable-chunked LAS, has contributed to the improvement of retention, engagement, and learning outcomes.

3.2 Challenges and Strategies of Language Teachers following the CVIF-Dynamic Learning Program

Table 2 presents the participants' responses as they shared their challenges and strategies in overcoming setbacks as language teachers following the CVIF-DLP. The participants' actual responses for the challenges were carefully examined and categorized, leading to the following three themes:

- 1) Limitations in Teaching Macro Skills,
- 2) Time and Workload Constraints, and
- 3) Student Motivation and Engagement Issues.

Furthermore, the responses for the strategies yield the following three themes:

- 1) Instructional Adaptations for Skill Development,
- 2) Meaningful and Contextualized Learning, and
- 3) Adaptive Classroom Management.

Table 2: Challenges and Strategies of Language Teachers following the CVIF-Dynamic Learning Program

Emerging Themes	Core Ideas
Challenges	
Limitations in Teaching Macro Skills	Limited speaking activities
	Language barrier in Filipino subjects in terms of pronunciation, speaking, reading, writing and viewing
	Difficulty in integrating listening and viewing in DLP
	Post-pandemic difficulty in encouraging speaking
Time and Workload Constraints	Shortage of time due to the lesson log structure
	Abrupt cancellations disrupt lesson flow
	Overwhelming LAS checking and assessments
	Teachers are frustrated by not finishing lessons
	Difficulty in planning performance tasks
Student Motivation and Engagement Issues	Students are not motivated to answer seriously
	Lack of student participation and communication with the teacher during the discussion
	Students copy concept notes passively without comprehension
Strategies	
Instructional Adaptations for Skill Development	Using SRA and short stories for reading
	Incentives and structured recitation (by-column, plus points) for speaking
	Peer discussion and thinking time
	Modeling sample questions
	Writing difficult words with meanings
Meaningful and Contextualized Learning	Using real-world examples in LAS and assessments
	Making lessons relevant to real life
	The teacher is creating task examples for feasibility
	Interdisciplinary integration (MAPEH, Social Studies)
Adaptive Classroom Practices	Establishing classroom routines for speaking and writing
	Using energy and making lessons interesting to sustain participation
	Flexible lesson log and time adjustments

3.2.1 Challenges of Language Teachers Following CVIF-Dynamic Learning Program

There are three emerging themes on the challenges that the participants encountered in teaching following the CVIF-DLP.

3.2.1.1 Limitations in Teaching Macro Skills

The participants in the interviews stated that they encountered problems in teaching the macro skills of communication, particularly in reading, writing, speaking, listening, and viewing.

“...the most challenging part is enhancing their speaking skills... So under the program, it is difficult. First, because limited time in discussion, especially if we only have 25 or 30 minutes in the classroom. So even if you want to do a lot of recitation, you have to limit. I

have to limit the recitation. Kay I would rather use the time to explain the concept than to take time asking the students questions.” (IDI1-S2a)

(...the most challenging part is enhancing their speaking skills... So under the program, it's difficult. First, because of the limited time in discussion, especially if we only have 25 or 30 minutes in the classroom. So even if you want to do a lot of recitations, you have to limit. I have to limit the recitation because I would rather use the time to explain the concept than to take time asking the students questions.)

“So, marami sa kanila ang hirap maunawaan ang Filipino ng mga salita, lalo na sa talakayan or sa oras ng diskusyon. Sa pagsasalita naman, medyo nahirapang silang magbigkas ng kahit isang pangungusap sa Filipino, o kahit isang salita nga lang. Sa pagbabasa, hindi nila naunawaan agad ang kanilang binabasa na kuwento or konsepto, siguro dahil na rin sa language barrier. Sa pagsusulat, nahirapan silang gumawa ng isang pangungusap, at minsan ay nahaluan pa ng ibang lengwahe, or kadalasan mali talaga ang balala. At sa panunood naman, medyo hirap silang intindihin ang kanilang napapanood dahil sa problema sa uhm pagintindi sa lengwahe.” (IDI2-S2a)

(Many of them have difficulty understanding Filipino words, especially in discussions. In speaking, they have a little difficulty pronouncing even one sentence in Filipino, or even just one word. In reading, they did not immediately understand the point or concept they were reading, maybe because of the language barrier. In writing, they had difficulty making a sentence, and sometimes it was mixed with another language, or often the pronunciation was really wrong. And when it comes to viewing, they have a bit of a hard time understanding what they're watching because of the language comprehension problem.)

“Sometimes kasi sa Filipino kasi struggle talaga sa Filipino even though I chunk the topics, it's hard for them to talaga to understand. For example, ‘ulap’, “Teacher what is You-lap?” “So that's not U-lap, that's ulap.” (FGD13-S2a)

(Because in Filipino, it is really a struggle, even though the topics are already chunked, it is still hard for them to understand. For example, ‘ulap’, “Teacher, what is U-lap?” “So that's not You-lap, that's ulap.”)

“I think the challenge is you really have to make an effort and to fit it in a schedule in your lesson log to incorporate the listening, the viewing, aspects or skills, because I think it's a fact that when you use CVIF-DLP, it's really more focused on independent learning that includes a lot of reading and writing, so those are the focused skills. But when it comes to viewing, you have to be more intentional, so you have to really make sure to craft a lesson that would include the viewing part and the listening part. So that's one of the challenges.” (IDI3-S2a)

"Somehow problem siya for me, especially sa listening because since they already have their concept notes, during discussion, it would be a little difficult to gain their attention, because they would think na ah we already have concept notes. We don't need to listen to our teacher." (FGD2-S2a)

(Somehow, it is a problem for me, especially in listening, since they already have their concept notes. During discussion, it would be a little difficult to gain their attention because they would think that they already have concept notes, and that they don't need to listen to the teacher.)

"...kasi parang ang hirap uhm ngayon na mag-solicit ng mga ideas from the students and let them speak noh sa klase. So yun, parang nahihirapan ako na papagsalitain sila, especially using the grammar pag sa Filipino. Na pakinggan yung kanilang mga ideas, yung kanilang gustong sabihin, yung kanilang mga opinions. So nahihirapan ako uhm na yun, na isolicit yung kanilang mga ideas. But I'm, ah before pandemic naman, hmm before pandemic hindi ganoon ka grabe yung problem. Pero siguro, uh if well-planned, the CVIF, hindi naman siguro talaga ganoon, hindi siya magiging problema na ituro itong mga macro skills natin using CVIF-DLP, if well-planned. Kasi it's possible. Pwedeng pwede siya. Okay. Pag-planuhan lang talaga ng CVIF." (IDI4-S2a)

(...it seems like it's hard now to solicit ideas from the students and let them speak in class. So that's, I seem to have a hard time getting them to speak, especially using the grammar of Filipino. To listen to their ideas, what they want to say, and their opinions. So, I'm having a hard time soliciting their ideas. But before the pandemic, the problem wasn't that bad. But maybe, if the CVIF is well planned, maybe it wouldn't be much of a problem to teach these macro skills to the students using CVIF-DLP. It's really possible. So really plan well in CVIF.)

