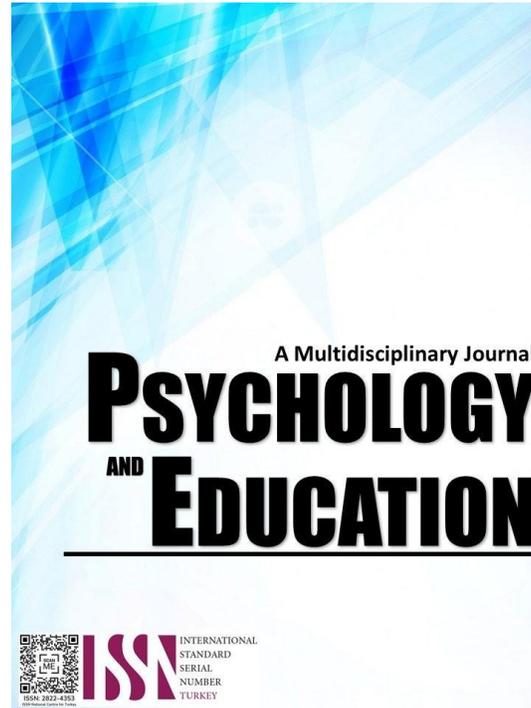


CHALLENGES ENCOUNTERED BY TEACHERS IN TEACHING EL FILIBUSTERISMO AND THE DEVELOPMENT OF INSTRUCTIONAL INTERVENTION MATERIAL



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Challenges Encountered by Teachers in Teaching *El Filibusterismo* and the Development of Instructional Intervention Material

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Abstract

This study aimed to explore the challenges teachers face and the practical strategies they employ in teaching the novel *El Filibusterismo* in the Division of Zambales during the School Year 2024–2025—the analyzed responses served as the basis for the development of instructional or intervention material. Using a phenomenological approach and thematic analysis of the participants' narratives, the researcher identified five significant challenges faced by teachers in teaching the novel: students' lack of interest in reading, limited vocabulary skills, insufficient and inappropriate instructional materials such as textbooks, the difficulty of implementing contextualized instruction, time and curriculum constraints, and limited technological skills and institutional support. From the collected and analyzed experiences of teachers regarding how they address these challenges, several themes emerged: establishing meaningful connections between the text and students' lived experiences, employing modern technology and creative formats, and using collaborative and reflective teaching methods. The study also triangulated teachers' responses with those of their students regarding their experiences with their teachers' instructional practices. Results revealed parallel insights: students also noted their lack of attention in reading and emphasized the importance of contextualized examples to deepen and enrich discussions. Practical approaches included collaborative activities, linking lessons to real-world contexts, and interactive strategies that used technology. Finally, the study recommends the use of the researcher-developed instructional analysis of *El Filibusterismo*, an intervention material, aligned with the new curriculum and focused on contextualization and innovative teaching methods, as a response to the challenges identified. It is also recommended that the material be reviewed to determine its effectiveness. Furthermore, future research is encouraged to continue strengthening the Filipino discipline, particularly through studies that focus on specific literary works.

Keywords: *El Filibusterismo, teaching challenges, phenomenology, contextualization, instructional materials*

Introduction

Everything changes except change itself, and among these changes is the growing emphasis on improving the teaching of literature. According to the K–12 Curriculum of the Department of Education (DepEd) for Grade 10 Filipino during the fourth quarter, students are expected to demonstrate an understanding of a Philippine literary masterpiece. This masterpiece is Rizal's second novel, *El Filibusterismo* (1891), a historically significant work. Because it was written more than a century ago, many students struggle to comprehend Rizal's language, which affects their reading and understanding of the text.

The continued inclusion of Rizal's works in the curriculum is anchored in Republic Act 1425, further reinforced by DepEd Order No. 6, s. 1995, which mandates the teaching of his writings in secondary schools. This aims to cultivate among Filipinos a renewed commitment to the principles of patriotism embedded in the curriculum. One of the expected competencies among students is the ability to examine the ideas presented in the text. However, such analysis becomes difficult if students do not, or cannot, read the material. Under the revised K–10 Curriculum, the study of rich literary texts, such as *El Filibusterismo*, remains central to developing interdisciplinary knowledge.

It has also been observed that many students prefer watching films over reading or analyzing books. Students' declining interest in reading lengthy texts such as novels significantly affects their academic performance, especially in subjects that require close reading, such as Filipino (Cortez, 2021).

This raises an important challenge: How do teachers meaningfully teach and help the modern generation appreciate the work of our national hero, Dr. Jose P. Rizal? It is undeniable that students' interest in reading literary works is diminishing, given the many new technologies that compete for their attention. Thus, teachers must use varied strategies and approaches to capture students' engagement with Filipino literature. The use of multimedia in instruction has also been recommended to encourage students to read and study literary works (Dela Paz, 2022).

Cortez (2021) found that teachers of Filipino literature face significant difficulty in motivating students to read lengthy literary texts. Juliano (2019) further emphasized that teachers must not only guide and mentor students in their study of literature but also possess an appreciation for various genres of literary art. This is more attainable when teachers are equipped with effective teaching methods. Santiago (2020) also highlighted the importance of teachers embracing changes in the educational landscape. While these changes evolve constantly, the benefits and challenges of teaching remain.

This study aims to identify and explore the challenges teachers encounter as a basis for developing an effective analytical framework for teaching *El Filibusterismo*. Such a framework will serve as a guide for teachers in analyzing the novel and increasing student

engagement.

Research Questions

This study sought to explore and identify teachers' experiences and perspectives in teaching *El Filibusterismo*, with the aim of addressing the challenges they face, improving teaching strategies, and contributing to the development of a teacher's guide for the novel. To achieve this goal, the study aimed to answer the following research questions:

1. What challenges do teachers encounter in teaching *El Filibusterismo*?
2. What approaches and strategies do teachers use to overcome or address these challenges in discussing the novel?
3. Based on students' experiences, what do they perceive as the major challenges faced by their teachers in teaching *El Filibusterismo*, and how do their teachers address them?
4. How can an analysis of teachers' experiences contribute to the development of an intervention material for teaching *El Filibusterismo*?

Methodology

Research Design

The study employed a qualitative research design with a phenomenological analysis. A qualitative study is intended to explore information and data in depth. It likewise aims to present viewpoints and lived experiences related to a particular phenomenon. This approach also assists in understanding the challenges, experiences, and the reasons behind them (Creswell, 2013).

A qualitative phenomenological design was deemed appropriate for this research to determine and explore teachers' experiences in teaching *El Filibusterismo*, with emphasis on the challenges they encounter and the strategies they use to overcome them. Through qualitative inquiry, the study focused on the lived experiences of teachers in the Division of Zambales as they taught students belonging to Generation Z. In addition, the study sought to describe and present teachers' views regarding the significance of the novel and its writing style.