The first theme in the challenges following the CVIF-DLP is the limitations of teaching the macroskills. IDI1-S2a presented that due to the limited time in discussion, teachers would rather use the time to explain the concept than allow the students to speak or oral recitations to develop their speaking skills. IDI2-S2a and FGD13-S2a demonstrated how they had difficulty in teaching the Filipino subject because of students' language barrier and vocabulary limitations in the macroskills. IDI3-S2a showed the teacher's challenge in incorporating the listening and viewing skills, as these were not embedded in the learning program itself, unlike reading and writing. FGDS2a supported this idea as students listening during the discussion was a challenge because students already have the concept notes to study with. IDI4-S2a presented the difficulty in letting the students speak during discussion, but noted that this problem worsened during the resumption of face-to-face classes after the pandemic.

As language teachers, teaching the macro-skills is vital to students as it is needed for the learners' effective communication. The improvement of these skills helps in the promotion of self-development, effective communication, and success (Dimaano, 2019). However, it also presents several limitations that affect both instruction and learning

outcomes, as shared by the participants. In speaking, the constraint was affected by shyness to speak the English language and the fear of committing mistakes during speaking activities, while the teachers in speaking, listening, and viewing also felt the need to cover course content and the lack of time and resources as the major teacher-related constraints (Cabaltica and Arcala, 2021; Michel, 2017). Further, the students' lack of interest and the prevalence of the English language were some of the key factors that contribute to the students' problem with language learning in the Filipino subjects (Buhisan, Erocido, Derasin, 2024).

Due to these constraints, from the perspective of Lev Vygotsky's Sociocultural Theory, they reduce the opportunities for scaffolded interaction within the Zone of Proximal Development (ZPD), which bridges the gap between the current and potential ability (McLeod, 2024). These limitations suggest the importance of creating structured but interactive tasks that support the macro skills to further the development of the students in these skills. Caldoza and Dela Cruz (2023) mentioned that effective innovative activities, such as the use of English books and social media use as a springboard, which would support the development of these productive macro skills in English, were encouraged.

3.2.1.2 Time and Workload Constraints

The participants also expressed their challenges with the constraints of time and workload while following the CVIF-DLP. Some participants had a shortage of time due to the lesson log structure.

"Ang hamon talaga sa akin ay uhm siguro kasapatan sa oras. Honest lang tayo, medyo kahit pa nakaplano na yan lahat, may tinatawag tayong lesson log. So, medyo sometimes may kasalatan talaga sa oras... Dahil dito ay hindi ka pwedeng mag-pokus lang sa isang paksa ng sobrang oras na ilalaan. Para ganap na maunawaan ng mga mag-aaral... So, yun. So I think yan. Isa sa mga rason is hamon talaga is oras." (IDI 2-S2b)

(Sometimes there is a real shortage of time. In DLP, everything is planned out for the entire grade. That's why we have something called a lesson log. Because of this, you can't just focus on one topic with too much time allocated so that the students can fully understand...the challenge is really the time.)

"One challenges, I encountered in regards to the implementing is that I observe when I tend to chunk down the topics, it really would uh take a lot of time for me to proceed to another topic...when I chunk it down, yes, they understood, but it really cost me some days to finish that one topic." (FGD12-S2b)

(One challenge I encountered regarding the implementation is that I observe when I tend to chunk down the topics, it really would take a lot of time for me to proceed to another topic... When I chunk it down, they understood, but it really cost me some days to finish that one topic.)

"...kung masira ang isa, masira na ang lahat. I feel so annoyed, especially yung sa yung last minute na walang klase...I have to adjust everything or kung mag-online today, I have to adjust everything." (FGD1-2sc)

(...if one thing goes wrong, everything goes wrong. I feel so annoyed, especially at the last minute when there is no class... I have to adjust everything, or if I go online today, I have to adjust everything.)

"Ang problema lang pag-meron mga [participant: unexpected] unexpected na mga happenings ang mangyari, mahir... once na may masira na isang session, mahirap na siya i ano, i-catch up." (FGD5-S2b)

(The problem would be when there are unexpected happenings that would disrupt one session; it is so hard to catch up on the lost session.)

...kasi kahit sa pag-check din ng LAS, hindi din ganyan kadali. Kasi mostly, mga sanaysay yun siya na kailangan mong basahin ng haba pa, tapos kailangan mo pa bumigay ng feedback para i-correct mo yung kanilang grammar. So, medyo mahirapan talaga. (IDI2-S2b)

(...even when checking the LAS, it's not that easy. Because mostly, those are long texts that you have to read for a long time, and then you have to give feedback to correct their grammar. It's really difficult.)

"Na-feel ko. Sometimes, personally, I am frustrated. Yung sa time constraints kasi ang dami ko pang gustong gawin, pero hindi ko naman siya magawa, masingit, kasi nga kulang sa oras...Say for example, gusto ko pang sanang i-discuss. Kulang sa time kasi time constraints, i-discuss yung mga lessons, expound sana sa mga students." (IDI4-2sc)

(I felt frustrated sometimes because of time constraints. I still want to do so many things, but I cannot actually do them or insert them because I don't have enough time...Say for example, because of time constraints, I would have wanted to discuss the lessons more, and I would have expounded to the students.)

"What's challenging is the conducting assessment part for me is speaking uhm because you have parallel, because we have parallel classes that means, for example, you have two sections, they have the same English time. So if you are, let's say, having a performance task in speaking, you have you need to prepare and plan for the other class to be doing an activity..." (FGD3-S2b)

(What is challenging in the conducting assessment part for me is speaking because we have parallel classes, which means, for example, you have two sections, they have the same English time. So, if you are, let's say, having a performance task in speaking, you need to prepare and plan for the other class to be doing an activity...)

The second theme on the participants' challenges was the constraint on time and workload. IDI2-S2b and FGD12-S2b presented that they had difficulty in time due to the lesson log structure and chunking of lessons. FGD1-2sc and FGD5-S2b also showed that abrupt cancellations of classes would result in disrupted lesson flow, and it was challenging for them to adjust lessons. IDI2-S2b demonstrated the overwhelming checking of Learning Activity Sheets (LAS) and assessments, as this would take time. IDI4-2sc showed the frustration of time limitations in adding more reinforcement activities and more time to explain the concept in the discussion. FGD3-S2b stressed that planning the scheduling of performance tasks in a parallel classes setup was also challenging, for teachers needed to plan other activities for the other class while conducting assessment on another class.

Abelgas *et al.* (2024) discussed in their study that teachers faced difficulties in delivering lessons within a limited time frame, and in turn, it heightened the level of stress while decreasing the levels of teaching effectiveness. Hourihan (2023) also stressed in his article that interruptions or incomplete activities are constraints faced by teachers, and this could lead to potentially negatively impacting educational progression, as students were left in need of clarification about what they have learned. Thus, he mentioned that prioritizing the most important topics could also help. Even though there was a constraint in time, this allowed the teachers to become more innovative and adaptable so as not to compromise effectiveness (Toñacao and Oliva, 2023).