Participants

Selecting 5 to 25 participants in qualitative research helps the researcher establish closer interaction with them, resulting in more open and direct communication. It also limits the possibility of bias and ensures the validity of the study.

Participants were identified through purposive sampling, a procedure that ensures those chosen have firsthand experience teaching *El Filibusterismo* and can meaningfully share their challenges and successes. Patton (2015) described this as a method focused on selecting individuals capable of providing rich, relevant information about the research problem.

Participants were chosen based on the following criteria:

Teachers of Filipino and *El Filibusterismo*;

Assigned in the largest secondary schools;

Teaching during School Year 2024–2025;

With at least three years of teaching experience.

For the student participants who would take part in the focus group discussion as a form of triangulation, they must:

Be among those previously interviewed; and

Come from different performance levels (outstanding, average, and below average).

Instrument

The teacher-participants underwent in-depth interviews (IDI), while the students participated in a focus group discussion (FGD) to ensure effective data gathering. According to Creswell (2013), an interview is a form of verbal discourse between an interviewer and an interviewee, whether in a group or one-on-one setting. The researcher developed interview questions grouped into three areas: teacher challenges, teacher successes, and student experiences in teaching and learning *El Filibusterismo*. These questions were modified based on Peñeda's (2021) study, which likewise explored teachers' experiences to highlight their relevance in improving instruction.

Before conducting the interviews, the instrument underwent validation. Interviews were conducted in person and, when necessary, via online platforms such as Zoom or Google Meet.

Procedure

Data were collected using various methods, such as interviews and documentation (Creswell, 2007). In qualitative research, it is not

necessary to gather data from the entire population; rather, a sample must be selected based on the research questions (Creswell, 2013).

The first step involved the researcher sending request letters to the Division of Zambales and separate consent letters to the participants. This was followed by the conduct of in-depth interviews (IDI) with the teacher-participants and, when necessary, focus group discussions (FGD) to further explore the challenges and successes teachers experienced in teaching *El Filibusterismo*. Supplementary data were also collected to strengthen the quality and integrity of the collected information. All gathered data were then processed and organized by the researcher.

Data Analysis

The study used thematic analysis to understand teachers' experiences in teaching *El Filibusterismo*. The analysis was based on participants' responses, where data were carefully organized and examined for emerging themes. Coding was also used to classify and categorize the responses of both teachers and students. The findings were then written and presented in a table for further examination.

Ethical considerations formed part of the entire process to safeguard the well-being of all participants. The challenges identified from the teachers' experiences served as the basis for developing an effective analytical framework for teaching the novel *El Filibusterismo*. In qualitative research, data coding refers to marking specific portions of text related to the study's topic (Khan, 2020).

Results and Discussion

In this section, the data gathered from the respondents are presented using tables. These data have been analyzed and interpreted to clarify the research questions posed in the first chapter of this study.

Challenges Experienced by Teachers in Teaching *El Filibusterismo*

Table 1. Challenges of Teachers in Teaching *El Filibusterismo*

<i>Open Codes (Verbatim Responses)</i>	<i>Axial Codes (Sub-Themes)</i>	<i>Themes (Emergent Themes)</i>
Tamad, di mahilig magbasa at mahina ang pag-unawa sa binasa. – Guro 1, 3, 5, 16 Hindi interesado, hirap hikayatin ang mga bata sa binabasa; parang walang pumapasok sa isip nila. – Guro 2, 9 at 17 Nahihirapan silang kumuha ng kaisipan mula sa binasa. – Guro 7 May mga estudyanteng mahina bumasa at umunawa sa binasa. – Guro 12 Malalim at makalumang wika kaya hirap ang mag aaral. – Guro 13 Walang libro, TV, at kulang sa kagamitan. – Guro 3, 4, 8 Walang libro, kaya nagpapapanood na lang. – Guro 5 Ang pinagbabatayan, ako ang ginagamit ko sa private mas akma siya. Hamon talaga ang pagbabatayan. Guro 10 Hirap ang bata na maiugnay ang mensahe sa kasalukuyan. – Guro 5, 7, 12 Kulang ang kaalaman sa simbolismo at alegorya. – Guro 10 at 13 Mahirap talakayin ang mga temang politikal at panlipunan. – Guro 14, 15	Kakulangan ng interes sa pagbasa Mahina ang kasanayan sa pagbasa Kakulangan sa batayang aklat Kakulangan sa mas malalim na pagsusuri Hirap sa politikal at panlipunang tema Sobrang dami ng learning objectives para sa limitadong oras Limitadong teknolohikal na kagamitan Kakulangan sa pagsasanay sa pagtuturo ng panitikan	Kawalan ng interes sa pag unawa sa binasa Kakulangan sa kagamitang panturo Hamon sa pagkontekstwalisasyon ng aralin Limitasyon sa oras at ginagamit na kurikulum Kakulangan sa kakayahang teknolohikal at institusyonal na suporta
Di natatapos ang MELC; minamadali ang pagtuturo. – Guro 9, 12 Di natatarget ang mga layunin dahil sa dami ng gawain, hamon din ang paghahanap ng akmang kagamitan sa kurikulum. – Guro 10 at 14 Hindi sunod-sunod ang competencies, nakakalito sa bata. – Guro 18 Walang internet at kulang sa TV at projector. – Guro 5, 6, 12 Di sanay ang ilang guro sa teknolohiyang pagtuturo. – Guro 14 Walang sapat na pagsasanay at pagsasalin na makalumang konsepto sa bagong paraan. Guro 13 Palipat-lipat ng klasrum, di magamit ang tech nang maayos. – Guro 9 Hindi aligned ang mga textbook sa competencies. – Guro 18 at 19		

Based on the thematic analysis conducted on the first research question, five major themes were identified, as presented in Table 1.

First Theme – Lack of Interest in Reading

From the majority of responses of the participating teachers (Guro 1, 2, 5, 6, 7, 12, 13, 16, and 17), it emerged that students lack interest or motivation in understanding the text, especially the novel. This also explains why their comprehension is often inadequate. During both short and extended periods of teaching, teachers struggle to capture students' attention, as they show little enthusiasm for reading, which creates a challenge in teaching the novel. Selected statements from participants include:

“Malalalim na salita madalas ay mahirap maipauunawa sa mga mag-aaral dahil mahina din sila gramatika.” Guro 1

“Yung pag-intindi sa binasa, oo grade 10 mayroon kasing mga bata na di interesado sa binabasa, parang ewan ko ba di yata

pumapasok sa isip nila yung binabasa nila.” Guro 2

“Kasi ang bata ngayon tamad nang magbasa. Ang challenge don ay di sila mahilig magbasa at di lahat naiintidihan ang binabasa at iba-iba ang mga bata.” Guro 5 at 6

“Unang una napakahirap sa mga bata na hikayatin o hubugin sila lalong-lalo na kapag pinag-usapan natin ang nobela, na sadyang mahaba yan, kay hinikayat ko sila na basahing mabuti, namnamin.” Guro 9

“Syempre kunin mo ang kawilihan, kailangan kiltiin mo sila, dahil ang mga bata ngayon di na po nagbabasa, lalo na nobela ito, napakatiry nang magbasa ng ng Tagalog, mahabang-mahaba.” Guro 17

“Hamon talaga yung kasanayan nila sa pagbasa ng mahahalagang teksto.” Guro 7

“Kailangan gumamit ng teknolohiya, ICT kasi pag walang ganoon nahihirapan sila, parang tinatamad lalo na pag sinabi nitong, EL Fili mahaba, tapos malalalim na wika ang ginagamit, so mejo hirap silang unawain, kaya kailangan gamitan ng estratehiya na mahihikayat.” Guro 12

There are multiple factors contributing to students' limited reading skills, including numerous distractions that reduce their interest. Consequently, teachers devote significant time devising methods to engage students in ways that align with their preferences.