Through this constraint, from the perspective of Schon's Reflective Practice Theory, it limits the teacher's ability to engage in reflection-in-action by adjusting strategies during teaching. It is perceived to be difficult due to the different factors that teachers have to consider at once, such as students' behavior and engagement, while also ensuring the lesson carries on or is accomplished (Machost and Stains, 2023). Unfortunately, due to pressure on time, there could be a possibility of congesting the contents of the lesson, leading to overwhelming the students' working memory based on the Cognitive Load Theory of Sweller. Though this challenge encourages innovation and adaptability, institutions should ensure that professional development focusing on time management and flexibility in lesson preparation should also be addressed (Abelgas *et al.*, 2024).

3.2.1.3 Student Motivation and Engagement Issues

The participants shared that they encountered classroom situations in which students were not motivated to engage.

"Meron kasi mga mag-aaral na uh hindi masyadong sineseryoso yung ibinigay na mga pagsasanay sa pagsagot nila. So, may mga student na ilang beses muna silang kausapin, sagutin mo ito ng maayos, o ibalik mo yung papel nila na hindi nila sinagutan yung formative. Sa tingin ko, yun ay isa sa mahirap na ah prob problema na, kung paano nila i-motivate yung mga mag-aaral." (IDI2-S2d)

(There are students who do not seriously answer the exercises given to them. So, there are students whom I have talked to multiple times to answer it properly, or return their paper because they did not answer the formative. I think that's one of the difficult problems, how to motivate the students.)

"Wala yan silang imik but uhm at the end of the day parang mag-ask yan sila "Mam ano ang gagawin? Mam ano ang ganito, ganyan?" So sinasabihan ko sila na "para mas ma-address kaagad yung mga concerns ninyo So kailangan yung i-voice out yan on the day." Kasi kapag matagal na parang nahirapan ka na i-answer kung ano ba dapat ang gagawin kasi paulit-ulit mo nang sinabi sa kanila So parang ganyan yung mga late na mga question na mga bata na diyan na sila mag-ask like 3 days after mo naibigay yung mga instructions mo sa kanila So kailangan talaga sabihan mo sila na "i-raise niyo yung questions nyo right after na ma-discuss yung topic or yung task na ibinibigay sa inyo."" (IDI5-S2d)

(They don't say anything, but at the end of the day, it's like they' would be asking "Ma'am what to do? Ma'amm what is this?" So I tell them, "so that your concerns can be addressed more immediately, so you need to voice that out on the day." Because when it takes a long time, it seems like you have a hard time answering what should be done, because you've told them over and over again. So, it's like those late questions that the children ask, like 3 days after you gave them your instructions. So, you really need to tell them to "raise your questions right after discussing the topic or the task that is being given to you".)

"They don't ask questions for the lesson. Uhm Another thing is uhm they I don't think it's a very kanang concerning challenge. Ano lang siguro a little bit of observation. They prefer to ask their peer more than the teacher. Kasi I feel na sometimes they might be more comfortable with their peer, more than the teacher." (IDI1-S2d)

(They don't ask questions for the lesson. Another thing is... I don't think it's a very concerning challenge; it's a little bit of observation. They prefer to ask their peer more than the teacher because I feel that sometimes they might be more comfortable with their peer, more than the teacher.)

"One of the difficulties I have encountered in encouraging students to participate and even express their opinions is that they are too shy to ask for help..." (FGD11-S2e)

"And one also uh problem I notice is that yes, they are copying, but there are some students talaga na they just copy. They don't comprehend. Na kaya nga I also notice there are problems or mistakes sa kanilang concept notes because wala masyado ang attention bah in comprehending, yes they read, pero copy dayon. Wala siya gisabot [clears throat], mag-reflect siya more sa checking for understanding." (FGD12-S2a)

(One problem I also notice is that when they are copying, there are some students they just copy. They don't comprehend. That's why I also notice there are problems or mistakes in their concept notes because they do not pay attention to

comprehending. They just read and then copy right away. There is no comprehension. And it would show in their answers in the checking for understanding.)

The third theme in the challenges is the student motivation and engagement issues. IDI2-S2d demonstrated that some students were not motivated to answer the questions in the checking for understanding (CFU) seriously. IDI5-S2d, IDI1-S2d, and FGD11-S2e presented that during discussions, there was a lack of students' participation and communication with the teacher. They noted that some students, being "shy" about asking questions, could be a possible factor for the nonparticipation. FGD12-S2a showed the challenge of students copying the concept notes passively without comprehending the concept digest.

Issues with student motivation and engagement following CVIF-DLP affect the learning outcomes. From the perspective of Vygotsky's Sociocultural Theory, which views learning as social, these issues affect students' participation in the learning process (Jeong *et al.*, 2022). If there is a lack of willingness for interaction due to poor motivation, collaboration is also compromised. Further, Mauliya, Relianisa, and Rokhyati (2020) mentioned that internal factors, such as lack of motivation, contributed to poor academic performance, and they further expressed that the contributory factors of low motivation stemmed from the students themselves, family environment, and even the teachers.

Student motivation and engagement are indicators of positive learning. Raising these two indicators is among the top priorities of effective educators. In the study conducted by Peng (2021), positive communication behavior by teachers could help increase motivation and engagement. Thus, the use of positive feedback could be of help in this particular constraint. Siacor and Ng (2024) also emphasized teacher autonomy support to increase student motivation and engagement. Teacher autonomy support refers to the teachers' ability to nurture students' sense of choice, initiative, and ownership of learning. Therefore, both extrinsic and intrinsic support could address the issue of students' motivation and engagement.

3.2.2 Strategies of Language Teachers in Overcoming Setbacks Following CVIF-Dynamic Learning Program

3.2.2.1 Instructional Adaptations for Skill Development

To address the limitations, the participants adapted some necessary instructional materials for the development of the macro skills of communication.

"We have been using SRA na and the SRA reading materials are similar to standardized test and I could really see improvements sa students. They get used to test taking as well as they get used to long reading, longer texts. And then also in terms of vocabulary. So, there are many words that they can encounter in reading long texts. So uhm that's in terms of reading." (IDI1-S2e)

(We have been using SRA, and the SRA reading materials are similar to standardized test and I could really see improvements to the students. They get used to test-taking as well as they get used to long reading longer texts. And then also in terms of vocabulary, there are many words that they can encounter in reading long texts. That's in terms of reading.)

"I have this ah method by column last person standing. So, I call one column the last person to stand will be the one to answer. And then sometimes I also use uhm incentives. So if nobody will really answer, so I would just bribe them in a way, I say, na okay, plus point plus one point if you get the correct answer. If you explain this really well, I'll give you additional points." (IDI1-S2f)

(I have this "by column" method" or last person standing. So I call one column, the last person to stand will be the one to answer. And then sometimes I also use incentives. So if nobody will really answer, so I would just bribe them in a way, I say that is plus one point if you get the correct answer. If you explain this really well, I'll give you additional points.)

"Sa Filipino, actually ginagawa din namin yan sa class ko lang "handa tayo" uhm tatawag din nang column , pero minsan para hindi sila ma-confuse sa column column, babae lalake nalang so, para mas challenging...Very helpful talaga, ayun para maging attentive talaga sila. Maging aware din at the same time makinig din sa discussion kasi yung iba, lalo na kapag hapon ang klase tapos last period pa, wala na." (FGD6-S2a)

(In Filipino, we also do that, but with a different name, "handa tayo" (prepare stand). I also call column, but sometimes instead of column, I call gender, and for it to be more challenging...That makes my class attentive. Even if I do not say it, they are way more prepared.)

"So isa sa strategy ko, okay, face your uhm partner. Kasi alam naman nila kung sino ang kanilang partner. And then I'll give you time. Student A, share your answer to Student B. Student C, share your answer to Student A. And then, nag-uusap na sila ngayon. So after two minutes, so I'll ask na. Based on your discussion, ano bang sagot ng partner mo? Anong sagot na yung kaklase? Pwede mo bang ibahagi? So I..ano uhm. Binibigyan ko sila ng thinking time. I think that's a... Yung lagi may strategy na ginagamit. To address the problem, challenge, siya speaking nila. Thinking time. Yun. And they can discuss with their partners." (IDI4-S2f)

(So, one of my strategies, "okay, face your partner." Because they know who their partner is. And then I'll give you time. Student A, share your answer to Student B. Student C, share your answer to Student A." And then, they are now talking. So after two minutes, I'll ask. Based on your discussion, what is your partner's answer? What is your classmate's answer? Can you share? I give them thinking time. There's always a strategy that is used to address the problem or challenge in their speaking. Thinking time, and they can discuss with their partners.)

"Parang ako yung sometimes nagbibigay na Ma'am, 'what if ano ang topic namin or ang video namin is mag-abot hanggang 2-3 minutes tapos ang binigay mo lang is 1 minute, is it allowed?' Sabihin ko 'no, hindi.' Parang ako yung mag-answer muna sa question ko. Tapos right after that parang may mag-spark na ng mga questions sa isip nila. So sila na yung magbibigay ng mga questions nila. Parang kasi kailangan lang nila sometimes parang mag-push sa kanila na magbibigay ng questions kasi nahihiya siguro or sometimes naglo-loading pa siguro yung mga isip nila. So yan ang ginagawa ko. Parang inuunahan ko muna sila. And then right after that sila na yung mag-ask ng questions." (IDI5-S2e)
(I'm the one who sometimes gives sample possible questions "Ma'am, what if our topic or our video is 2-3 minutes long and all we gave me is 1 minute, is it allowed?" I say "no, not." It's like I'm the one who answers my question first. Then, right after that, it's like something sparks questions in their minds. So they're the ones who give their questions. It's like they just need to sometimes push them to give questions because maybe they're shy, or maybe their minds are still loading. So that's what I do. It's like I'm the one who leads them first. And then right after that they're the ones who ask questions.)

"Ahh siguro sa speaking both speaking and writing, I always give them some exam, not some, but more examples and guide. For example, mag-speak so not just I show them not just videos, for example, but also I will set myself as an example in front of them, so this is how you speak. This is how you pronounce the words. This is how your voice should be um loud, for example, you will speak in front." (FGD2-S2b)

(For speaking and writing, I always give them some examples and guidance. For example, in speech, not only will I show them videos, but I will set myself as an example in front of them. "So this is how you speak. This is how you pronounce the words. This is how your voice should be loud as you speak in front.)

"And then isa din sa mga aid na ginagawa ko is yung may mga mahihirap na salita, sinusulat ko sa board and then binibigyan ko ng mga meaning tapos kinukopya nila yan para pwede nilang balikan kung if ever ma-miss nila." (IDI5-S2f)

(And then one of the aids that I do is for those with difficult words, I write them on the board, and then I give them the meanings, and then they copy it so they can go back if they ever miss it.)

The first theme in the strategies to overcome challenges is instructional adaptations for skill development. IDI1-S2e presented the use of reading texts from Science Research Associates (SRA) Reading Lab and short stories to aid in the reading skills of the students. IDI1-S2f and FGD6-S2a demonstrated the use of the incentives and structured recitation through "by-column" recitation to increase student engagement. IDI4-S2f showed another strategy by giving thinking time and allowing peer discussion activities. To address students' lack of communication during discussion, IDI5-S2e presented the modeling of sample questions so that students would be able to follow and

think, then, eventually ask questions. FGDS2b shared the same modeling strategy in speaking and writing performance tasks. On the language barrier limitation in the Filipino subject, IDI5-S2f presented a strategy by writing on the board difficult words with meanings to unlock the difficult vocabulary terms.

Adaptive teaching is recognized as a component of effective instruction. Educators adjust their teaching strategies and techniques based on students' social, linguistic, cultural, and instructional needs (Parsons *et al.*, 2017; York Hughes, 2022). To cater to the needs, the use of resources such as SRA materials, rewards like incentive points, bridging strategies, and collaborative activities to further develop students' macro skills in communication is part of the teachers' innovation and adaptation that supports the teaching-learning process.

This theme supported the idea of the Reflection-on-Action of Schon's Reflective Practice Theory. Reflection-on-Action describes the practice of engaging in a deliberate review of a situation after it has happened (Schon, 1983). When the teachers encountered issues in teaching the macro skills, these issues did not prevent them from continuing their responsibilities. Instead, these issues allowed them to reflect after encountering them, and by then, they thought of ways to address the problems and employed them in their respective classrooms. This showed that, through reflective practice, teachers need to be flexible to support learners in the process. By embracing flexibility, teachers enhanced students' engagement, motivation, and learning outcomes (Salley, 2024).

3.2.2.2 Meaningful and Contextualized Learning

Another emerging theme was that most participants ensured meaningful and contextualized learning.

"What I do is incorporate authentic and real-world. The content of the LAS in the examples should be real-world. We use recent or up-to-date examples. Also in summative assessments and ahh I just remember performance tasks because we use GRASP. So we let students feel that they are someone else in someone else's shoes and that they perform an activity or something. They accomplish something through a role." (IDI1-S2g)

"Ginagawa ko, iniisip ko talaga itong lesson ko, how can they apply it to a practical way in a real world na scenario. So... Lagi talaga ako nag nag-aallot ng time to plan my LAS. Have enough time to plan my LAS. Sa specific example ko dito, may lesson ako na all about kasanayang komunikatibo. So how they can communicate well with their ideas. Sabi ko, paano ba ito ma-apply sa real world? So ang ginawa ko, naisip ako na activity. Tapos napag-isipan ko, ah, balang araw mag-a-apply sila ng trabaho, no? So, paano, ito ba, kapag nag-a-apply ng trabaho, kailangan ng good communication skills." (IDI4-S2g)

(I would really reflect on this lesson of mine, how can they apply it in a practical way in a real-world scenario?" So I always really allocate time to plan my LAS. Have enough time to plan my LAS. In my specific example here, I have a lesson that's all about communication skills. So how can they communicate well with

their ideas? I said, "How can this be applied in the real world?" So what I did was, I thought of an activity. Then I thought, "Ah, someday they're going to apply for a job, right?" So, how it is when applying for a job, good communication skills are needed.)