In contrast, Sanggawa et al. (2024) found that students exhibited high reading comprehension, meaning they could understand texts independently without teacher guidance. These students read efficiently and learn quickly. According to experts, proficient readers are able to comprehend sentences and possess a broad vocabulary.

According to Tugano (2021), in the 21st century, one of the major challenges in Philippine education is teaching historical novels to the so-called Generation Z. The reading of Rizal's novels has been passed down through generations of Filipinos. Historically, Generation X was the first to be formally exposed to Rizal's novels.

Rizal's literature is largely undervalued in contemporary society. This disregard is evident not only among the youth but also among adults and older generations. In modern society, this trend is particularly observable on the Internet and social media, where youth prefer foreign literature and show little appreciation for local works (Ilano, 2022).

According to Alcantara, as cited in Juarez (2015), when a child lacks key factors that affect reading—such as knowledge, interest, motivation, environment, and learning strategies—their reading ability is limited. Therefore, teachers must employ effective reading strategies to enhance students' skills.

Cortez (2021) noted that modern technologies influence students, who are now visually oriented and less inclined to read books. Consequently, their interest in traditional written texts declines, whereas they show high visual engagement with content that offers sensory experiences. Most students, when asked, prefer watching films over analyzing and reading books. The lack of interest in reading long texts, such as novels, negatively affects academic performance, particularly in subjects that require reading, like Filipino.

Second Theme – Lack of Teaching Materials

Following the challenge of capturing students' interest and comprehension is the difficulty teachers face due to inadequate teaching materials, such as textbooks. Analysis of responses from teachers with 5 or more years of service revealed difficulties with modern technology, partly due to insufficient resources such as TVs and books. Some teachers do not use basic textbooks at all, often conducting their own research, preparing questions, devising strategies, and using various online resources, which consumes additional preparation time to ensure effective teaching.

“Wala silang libro, may klase ako na walang TV, pero thankful ako na nagkaroon na ng tv yung mga regular class pero limited pa rin.” Guro 3

“Wala talaga kaming libro kaya ginagawan na lang ng paraan nagpapanood o kaya nanghihiram.” Guro 5 at 6

“Isa sa mga kakulangan na naranasan ko sa paggamit ng makabagong dulong o estratehiya sa pagtuturo ay kawalan ng sapat na kagamitan sa loob ng silid-aralan, halimbawa ang telebisyon. Hamon na naranasan ko sa pagbuo ng kagamitang panturo ay kung paano kukuhinan ang atensyon o interes ng mga mag-aaral na sa palagay ko ay hindi sila maiinip.” Guro 8

“Kulang sa libro, ilang taon na akong nagtuturo sa DepEd, ngayong taon lang nagbigay ng libro na one is to one, alam mo parang sabi nga nila nu pero nagbigay lang sila para may magamit pero wala namang gabay na tanong na para mahasa yung mga bata sa pagbabasa ng nobela, as in nobela lang talaga siya, di tulad ng pinaproject ko sa kanila na buod na pero may mga tanong. Yung ginagamit ko the past few year buod pero maraming tanong.” Guro 17

“In terms of resources, ako din Talaga ang gumagawa kasi limitado ang oras naming. Naghahanap ng videos sa internet, gumagawa sa Canva.” Guro 18

“Ang problema ko ay resources, although may textbooks na binigay ang deped ito ay di aligned sa competency. Kasi sa competency

di sunod-sunod yung mga kabanata. May specific lang na ididiscuss sa aralin halimbawa sa mga tauhan so nagdudulot ng kalituhan sa mga mag-aaral.” Guro 19

“Ang pinagbabatayan, ako ang ginagamit ko sa private mas akma siya. Hamon talaga ang pagbabatayan.” Guro 10

Conversely, one teacher emphasized that teaching materials are not an obstacle, as they have developed their own analyses through years of careful study and research to facilitate effective teaching of El Filibusterismo.

Both teachers and students face challenges arising from the scarcity of reading materials, which affects literary analysis. Private schools may not experience this issue, while public schools often face resource shortages. Almario (2018) noted that book selection and purchase are often driven by commercialization, favoring simple, accessible versions of novels and neglecting the credibility and quality of texts intended for new learners.

Indeed, teaching quality and available resources are foundational for effective student learning. According to Salandanan (2013), educators began exploring the use of technology to enhance teaching models and broaden learning. The decision to employ technology promotes effective learning, ensuring a deeper understanding of teaching and learning theories. Teaching materials are essential tools that support teachers in facilitating students' comprehension, both academically and holistically. Teachers must be attuned to their students to identify appropriate activities and strategies, as student engagement enhances learning outcomes.

Saavedra et al. (2020) asserted that although teachers demonstrate high capability, continuous skill development is necessary to transition from traditional classroom instruction to modern virtual approaches. This study emphasizes not only teacher competence and perception but also students, as the focus of learning, particularly regarding teaching materials for Filipino subjects, which remain highly valued.

Third Theme – Challenges in Contextualizing Lessons

The third major theme involves contextualizing lessons from El Filibusterismo, including linking past events to the present, navigating numerous characters, and addressing complex themes such as politics, social issues, and historical violence. Teachers exercise caution in conveying each lesson's message, while students struggle to comprehend the text.

Contextualizing examples, activities, and contemporary events relevant to students is challenging, often compounded by limited teaching resources.

“Mahalaga na napapaliwanag natin ang konteksto ng panahon ni Jose Rizal, kasama ang mga isyung panlipunan at politikal na tinatalakay sa nobela na nagiging hamon kapag nakaligtaan.” Guro 5

“Pag-uugnay sa mga pangyayari sa akda lalo na sa kasalukuyang panahon.” Guro 7

“Siguro yung paglalapat ng mensahe sa kasalukuyang panahon yung mahirap.” Guro 12

“Yung pinakaheart ng akda na nakapaloob sa bawat nilalaman nito o mensahe na challenging din na palabasin sa mga bata.”

“Sa kakulangan, syempre kung gagawa ka ng makabagong estratehiya, sa strategy depende kailangan i-localize, kasi di naman lahat ng strategy ay pwede mong ilagay, dito sa amin halo-halo ang bata medyo may pagkacity kailangan gumamit ka ng about sa technology, ang problema marami tulad internet connection, tapos yung sa text o reading material, kaya ako nagpriprint lang din ako ng worksheets.” Guro 10

“Ang aking nararanasan ay pagsusuri ng malalim na simbolismo at alegorya at pagsusuri sa makalumang wika at malalim na talasalitaan at pag-unay ng tema sa kasalukuyang panahon. Kakulangan ng koneksyon sa makabagong panahon at pagpapaliwanag ng mga simbolismo at mensahe at kakulangan sa oras ng talakayan. Ang maituturing din na mahirap talakayin ay ang bahagi ng akda na may kinalaman sa malalim na kasaysayan o karanasan sa mga isyung panlipunan.” Guro 13

“Mahirap talakayin ang bahagi na may kinalaman sa pulitika at panlipunang tema tulad ng rebolusyon, kolonyalismo at reporma, na maaring di agad makita ng Gen Z sa kanilang buhay.” Guro 14

“Mahalaga na napapaliwanag natin ang konteksto ng panahon ni Jose Rizal, kasama ang mga isyung panlipunan at politikal na tinatalakay sa nobela na nagiging hamon kapag nakaligtaan. Ang El Filibusterismo din ay puno ng, alam mo nam malalim na tema tulad ng rebolusyon, korapsyon at kakulangan sa hustisya, ang pagpapaliwanag ng mga temang ito ay isang malaking hamon para sa mga estudyante.” Guro 15

Teaching El Filibusterismo requires connecting narrative content with history and the present, a process called conjuncture that links past and present. Braudel in the 1970s, emphasized not only historical study but also understanding the present through the lens of the past (Rodwell, 2013; Tugano, 2019).

Tugano (2021) reiterated that teaching historical novels to Generation Z is a major educational challenge. Ilano (2021) highlighted the gradual modernization and technological influence on youth perspectives, where instant access to information contrasts sharply with the slow, reflective reading of traditional novels, complicating cross-generational contextual understanding.

Fourth Theme – Time and Curriculum Constraints

The fourth theme emerging from teacher responses relates to limited instructional time and curriculum requirements. Teachers aim to meet curriculum standards but often cannot fully address all objectives due to time constraints, especially in the fourth grading period when other obligations arise. Consequently, teachers summarize key points or provide condensed lessons.

“Sa pagtuturo ng El Fili na magbabawas ng kompetensi sa Matatag sana ay ay gawin din sa kurikulum ng pagtuturo, dahil madalas minamadali ang mga competencies, na kung saan pag minamadali ito pa yung dahilan kung minsan na di ko alam kung naiintindihan ng mga bata. Pero sa mga nakaraang taon naman ay natapos naman dahil ang ginamit namin ay mga teorya, yun yung pinagamit ko sa kanila. Halimbawa teorya ng humanismo, feminismo tulad ng Kay Juli.” Guro 9

“Kulang sa oras ang pagbuo ng IMs sa dami ng gamit lalo ang El Fili ay nasa ikaapat na Marakahan, maraming forms, kaya bawasan ang trabaho ng guro, haha.” Guro 12

“Kulang sa oras mga ganon, hindi, natatarget dahil sa sobrang dami, lalo na yung mga layunin. Sa isang linggo depende pa sa suspension.” Guro 10

“Isa ang kakulangan sa oras at limitadong resources at equipment tulad ng tv o projectors nariyan din ang internet access. Hamon din ang paghahanap ng epektibong estratehiya at akmang kagamitang panturo na dapat ay nakabatay sa curriculum guide ng DepEd.” Guro 14

Teachers' time limitations result in incomplete discussion of long novels such as *Noli Me Tangere* and *El Filibusterismo* (Tugano, 2022). Furthermore, few teachers have attended seminars on teaching Rizal, citing a lack of time or reliance on free training, which is often limited to pedagogy rather than content.

The DepEd Official Curriculum Guide allocates 10 weeks for teaching the novel under the theme "El Filibusterismo sa nababagong daigdig," covering content standards and performance expectations, including producing a documentary video that links the novel to contemporary contexts. Teaching in the last grading period risks incomplete coverage, leading to condensed lessons, as seen in the current Matatag Curriculum adjustments.

Fifth Theme – Technological Limitations and Institutional Support

The final theme identified concerns limited technological capacity and institutional support. Even large schools face challenges such as inadequate digital resources and insufficient internet connectivity, both of which are essential to enhancing teaching effectiveness and student engagement. Teachers also report limited opportunities for training in modern literary teaching strategies, necessitating self-directed learning to develop innovative teaching approaches.

“May mga tv tayo pero di sapat kaya dapat may libro pa rin kasi may napapanood sa youtube na di akma ang mga mensahe at nalito sila sa mga napapanood.” Guro 5 at 6

“Kailangan bago lagi ang estratehoya mo di pwede pa-ulit-ulit ang problema ko siguro ay internet, kulang sa tv even may projector lalo pag sabaysabay kami may guro na di makakagamit.” Guro 12

“Alam natin na di lahat ng guro ay sanay sa teknolohikal na pagtuturo, limitadong access sa teknolohiya, oras at paghahanda ng guro at hirap na pagsusuri at mas malalim na diskusyon.” Guro 14

“Sa paggamit ko na makabagong teknolohiya, so far sa taong ito di gaano sapagkat palipat-lipat kami ng klasrum ngunit ssa dulo ng school year ay natuto naman ako pano mabilis na magamit ang telebisyon, at tinuruan ko rin ang mga estudyante ko ng ICT na hamon din dahil di lahat ay may koneksyon ngunit sa akin so far wala namang kakulangan dahil marami akong resources.” Guro 9

“Naghahanap pa ko ng istratehiya para mainganyo sila para matutunan nila ang mga pangyayari sa loob ng mga kabata sa ibang paraan hindi lang sa pagbabasa. May e-komiks kaming ginagamit. Tapos magdownload ng mga videos at may pangkatang gawain. Ipapasok naming dyan yung Inquiry-based approach, sila muna nag mag-aaral tapos iuulat nila sa kanilang mga kklase.” Guro 18

“Kawalan ng sapat na pagsasanay at mababang pakikilahok ng mag-aaral at pagsasalin ng makalumang konsepto sa makabagong paraan at di lahat ng mag aaral ay may access sa teknolohiya.” Guro 13

According to Sesuca (2020), the educational lifecycle increasingly relies on digital technology for both formal and informal learning, including social media applications. These users are proficient in technology and increasingly dependent on it. Online platforms such as social media, online gaming, education, and communication are among the most frequently used media.