"...as teacher, gumagawa talaga ako ng mga example if kaya ko na gawin. Para may time frame din ako kung kaya ba nila as students." (IDI5-S2e)
(...as a teacher, I really create examples... so I also have a time frame whether students can do it.)

"...she had this one PT na they go around Davao, I think with one teacher or sila lang ata as a group nang Grade 10. And then they have to communicate talaga in Filipino sa mga jeepney drivers, mga some street vendors. They have to check this checklist. And throughout the whole time they are given a chance to speak Filipino or English depende kung sino ang kausap nila ang ano sa checklist nila." (FGD1-S2g)
(...she had this one PT that they go around Davao with one teacher or as group with Grade 10. Then they have to communicate in Filipino with the jeepney drivers and some street vendors. They have to check this checklist, and throughout the whole time they are given a chance to speak Filipino or English, depending on the person they talk to, according to the checklist.)

"...one of the example na pwede kong maibigay kung paano ko na-integrate yung mga activities is yung gumawa kami ng social awareness campaign. So dito sa social awareness campaign, sa akin yung mga processes kung paano nila gawin yung social awareness campaign, paano sila mag-research, paano nila i-deliver, sino yung mga target audiences and then nakipag-collaborate ako with MAPEH and particularly sa Health and sa Social Studies which is ang topic ng Social Studies is world peace and then sa MAPEH is responsible parenthood. So using yung mga skills kung paano mag-research o gumawa ng isang social awareness campaign, yun yung gagawa nila ng topic, yung parenthood, responsible parenthood and world peace. So doon nagkakaroon ng collaboration sa mga topics na hindi pa rin nawawala yung objectives namin doon sa pag research, pag conduct ng social awareness campaign using yung topics ng ibang subject." (IDI5-S2g)

(...one of the examples I can give of how I integrated the activities is when we did a social awareness campaign. So here in the social awareness campaign, for me, the processes of how they do the social awareness campaign, how they do the research, how they deliver, who the target audiences are and then I collaborated with MAPEH, particularly in Health and in Social Studies, which is the topic of Social Studies is World Peace and then in MAPEH is Responsible Parenthood. So using the skills of how to research or to do a social awareness campaign, that is what they will do with the topic, responsible parenthood and world peace. So there is collaboration on topics that still do not lose sight of our objectives when

conducting research, conducting a social awareness campaign using the topics of other subjects.)

The second theme on the strategies to overcome setbacks is meaningful and contextualized learning. IDI1-S2g presented the use of real-world and authentic examples in the Learning Activity Sheets (LAS) and assessments. IDI4-S2g demonstrated that teachers also made lessons relevant to real life to help students better appreciate what they have learned. IDI5-S2e demonstrated the creation of task examples to help teachers assess its feasibility. FGD1-S2g and IDI5-S2g presented how an interdisciplinary integration was also implemented to achieve contextualized, more meaningful learning.

Sambayon *et al.* (2023) strengthened the idea of using contextualized teaching and learning to improve learners' reading comprehension skills. Teachers must design learning materials and resources that are contextualized to help students score better on tests. Yasin *et al.* (2023), in their study, emphasized the significant improvement of the students' achievement in speaking in an experimental study using contextualized teaching and learning, which helped transition from a textbook-based curriculum to student-center approaches in teaching language subjects.

Because it was derived directly from learners' context, which included their cultural background, such as local texts, traditions, or community practices, meaningful and contextualized learning benefited Vygotsky's Sociocultural Theory by making knowledge more transferable and meaningful (Main, 2023). Salminen (2023) mentioned that contextualized learning happens when learners are able to process new information in relation to their own frames of reference. By involving the learners in activities that emphasize real-world contexts or applications it can speed up the learning process overall.

3.2.2.3 Adaptive Classroom Practices

Another emerging theme on the strategies to overcome setbacks was adapting to approaches that teachers used to adjust to the diverse needs, abilities, interests, and learning styles of students.

"...ginagawa ko siyang habit, ginagawa ko siyang routine para hindi... nafefeel ng mga students na hindi siya mabigat para sa kanila. So parang ina-try ko na maging part na siya ng kanila pag Filipino tayong ganito talaga tayong class. Sinasali ko siya sa aking orientation na pag Filipino 10, mayroon talaga tayong ganito speaking. I will let you speak. May time talaga na mag-express ka." (IDI4-S2e)

(...I make it a habit; I make it a routine so that students do not feel like it is not a burden for them. So it seems like I am trying to make it a part of them when it is Filipino time; we are really like this in class. I'm including it in my orientation that when it is Filipino 10, we really have this speaking activity. I will let you speak. There is really no time for you to express yourself.)

"...what I did was I really set a time in the on the screen, they can see talaga one minute for the basic information. Then I already provided na what to shade, for example, because I also had got I would I took a lot of time in the writing of the names and basic information because hindi nila they have a lot of questions." (FGD12-S2e)

(...what I did was I really set a time on the screen, so they can see one minute for the basic information. Then I already provided what to shade, for example, because it would take a lot of time in the writing of the names and basic information, because they have a lot of questions.)

"Yung stratehiya na akin ginagamit upang masiguro kung makilahok talaga sila ay dapat unang-una bilang guro dapat energetic ka. The way you discussed there in front. Para siyempre hindi sila makatulong yung attention span nila nandoon pa rin sa iyong buong klase. Gawing interesante din, if ever ang talakayan nyo is magkukwento, dapat garwin mong interesting yung magkukwento." (IDI2-S2f)

(The strategy that I use to ensure that they really participate is that first of all, as a teacher, you must be energetic in the way you discuss with them in front. Of course, so that their attention span is still there in your whole class. Make it interesting too, if ever your discussion is a story, you should make the story interesting.)

"What I did last school year was that I really parang modified some of the activities would really help that student also to at least try to hit the objectives, especially with the other macroskills na mga objectives." (FGD12-S2d)

(What I did last school year was that I really modified some of the activities that would really help that student also to at least try to hit the objectives, especially with the other macroskills' objectives.)

"Kapag medyo kulang sa oras, dapat marunong ka talaga na flexible ka as a teacher. Kailangan mong siguruin na dapat maibigay mo pa rin yung paksa na yun kahit na may time constraint. So kailangan mo talagang planuhin kaya nga may tinatawag tayong lesson log kasi sa tingin mo medyo kulang na sa oras, dapat i-adjust mo yun." (IDI2-S2f)

(When you are a little short on time, you have to really know how to be flexible as a teacher. You have to make sure that you can still teach that topic even if there's a time constraint. So you really have to plan, that is why we have something called a lesson log, because if you think you are a little short on time, you have to adjust that.)