The development of teaching materials and strategies is an ongoing process, particularly considering students' macro-level skills. Teaching aims to expand knowledge. Among various strategies, establishing clear learning objectives, selecting appropriate materials, recognizing student characteristics and experiences, allocating sufficient time, and evaluating proper use of resources are key responsibilities of teachers in preparing effective learning environments (Carada, 2023).

Johnson (2015) emphasized that teachers must be creative in engagingly presenting monotonous learning objectives. Teachers may

seek advice or additional knowledge from the internet and expert colleagues. Manny (2019) highlighted the need for teachers to continuously develop their skills to enhance students' critical thinking, requiring both academic preparedness and the ability to motivate learners. Teaching is not merely about content knowledge but also about effectively delivering it.

Approaches and Strategies Used by Teachers to Overcome Challenges in Teaching El Filibusterismo

Table 2 presents the dominant themes derived from the teachers' approaches or strategies in teaching El Filibusterismo.

Table 2. Teachers' Approaches and Strategies in Teaching El Filibusterismo

Open Codes (Verbatim Responses)	Axial Codes (Sub-Themes)	Themes (EmergEd Themes)
Gumagamit ng karanasan, totoong pangyayari, suring-basa, at pag-uugnay ng mga tauhan sa tunay na buhay. -Guro 1 Tinatangap ang mahahalagang tauhan, binibigyang halaga ang mensahe, at gumagawa ng twist sa mga tanong. - Guro 3 at 7 Paggamit ng song analysis, pag-uugnay ng tema sa sarili, pamayanan, bansa at daigdig.-Guro 9 at 15 Ginagamit ang isyung panlipunan, character look-a-like, at localized materials.-Guro 10 Pag-uugnay ng mga tauhan sa kontemporaryong isyu; ginagamitan ng reporting at role play. - Guro 11 Pinapagamit ng gadget at data, nagpapagawa ng movie trailer, scrap book, dula, kanta, talk show, TikTok, at photo documentation. - Guro 3 at 4 Pinaghahalo ang tradisyunal at media based strategies tulad ng YouTube, moralistiko at collaborative approach. Guro 5 at 6 Pinapag-ulat sa mga tauhan, video presentations, at pagtatanghal batay sa karakter. Guro 8 at 14 Gumagamit ako ng PowerPoint, QR codes, e-komiks, worksheets, at character profiling. Guro 12 Gumagamit ako ng Socratic questioning, collaborative learning, OER at action research. - Guro 13 Gumagamit ako ng Gamification, e-comics, dramatization, quizzes, sa tulong powerpoint, Canva, lesson planning collaboration. Guro 14 at 18 Pinapagawa ko sila ng role-playing, group discussions, VR tools, at social relevance ng tema. -Guro 15 Ako ay nagpapareporting, dramatization contest, reward system, at self directed study. Guro 16 Una palang nagpapagawa na ako ng poster per group para mabuksan na sa kanila ang iba-ibang ideas. Guro 10 Reporting, character profiling, LAC sessions, at video outputs ang mga pinapagawa ko sa kanila.-Guro 18	Authentic Learning sa aktibong partisipasyon Pag-uugnay sa kasalukuyang panahon Pinagsamang teknolohikal at tradisyonal na dulog ICT integration at e resources Interaktibo at makabagong pagtataya Pagpapalalim gamit angkatang gawain	Makabuluhang ugnayan ng akda sa buhay ng mag-aaral at sa kasalukuyan Paggamit ng makabagong teknolohiya at malikhaing anyo Pamamaraang kolaboratibo at replektibong pagtuturo

Based on the conducted analysis of the approaches and strategies used by teachers in teaching El Filibusterismo, Table 2 presents three (3) emerging themes.

First Theme – Meaningful Connection of the Work to Students' Lives and the Present Time

The theme of establishing a meaningful connection between the literary work and the students' lives, as well as the current period, predominates. As shared by Teacher 1 and Teacher 3, to capture their students' interest, they use real-life experiences or events that affect students, along with questions that challenge their abilities. In addition, for Teachers 9 and 10, the analysis of the work becomes personal, linking it to the self, community, nation, and the world, thereby highlighting current social issues that genuinely capture students' interest and test their awareness. Below are statements from several participants reflecting the use of this approach:

“Sa pagtuturo ng El Filibusterismo, kalimitan ay nagpapangkatang gawain ako, ang ginagawa ko ay kilalanin muna ang mga pangunahing tauhan, para makita nila sino ang nagustuhan nilang tauhan, at masuri ang kanilang katangian na pwedeng magamit sa pangaraw-araw na buhay. Gagamit ka syempre ng mga karanasan o totoong pangyayari sa buhay na maaaring makaapekto sa mag-aaral halimbawa si Basilio dahil siya ay mahirap maaring makaugnay ang mga mag aaral na di hadlang ang kahirapan para magsumikap sa pag-aaral.” Guro 1

“Mahalaga na iniugnay sa kanilang buhay at ipinapaunawa sa kanila yung kahalagahan ng akda at sinisimbolo ng bawat pangyayari.” Guro 3

“Mahalaga na naiuugnay ang bawat pangyayari noon sa kasalukuyan lalo na sa karanasan ng bawat mag-aaral.” Guro 7

“So, sa bawat bahagi ng El Fili, sa pagsusuring ginagawa ay sa sarili, ikalawa sa pamayanan, sa bansa at daigdig na ating ginagalawan, halimbawa ang paksa natin ay tungkol kay Juli, ikaw bilang Babae, di porket ikaw lalaki ay wala ka ng alam sa babae, e may nanay ka, aalamin mo ang isyu tungkol sa mga babae at anong makukuha mong aral dito na magagamit at magagawa mo sa pamayanan, bansa at daigdig. Ginagawa ko rito ay ginugrupo ko sila para mas mabilis, pagkatapos ay mag-uulat.” Guro 9

“Sinusuri kong mabuti ang konteksto bago ito ibigay sa mga estudyante, hinihimay ang mga isyung panlipunan at politikal na tinatalakay ang nobela kapag ito nakita ay pwede nang mamili o gumamit ng iba’t-ibang resources, gumagamit ako ng documentaries, pelikula at multimedia resources upang mas maunawaan ng mga estudyante ang kasaysayan ng akda.” Guro 15

“Hamon talaga pero ako, ang ginagawa ko kinokonek ko siya sa reality, halimbawa yung mga isyung panlipunan, kailangan i-konek mo doon para aware ang bata don. Mas makuha mo rin ang interes dahil nakapaloob doon ang mga isyung nagyayari noon at sa kasalukuyan na pwede mo ring gamitin. Kailangan gumamit ka lagi ng pagsasatao, ako ang ginagamit ko yung Character Look a like, para maencourage sila magbasa, pipili sila ng tauhan doon, tapos kung sino napili nila babasahin nila, para mas makilala nila. Syempre, kailangan mo rin sa ‘yo magsimula ang estratehiya. Kaya ginagawa ko localization talaga kung anong available yung ang ginagamit ko, para mas madali.” Guro 10

“Kailangan iugnay talaga sa kasalukuyang panahon, sa mga karakter sa tauhan. Kasi di naman na nila maiintidahan kung babalikan namin yung nangyari sa mga Kastila kasi pareparehas naman kaming hindi nabuhay noon. Di tulad ngayon sa nangyayari sa lipunan ngayon, nararanasan nila, naobserve nila, di ba so mas makakarelata sila, so ganon ang ginagawa namin.” Guro 11

This emerging theme demonstrates the importance of analyzing the work to identify its relevance to students' lives in the present. As Manalo (2022) emphasized, some teachers tend to overlook the opportunity to show students that literary works are sometimes rooted in reality. Novels are often written based on actual events and characters. Traditional discussions may confine the analysis to a literal approach, neglecting modern interpretations. These factors highlight the reliance on traditional pedagogy in teaching historical novels.

Indeed, understanding El Filibusterismo can be challenging due to its complex Filipino language and figurative expressions. However, the novel's contribution to both the past and the present is significant. Its impact on the intellect lies in the author's sophisticated use of language to convey discourses on political, social, and other aspects of society. Readers gain a more profound understanding of the issues and ideas presented in the novel. Its emotional impact is undeniable: during the Spanish colonial period, the work helped Filipinos recognize the nation's suffering and the need for revolution (Manalo, 2022).

Proper treatment of literary works requires a deep analysis beyond traditional contextual reading. This can be achieved by applying appropriate pedagogy in teaching literature. Instruction should avoid becoming overly narrative or merely a historical exposition. This approach, known as conjuncture, connects the past with the present. According to Fernand Braudel in the 1970s, it not only studies history through the present but also examines the present through the lens of the past (Tugano, 2019, pp. 163–164). Moreover, novels often serve as direct representations of history, which can be more engaging than conventional historical narratives (Clark & Sears, 2016, p. 9). Historical novels may even act as primary historical sources. Schools should encourage students to analyze primary sources, construct hypotheses or frameworks, and compose history based on their findings. However, due to the students' young age, comprehension is often limited to recalling basic facts such as when, where, and why events occurred, rather than internalizing the work's message. Pedagogy, therefore, plays a critical role in shaping students' awareness. Misguided teaching can lead to inaccurate interpretations or historical distortions.

In teaching literature, a teacher's understanding and appreciation of literature are essential, as it enable them to clarify for students the beauty, artistry, and value of works. Various approaches should be employed to help students appreciate a work's artistry and the author's creativity. These approaches include formalistic, moralistic, sociological, psychological, and other methods (Peñeda, 2021).

Second Theme – Use of Modern Technology and Creative Forms

The second theme emerging from participants' experiences concerns the use of modern technology and creative forms in overcoming challenges in teaching El Filibusterismo. According to Participants 3 and 4, the use of gadgets enables students to quickly analyze and research the material. Participants 5 and 6 noted that traditional approaches remain essential but must be combined with media-based strategies such as YouTube videos. These experiences indicate that students learn more effectively when technology, such as personal smartphones with internet access, is incorporated. Although this strategy is not easy, teachers strive to explore innovative methods, such as gamification and computer-based assessments, to better align with students' learning needs. Below are participants' shared experiences:

“Ako sa klase ko ‘pag wala silang libro, ginagamit nila ang data para don sila magsearch, pinapagamit ko sa kanila ang gadget, nakakatulong naman sa kanila dahil mabilis silang nakakasearch, walang tv rin sa mga regular kaya may selpo sila pinipicturan nila yung lesson.” Guro 3 at 4

“Meron na tayong media ngayon na di na lang text-based. Nagreready kami ng mga gawain na may pagsasabuhay ng mga mensahe, magandang paghaluin ang tradisyunal at media sa pagtuturo. Nagsesearch din kami ng mga makabagong paraan.” Guro 5 at 6

“Sa panahon ng mga mag-aaral ngayon nagiging interesado sila kapag gumagamit ako ng mga downloaded o animated videos sa

youtube.” Guro 7

“Mga kagamitang panturo na ginagamit ko ay libro at mga video presentation ng bawat kabanata.” Guro 8

“Gumagamit ako ng powerpoint para magkaroon ng interaksyon para magamit din nila yung ICT, pag alam nila na sila ang gagawa gustong gusto nila. May bago akong ginagamit ngayon QR code, ifa-flash ko yung QR after ko magbasa, paunahan sila sa pagscan tapos lalabas na don yung text.” Guro 12

“May ginagamit akong e-comics at iba’t ibang educational videos na mula sa youtube madalas nagagamit na rin ang canva at powerpoint para sa presentasyon.” Guro 14

This theme aligns with Aleroza (2019), who noted that Filipino teachers employ diverse methods to effectively teach *El Filibusterismo*, including watching chapter-based shows, group activities, homework, and reflections to ensure comprehension. Available resources such as books, monitors, visual aids, and other teaching tools also influence student learning. For the modern generation, technology-based instruction facilitates quicker understanding of literary works. By considering students' prior experiences with literature and providing guiding questions, teachers ensure quality teaching and sustained engagement (Gloria, 2021).

Third Theme – Collaborative and Reflective Teaching Approaches

The third theme concerns the use of collaborative and reflective teaching approaches. Teacher 13 reported frequent use of the Socratic method and group work to encourage participation in discussions. Teachers 14 and 15 incorporate dramatizations related to social issues. Some participants employ the discovery approach, allowing students to report significant parts of the work and providing incentives or motivation for group tasks. Due to the length of the novel, dividing students into groups enables teachers to facilitate a detailed analysis of *El Filibusterismo*. Participants shared the following experiences:

“Gumagamit ako madalas ng socratic questioning, collaborative learning tulad ng pagpapasadula ng mga kabanata at mga simulations. Upang mabisa kong maituro ang mensahe at nilalaman ang bawat bahagi ng *El Filibusterismo* ay dapat gawin ang pagsusuri ng konteksto at mensahe ng nobela tulad ng paggamit ng dulong sa pagtuturo, pagtatanong at pagsusuri ng opinyon ng mga mag-aaral.” Guro 13

“Ginagamit ko na halos ang makabago at interaktibong pagtuturo tulad ng gamification tools, at online software tulad ng quizzes at kahoot. Di rin mawawala ang role playing at Dramatization.” Guro 14

“Kailangan marami kang interactive activities tulad ng role-playing, group discussions at debate upang mas maging engaging ang mga aralin, ang mga aktibidad na ito ay nakatutulong upang mas maunawaan at mapahalagahan ng mga estudyante ang tema ng nobela. Mas madalas na ang paggamit ko ng makabagong teknolohiya sa pagtuturo tulad ng educational apps, online quizzes, at virtual reality experiences upang mas mapadali ang pag-unawa ng mga estudyante sa nobela.” Guro 15