The last emerging theme in the strategies to overcome the challenges was adaptive classroom practices. First IDI4-S2e presented the ways to establish classroom routines for speaking, while FGD12-S2e showed routines for writing the Learning Activity Sheets (LAS). IDI2-S2f demonstrated another strategy that used energy and made lessons interesting to sustain participation during the teaching-learning process. FGD12-S2d and

IDI2-S2g also pointed out that there was flexibility in lesson log and time adjustments whenever it was necessary so as to ensure quality in the teaching-learning process.

Despite time and workload constraints, the teachers have ensured they delivered the lessons well to the students. Through their adaptive practices in the classroom, the teachers learned to adjust their instruction to meet the needs of students and the curriculum, significantly improving academic performance (Shahzadi, Hussain, and Ahsraf, 2024). Leek *et al.* (2024) further suggest that, while the curriculum imposes time constraints on teachers, the lived experiences of both teachers and students reveal a more fluid, negotiated time. This means that there is flexibility in adapting the use of time to align with the goals and needs of the curriculum implementation.

This strategy supported Schon's Reflective Practice Theory as teachers encountered challenges due to time constraints. After classes, they had the opportunity to reflect on their practices, allowing them to think critically of ways to adapt and be flexible, and this was the reflection-on-action of the theory (Schon, 1983). By reflecting, the teachers will be able to think of solutions for future implementation of the lessons. In the study conducted by Lefebvre *et al.* (2023), results showed that teachers who utilized reflection-on-action were able to examine the elements that made up their teaching situation and developed an understanding to change their teaching to improve it, thus contributing to the quality of teaching and learning support.

3.3 Insights of Language Teachers Teaching the Language Subject Following the CVIF-Dynamic Learning Program

Table 3 presents the participants' insights as language teachers following the CVIF-DLP. The responses for the challenges yield the following themes:

- 1) Teacher Support and Adaptability Strengthening,
- 2) Independent and Collaborative Learning Advancement, and
- 3) DLP Instruction and Research Intensification.

Table 3: Insights of Language Teachers Teaching the Language Subject Following the CVIF-Dynamic Learning Program

Emerging Themes	Core Ideas
Teacher Support and Adaptability Strengthening	Need for adequate preparation and workload balance
	Encourage collaboration and peer support among teachers
	Promote continuous training for flexibility and innovation
Independent and Collaborative Learning Advancement	Provide more strategies to support independent learning
	Address individual persistent writing and grammar difficulties
	Strengthen confidence-building and collaborative activities
DLP Instruction and Research Intensification	Maximize DLP for more meaningful instruction
	Encourage more research on DLP's impact on language skills

3.3.1 Teacher Support and Adaptability Strengthening

When implementing CVIF-DLP, some participants recommended strengthening the support to teachers and giving opportunities for teachers to be adaptable.

"Ah kung mag-DLP, dapat prepare gyud ahead... prepare ahead of time and manage your work lang." (IDI3-S3a)

(If you implement DLP, you should be prepared ahead... prepare ahead of time and manage your work.)

"Plan Plan, plan, plan plan. [crowd: plan] Plan talaga sa keyword plan[mutter] sa plan talaga magstart." (FGD1-S3a)

(Plan Plan, plan, plan plan. You really need to plan, keyword plan. I would really start by planning.)

"Natutunan ko rin na makihalubilo sa mga kapwa ko guro kailangan ko makisama sa kanila lalo na kung sila yung aking facilitators." (IDI2-S3b)

(I also learned to interact with my fellow teachers... I need to get along with them especially if they are my facilitators.)

"Number one patience is a virtue yun. Because if you are not used to CVIF-DLP, it will really test your patience okay so patience is very very important. Number two be open-minded as a teacher, because once you start implementing DLP, maybe at first you might not find uh its effectiveness or what, but later on you will realize that uh it's actually a big help, not just to the students, but also to you as a teacher. And ah number three always be willing to learn. Uh Innovate. Yeah, because after all as teachers, our main goal is to really help our students learn. (IDI7-S3d)"

(Number one, patience is a virtue because if you are not used to CVIF-DLP, it will really test your patience. Patience is very important. Number two is to be open-minded as a teacher because once you start implementing DLP, maybe at first you might not find its effectiveness, but later on, you will realize that it is actually a big help, not just to students but to you as a teacher. Number three is always be willing to learn – innovate – because after all, as teachers, our main goal is to really help our students learn.)

"For language teachers, I think you must have the heart for the program because everything else will follow. Everything else will, I mean, you get to explore, you will strategize, you need to think of what is best for the students, so I think, yeah, you must have the heart for the program to be able to implement it effectively." (FGD11-S3b)

(For language teachers, I think you must have the heart for the program because everything else will follow. You get to explore, you will strategize, you need to think of what is best for the students, so I think you must have the heart for the program to be able to implement it effectively.)

Teacher support and their adaptability strengthening was the first theme from the insights of the participants. IDI3-S3a and FGD1-S3a presented that there was a need for adequate planning and workload balance in implementing the learning program. IDI2-

S3b also demonstrated that collaboration and peer support among teachers were encouraged, especially when these teachers were the subject facilitators. IDI7-S3d and FGD11-S3b revealed that teachers should promote continuous training in flexibility, strategies, and innovation while teaching, following the CVIF-DLP, to support students better. Commitment to learning and exploration would benefit both teachers and learners within the learning program.

CVIF-DLP is a student-centered learning program with a structure different from traditional learning. Thus, school administrators must support teachers by providing sufficient time for preparation, encouraging teacher collaboration, conducting training on the existing learning program, and fostering continuous flexibility and innovation in teaching (Mijares, Molina, and Rovner, 2023). Research shows that investing in faculty support is a guarantee of high-quality education, as teachers are the key determinants of successful learning, creative and innovative efforts, and educational democratization (Hermawan, 2025).

Reitman and Karge (2019) emphasized that teacher support has contributed significantly to teacher retention. Thus, planned professional learning for all educators is beneficial not only for teachers themselves but also for students and the institution. Barton (2020) further noted that teachers should have avenues to collaborate, innovate, and create in relation to student learning. If these happen, teacher efficacy increases, and the benefits of this gradually transfer into the classroom.

3.3.2 Independent and Collaborative Learning Advancement

The participants also shared how CVIF-DLP strengthened independent learning and collaborative learning.

"DLP really does promote independent learning...mas ma-appreciate gyud sa students ang lesson kay ma-retain man nila while nagasulat." (IDI1-S3d)
(DLP really does promote independent learning... students better appreciate the lesson because it can be retained while writing.)

"Mas nagiging impactful ang kanilang experience sa language kasi I think because they are allowed to learn the topic and the language by their own." (IDI4-S3c)
(Their experience in the language is more impactful because they are given the opportunity to learn the topic on their own.)

"So it's really helpful for me as a teacher because I also get to align my ideals by teaching. Na hindi na ako ang source, main source of the knowledge, should be from them, should be they are the ones responsible for discovering their own learning." (FGD12-S3b)
(So it's really helpful for me as a teacher because I also get to align my ideals by teaching that I will no longer be the main source of the knowledge, and it should be from them. They should be the ones responsible for discovering their own learning.)

"...so, the DLP enhances their language learning kay they always write. And ma-follow nila writing styles sa teachers. Ma-remember nila ang mga paunsa gi-use ang mga punctuations and also when they write on their own, murag murag ma-adapt nila the way we write the concept notes as well." (IDI1-S3c)

(...so the DLP enhances their language learning because they always write, and they can follow the writing styles of the teachers. They could remember on how to use punctuations and also when they write on their own, they could adapt the way teachers write the concept notes as well.)

"For example, may kami tinatawag na spoken poetry, yung mga talumpati, yung pagsasadula sa harapan, kung saan talagang matutukan namin bilang guro kung paano nag-improve ang kanilang pagsasalita sa harapan at yung kanilang confidence." (IDI2-S3c)

(We have something called spoken poetry, and speeches, stage play, where we as teachers can really observe how their public speaking and their confidence have improved.)

"The program is not just about developing competent, "ah magaling" but also, especially in the school is developing a character, character more on character building. The CVIF the program also to let the students this is your to parang analyze bah they have to responsibility...it help them really learn by themselves to learn also na though independent learning, they still have to collaborate to other with other students." (FGD10-S3c)

(The program is not just about developing competence, but also character building. In the CVIF program, it is for them to realize they have embraced responsibility on their own learning... it helps them really learn by themselves and to learn also that despite the independent learning, they still have to collaborate with other students.)

The second theme was the advancement of independent and collaborative learning. IDI1-S3d, IDI4-S3c, and FGD12-S3b presented appreciation for the strategies the learning program provided to support independent learning, and these activities and strategies may be further strengthened. IDI1-S3c showed the learning program's ability to address individual persistent writing and grammar difficulties; students had the tendency to adapt the writing style and grammar of the LAS, which would highly benefit learners. IDI2-S3c demonstrated how activities that build confidence and provide collaboration to students can be strengthened in the learning program. FGD10-S3c added that confidence and collaboration were essential in the character formation of students.

CVIF-DLP aims to develop students with independent and collaborative skills (Bernido and Bernido, 2019). Several participants of this study have confirmed how the LAS and the learning program's structure have promoted students' independent learning. Hockings *et al.* (2017) stressed that the most powerful influence on the students' independent learning was the support, collaboration, and advice of other (more

experienced) students. Therefore, teachers may give more opportunities for students to collaborate by ensuring activities that promote interaction and engagement.

In the lens of Lev Vygotsky's Sociocultural theory, this insight is being highlighted as Vygotsky viewed learning as a social process (McLeod, 2025). Learning takes place when learners have the opportunity to interact with others in the environment through social interaction, active learning approaches, and cooperative learning techniques (Erbil, 2020). Therefore, teachers should be more intentional about increasing students' collaboration by including activities that develop it. For the independent learning activities, the CVIF-DLP through the parallel classes scheme and the activity-based domain through the use of LAS, these activities themselves help students develop independent learning as they navigate LAS on their own. However, for collaborative activities, teachers should strengthen the design of activities, giving students opportunities to interact with peers.

3.3.3 DLP Instruction and Research Intensification

The participants have revealed that there was a positive impact on the intensification of CVIF-DLP in the teaching-learning process.

"...now my discussions have become more meaningful and more direct to the point because as I enter the classroom, I know exactly what to teach my students. And before to kill the time, I would tell my students some stories, integrate some stories, and my lectures, just to entertain them. But today with the CVIF DLP. I can no longer do that. I will teach them only the lessons that they need to learn. So, and every time that I end my class, I always feel uhm satisfied and fulfilled." (IDI7-S3b)

"Yah yung concept na less is more. Ano lang siya balik kalang duon sa basic. Once you know the basic pwede na they can use it para gamitin nila sa more complex task. So dapat alam lang nalang talaga nila ang basic so pagmedyo na halimbawa alam mo na marami kang lessons na ganito ganyan point mo lang talaga ano yung basic na dapat nilang matutunan na alam mo naman na they can use that basic para ma-tackle ang more complicated task." (FGD5-S3d)

(The concept that less is more. I will just go back to the basics. Once you know the basics, they can already use it to accomplish complex tasks, so they should just know the basics. If you have a lot of lessons that are complex, you just need to point out the basic aspects that they need to know that they can use to tackle more complicated tasks.)

"LAS itself is if done effectively, yun nga sa loop palang niya effective talaga siya. I think the impact of this for me is to think of creative strategies in teaching the language in English itself, because yun nga you need to ano bah mag-effort pud ka." (FGD7-S3a)

(LAS itself, if done effectively, it is really effective. I think the impact of this for me is to think of creative strategies in teaching the language in English itself, because you need to put your effort into it.)

"We need more research published research about the effectiveness of the CVIF - Dynamic Learning Program and its effectiveness in improving the linguistic abilities of the students... Nothing much was written about its effective effectiveness in the language subjects." (IDI7-S3a)

(We need more published research about the effectiveness of CVIF - Dynamic Learning Program in improving the linguistic abilities of the students... Nothing much was written about its effectiveness in the language subjects.)

"And then explore more ways of research for strategies that are effective, benchmark from other schools, and you must have a teachable heart to be able to employ those or grasp those experiences they have shared with you." (FGD11-S3c)

The last theme on the participants' insights was DLP instruction and research intensification. IDI7-S3b, FGD5-S3, and FGD7-S3a presented the insight that maximizing the learning program would lead to more meaningful instruction. IDI7-S3a demonstrated that more research on CVIF-DLP's impact on language skills should be conducted. FGD11-S3c expressed how teachers should expose themselves to research to help them implement the program effectively.

In general, the participants have seen the benefits of this learning program. They observed how the learning program has benefited the students, not only in their academic achievement but more so in their positive behavioral development. Bernido *et al.* (2014) noted that this learning program was specifically designed for Filipino students, especially those from underprivileged backgrounds. Nationwide, more than 1,000 schools, both private and public, have been implementing the said learning program. In 2025, the Department of Education made a nationwide rollout of this learning program for pilot testing in schools to improve education in our country (DepEd, 2025).

To further strengthen instruction, some participants recommended more research on CVIF-DLP, especially regarding students' linguistic abilities following the CVIF-DLP. Austin (2016) emphasized that educational research benefits teachers by helping them find solutions to specific classroom or school problems and improving their understanding of the professional and policy context, enabling them to teach and lead more strategically and effectively. By adding more research on the teaching-learning process following the CVIF-DLP, both qualitative and quantitative research, and from both students' and teachers' perspectives in other disciplines or subjects, would surely help in implementing this learning program.