“Una pa lang pinapagawa ko na sila ng poster para maging bukas na yung idea nila sa magiging mensahe at nilalaman ng tatalakayin namin na *EL Fili*.” Guro 10

“Actually sa final performance namin dinramatize nila yan, nagkaroon kami ng competition sa lahat ng sections ng grade with cash prize, para lalo silang mainspire.” Guro 16

“Inquiry based ang ginagamit ko. Bibigyan ko sila ng task tapos maghahanap sila ng sagot tapos iulat nila at magdadagdag lang ako o papasok ako sa bahagi ng pagsusuri. Collaborative approach din ang ginagamit ko. Para may natutunan sila kasi nagsasagawa sila ng pananaliksik, hindi lang lahat galing sa guro. ng mga videos at may pangkatang gawain. Paglilipat, halimbawa nagsuri ka ng isang tauhan, gagawa ka ng character profile o kaya sanaysay, slogan depende sa hinihingi sa competency. Dun mo kasi makikita kung natutunan nung bata.” Guro 18

“Game-based assessment, giant snake and ladder board, board games and many more interactive games, powerpoint games, angle word, para maengage sila sa lesson. Naghahanap din talaga ako ng videos sa Youtube para makatulong sa talakayan. May Monologue, trailer, written test (summative).”

It can be inferred that group work facilitates teachers' ability to capture students' interest and convey the knowledge and message of *El Filibusterismo*. Although the work is historical, well-designed activities that align with students' interests help them fully appreciate each chapter and lesson. Gloria (2021) noted that group discussions rank second among the most favored teaching strategies. Students actively share ideas, fostering collaboration and social interaction, while also displaying creativity, especially during dramatizations. Observers noted students' enthusiasm, skill, and ability to perform collaborative tasks. Tuastomban (2018) also found that students highly appreciate literature teaching strategies such as dramatization, group discussions, and connecting lessons to real-life experiences. These strategies motivate active participation, cultivate a love of reading, and promote critical thinking and peer interaction.

Students' Experiences of Challenges and Teaching Methods of their Teachers in *El Filibusterismo*

Table 3 presents the themes analyzed from students' experiences regarding the challenges they encountered and the effective strategies their teachers employed in teaching *El Filibusterismo*.

Table 3. *Students' Experiences of Challenges and Their Teachers' Methods*

<i>Open Codes (Verbatim Responses)</i>	<i>Axial Codes (Sub-Themes)</i>	<i>Themes (Emergenced Themes)</i>
Nahihirapan ang guro sa matatalinghangang salita, Kawalan po ng interes ng mga mag-aaral, at kakulangan sa oras. Nahihirapan po sila pagpapaintindi sa mga mag-aaral ng mga malalalim na salita mula sa nobelang ito. Hindi handa ang ilan sa pag-uulat, nag-iingay sa klase, at hindi nakikinig GM1 at GM2	Hirap sa pag-unawa at di interesado ng mag-aaral	Kakulangan ng interes sa pag-unawa sa nobela
May mga estudyanteng maingay, kulang sa oras kaya di natatapos. Nahihirapan po si Ma'am pagdating sa mga kaklase kong pilosopo at makukulit kaya pinapaulit-ulit niyang pinapaliwanag ang leksyon Hirap ipaliwanag ang malalalim na bahagi, at sirang gamit gaya ng speaker. GM 3	Pagpukaw sa atensyon ng mga mag-aaral sa panahong makabago	
Nahihirapan ang guro namin sa pagpapaliwanag. Yung pag-unawa po namin mag-aaral sa konsepto ng nobela talaga challenging po at nakakaubos po oras Pag-unawa ng konsepto, lalo na kung di araw-araw ang pasok. GM 4	Kulang sa partisipasyon at aktibong pakikilahok sa aralin	
Mahirap ipaliwanag ang koneksyon ng tema sa kasalukuyan Hamon ang pagpaparecite at pagpresenta ng mga kabanata sa mga mag-aaral. Kakulangan sa interes, lalim ng wika, kulang sa oras, at hirap sa paghimay ng kabanata GM5 at GM 6		
Kakulangan ng interes, may sariling mundo ang iba, kulang sa oras, at di handa sa talakayan. Kulang ang oras, maraming events, at kawalan ng interes ng estudyante sa mahahabang bahagi ng nobela GM7 at GM 9		
Nagkakaroon ng hindi pagkakaunawaan tungkol sa tinatalakay katula tulad ng mga tanong na di nasasagot ng mga kamag-aral. Kulang ang oras, dami ng kabanata, hirap sa daloy ng pangyayari, at hindi lahat ng aral ay naipapaloob. Kinakaharap ng aming guro sa pagtuturo ng El Filibusterismo ngayong fourt quarter ay ang busy schedule GM 1 at GM 9	Kulang sa oras ng malalim na pagpapaliwanag	Kakulangan sa oras ng pagtuturo nang Kontekstwalisado
Yung pagpapaliwanag lalo na at gahol sa oras at ipaintindi ang bawat kabanata o nilalaman ng El Filibusterismo, dahil hindi rin madali ipaliwanag ito Tingin ko po ay ang kakulangan sa oras ng pagtuturo at pagpapanatili ng aming klase dahil sa tuwing magtuturo si Ma'am ay may mga kailangan pa po siya sabihin na mahahalaga GM3 at GM4		
Ang aming guro ay may pagsubok sa pagpapaliwanag ng pag-uugnay nito sa kasalukuyan lalo na sa iba naming mag-aaral. Kinakaharap ng aming guro pagdating sa pagtuturo ng El Filibusterismo ay ang nakulangan ang aming guro sa oras Kung paano niya po himayin ang bawat kabanata GM 5 at GM 6	Pagsubok sa malalim na pagsusuri at pagpapaliwanag	
Pagkonek po niya sa realidad at pagbibigay ng halimbawa tapos pangkatan po kaming magsusuri GM 1 Pinakamagandang paraan ay ang pag-uugnay nito sa mga buhay ng mga tao dahil kami ay nakakarelate at pagtalakay ng mga kaugnay na isyu sa kasalukuyan GM 5 Nagduladulaan po kami para sa contest at matutuhan na po naming mabuti ang El Filibusterismo GM 7	Group Activity na may Pagpapalalim	Kolaboratibong Gawain at pag-uugnay sa kasalukuyan
Ang paggamit ng laro, pagbibiro, performance tasks, at malikhaing visual aids para mapasigla ang klase.-GM 1 at 2 Gumagamit kami ng dula, pagtatanong, pagsasambit ng mga trending terms, videos, at pag-uugnay sa tunay na buhay. -GM3-6 Gumagamit kami ng PowerPoint, tunay na pangyayari, group work, at pagsasatao sa tauhan ng nobela. -GM4 at 5 Paggamit ng animation, role play, debate, rewards, palaro, at multimedia presentation. -GM6-9	Interactive activities at Pagsasanib ng multimedia sa pagtuturo	Paggamit ng interaktibong estratehiya at teknolohiya