4. Implications and Concluding Remarks

4.1 Implications for Practice

The study examined the experiences of language teachers in implementing the CVIF-DLP. The findings of this study yielded several implications for practice in teaching English and Filipino subjects in basic education, primary and secondary education, while implementing the learning program.

First, the study highlighted the theme, *Adequate and Intensive Preparation and Lesson Design*. This enabled teachers to design more effective teaching and learning processes in line with the CVIF-DLP. This implies that language teachers may employ rigorous preparation in creating the learning materials and in designing the lesson flow for each session. In practice, teachers may allocate considerable time to crafting a high-quality Learning Activity Sheet (LAS). It is recommended to consider the learners' cognitive load in crafting the LAS. Furthermore, the master or expert teacher may prepare the lesson flow for each session in advance and prepare the materials needed for that lesson before conducting the actual class. With this, it is recommended that institutions implementing the learning program provide institutional support for teachers' loading and scheduling. By doing adequate and intentional preparation, the teacher with administrative support will be able to facilitate a smooth flow of the teaching-learning process.

Second, another theme highlighted in the strategies was *Adaptive Classroom Practices*, which emphasized the importance of flexibility and adaptability in teaching practice following the CVIF-DLP. Although the learning program follows a classroom structure, it also gives teachers the flexibility to adapt when needs arise. This implies that teachers may use strategies amid classroom constraints and challenges. As language teachers, we may face several challenges, such as limitations in teaching macro skills, time and workload constraints, and issues with student motivation and engagement. However, it is recommended that teachers be professionally reflective on the challenges that may arise along the way and consider flexible, adaptable solutions, such as instructional adaptations for skill development, meaningful and contextualized learning, and adaptive classroom practices, to ensure quality teaching and learning. Institutions may also give opportunities for professional development on reflective practices.

Third, the study has highlighted the theme of *Promotion of Independent and Self-Paced Learning* in the experiences. Educators may apply independent learning by having a comprehensive understanding of the learning program process. As designers of the learning materials, the teachers may be able to design the lessons that would allow students to discover learning on their own such as ensuring a well-crafted Learning Activity Sheets (LAS), considering the learners' cognitive capacity, and giving opportunities for students to apply learning without the aid of teachers through formulating quality questions on the checking for understanding and any other activities.

The study's findings showed the theme: *Positive Classroom and Learning Outcomes*. To maximize the benefits of the learning program, it is recommended to have a

comprehensive understanding of the four nonnegotiables of the program, particularly (1) Parallel classes scheme; (2) Activity-based multi-domain learning using Learning Activity Sheets (LAS); (3) In-school Comprehensive Portfolios; and (4) Strategic study/rest period. To achieve this, professional development training for teachers and administrators may be conducted for their complete understanding and proper application. It is recommended that school administrators emphasize support for teachers by providing them with enough time to grasp the learning program, encouraging teacher collaboration, and conducting training on the existing learning program to foster continuous teaching flexibility and innovation.

Lastly, the study highlighted the strategies for the themes Meaningful and Contextualized Learning and *Independent and Collaborative Advancement*. The learning program is structured to intentionally reduce the time for expert teacher lectures; therefore, teachers are given opportunities to design the class by incorporating independent and collaborative activities. The teachers may practice meaningful contextualization in collaborative activities, allowing students to engage in productive peer interactions and experience real-world contexts as they work.

In accordance with the United Nations' Sustainable Development Goal (UNSDG) #4: Quality Education, educational stakeholders, such as the Department of Education, may prioritize teachers' professional development, research, and educational improvement. This may enable educators to use successful teaching methods, such as the CVIF-Dynamic Learning Program, when such a priority is given. In this way, the nation's education system can promote inclusive and equitable quality education and help reach the global educational goal if teachers implement learning programs, such as DLP, effectively.

4.2 Implications for Future Research

This study covered the lived experiences of the language teachers following the CVIF-Dynamic Learning Program. These experiences, coping strategies, and insights were revealed by 20 teachers from private schools in Davao Region who are implementing the learning program, and the results could be helpful to other educators experiencing the same phenomenon as the participants. While every subject area has its own goals and objectives, challenges could also differ by each area. Thus, it is recommended to explore the lived experiences of teachers in other subject areas following CVIF-DLP. Furthermore, the context and needs differ from those of private schools and public schools; qualitative research may also be explored in the context of public school teachers following the learning program.

Second, while there are studies on students' responses and perspectives under the CVIF-DLP, most are quantitative. Thus, it is recommended to explore qualitative research on students' experiences, especially on how the CVIF-DLP has improved students' linguistic abilities. Further qualitative research can also explore the impacts of other subject areas on students as participants in the study.

While there are existing quantitative researches with students as the respondents, they are more on variables like academic achievement, rapport, and student-teacher engagement, it is recommended to conduct quantitative research studies on the effectiveness of the utilization of well-crafted learning activity sheets (LAS) by employing “chunking” of lessons in variables like retention, learning gain, cognitive load, and metacognitive strategy. Also, conducting further research on aspects of collaboration, such as cooperative learning and peer interaction, and on aspects of independent learning, such as learner autonomy or self-directed learning. For teachers as respondents, it is recommended that quantitative research be conducted on teacher support, feedback, flexibility, teacher preparation, self-efficacy, teacher effectiveness, and motivation.

4.3 Concluding Remarks

The researcher has discovered these teachers' dedication to making the teaching-learning process worthwhile. They ensured that, despite the challenges of teaching the language subjects, they showed resilience in creating a classroom with meaningful experiences for students. Taking time to prepare intensively and to give authentic feedback for student improvement, being flexible in the face of classroom challenges, shifting from traditional to process-based instruction, and post-reflection on ways to improve teaching and solve problems are examples of how dedicated these teachers are to the teaching profession following the learning program.

Also, the researcher has learned how students are really capable of learning on their own. With the right design of learning materials and teacher-created learning flow, learners can learn independently. Educators have to take into consideration students' cognitive load. Therefore, being intentional about chunking lessons, as CVIF-DLP is trying to emphasize, may make quality learning and learner autonomy more evident.

Lastly, the researcher has come to realize that despite the crisis in achieving quality education in the country, there is hope. Exploring the CVIF-DLP may be our best hope for achieving quality education in our country. The implementation might be a drastic adjustment at first for both teachers and students due to the rigor of the learning program; positive results might not be evident in the initial implementation, but by remaining hopeful and putting one's belief in it, as Richelle Goodrich said, *“We reap the fruit of the seed we sow.”*

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About the Author(s)

Farrah Jane L. Silva is a graduate school student of the Professional Schools, University of Mindanao, Davao City, Philippines. She is an educator at the Junior High School Department of Davao Christian High School, V. Mapa Campus, Philippines.

Jocelyn B. Bacasmot (PhD) is a graduate school professor of the Professional Schools, University of Mindanao, Davao City, Philippines. She is the Dean of the College of Education at the same university.

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