First Theme – Lack of Interest in Understanding the Novel

Based on the analysis, the first theme that emerged from the challenges students faced was their lack of interest in understanding the novel. From the focus group discussions, many student groups reported feeling unprepared and struggling to comprehend the novel, especially when they were required to report on it. According to the first student group (GM1), they often found it difficult to understand

the figurative and complex language due to a lack of interest and limited time. For the third student group, understanding the connection between the novel's themes and the present was challenging. These statements indicate that students generally lack the interest and comprehension needed, highlighting the need for more effective teaching strategies and the teacher's motivational approaches to encourage engagement and appreciation of the novel, which, despite being written a long time ago, still holds significant relevance today. Below are statements from student participants:

“Kadalasan, ang hamon na kinakaharap ng aming guro sa pagtuturo ng El Filibusterismo ay ang malalalim(matatalinghaga) na salita mula sa nobelang ito kaya nahihirapan unawain ang pangyayari sa El Filibusterismo.” GM1

“Minsan nagkakaroon ng hindi pagkakaunawaan tungkol sa tinatalakay ng tulad tinanong ang estudyante hindi ito nakasasagot. Maraming students din po ang hindi interesado. Pinakapagsubok din ngayong fourth quarter ang busy schedule.” GM1

“Hindi po nakikinig ang mga kaklase ko na mas pinipiling magdaldalan o mag-ingay. Kapag reporting naman po marami sa amin ang hindi handa at di po nauulat nang maayos ang bawat kabanata.” GM2

“Sa obserbasyon ko nahihirapan po si Ma’am pagdating sa mga kaklase kong pilosopo at makukulit, kaya pinapaulit-ulit niyang pinapaliwanag ang leksyon sa El Fili.” GM3

“Batay sa aking personal na karanasan wala namang mga matinding hamon na kinakaharap ang aming guro dahil lubos ko namang naunawaan ang bawat aral o lesson.” GM3

“Siguro po ay kung paano niya ipaliwanag lalo na at gahol sa oras at ipaintindi ang bawat kabanata o nilalaman ng El Filibusterismo, dahil hindi rin madali ipaliwanag ito lalo’t may ibang student na hindi nakikinig at mga salita na malalalim.” GM3

“Ahh yung pag-unawa po namin mag-aaral sa konsepto ng nobela. Yung paraan niya po ng pag-explain sa bagong henerasyon kung bakit kailangan itong pag-aralan.” GM4

“Isa po sa pinakahamon ay yung pag-unawa ng mga estudyante sa mga malalim na tema at simbolismo ng akda.” GM5

“Ang pinakamalaking hamon ng aming guro ay ang kawalan ng interes ng ilang mag-aaral sa amin dahil po sa malalim na wika at simbolismo ng akda. Mahirap din ipaliwanag ang mensahe ng nobela sa paraang maiuugnay namin sa kasalukuyang panahon.” GM6

“May mga kamag-aral po na mahirap kunin ang atenson at madalas may sariling mundo po sila kaya nahihirapan po ang aming guro.” GM7

“May mga estudyante po na walang interes sa pakikinig ng kanyang mga lesson dahil sobrang dami nito.” GM8

“Paraan po ng pagpapaliwanag ay nahihirapan siya magexplain tulad ng daloy ng mga pangyayari sa mga kabanata.” GM9

“Para po sa akin dahil sa dami ng mga kabanata at pangyayari sa kwento nahihirapa po siguro yung mga guro na matalakay lahat ng pangyayari dahil minsan po nagkulang sa time.” GM9

Almost all student groups reported difficulty understanding the novel and a lack of readiness or interest among peers, which poses a challenge for teachers in effectively discussing it. This dilemma can be addressed by employing varied teaching strategies to facilitate deeper understanding and ensure high-quality education, preparing students for future challenges. This also serves as a means for students to acquire knowledge and cultivate an appreciation for education. Jalbuena (2019) found that teaching strategies using related songs via CDs, DVD players, or other audio tools were the most effective. Moreover, the elements that generate student interest in learning the novel were strongly agreed upon by respondents, demonstrating that students learn more effectively when teachers utilize diverse strategies to prevent lessons from becoming monotonous.

Second Theme – Limited Time for Contextualized Teaching

The second challenge identified by students in their teachers' instruction of *El Filibusterismo* is the lack of time, which prevents lessons from being explored in depth and contextualized. According to the Filipino 10 curriculum, ten weeks are allocated to teaching the novel. However, when scheduled in the fourth quarter, teachers and students face consecutive academic demands, making it challenging to complete and dissect the long novel. One student group reported that the novel could not be fully covered in class due to its length and irregular sequencing, resulting in a disorganized flow. Below are additional statements from participants:

“Kadalasan po, ang hamon na kinakaharap ng aming guro sa pagtuturo ng El Filibusterismo ay ang malalalim(matatalinghaga) na salita mula sa nobelang ito kaya nahihirapan unawain ang pangyayari sa El Filibusterismo.” GM1

“May kakulangan po sa oras ng pagtuturo at pagpapanatili ng aming klase na tahimik dahil sa tuwing magtuturo si Ma’am ay may mga kailangan pa siyang sabihan na mga estudyante na may sariling mundo.” GM3

“Ang pinakapagsubok ay ang pagpresenta ng mga kabanata araw-araw sapagkat madaming kabanata ang El Filibusterismo at mahirap itong ipresenta sabay-sabay.” GM5

“Ang pinakapagsubok o hamon na kinakaharap po ng aming guro pagdating sa pagtuturo ng El Filibusterismo ay ang nakukulangan

ang aming guro sa oras ng pagtuturo dahil 50 mins lang ang aming Filipino subject kada araw at ang ipit sa oras kaya pinagkakasya na lan ito.” GM6

An issue often overlooked by teachers of historical novels is fostering students' awareness that literary works may be rooted in reality. Novels are sometimes based on actual events and characters; however, discussions tend to remain literal and fail to advance toward contemporary interpretations. These factors reflect the traditional pedagogical approaches in teaching historical novels (Tugano, 2021).

The Official Curriculum Guide of the DepEd states that teachers have 10 weeks to teach the novel's overall theme, focusing on "El Filibusterismo in the Contemporary World". This includes the content standards expected of modern students and the performance standards, requiring students to produce a documentary or video derived from the novel and connected to present-day contexts.

Third Theme – Collaborative Activities and Relevant connection to the Present

Table 3 also highlights the effective teaching strategies students observed. The first emerging theme, collaborative group work and teacher facilitation in connecting lessons to the present, was emphasized. Teachers incorporated current social issues in discussions and applied these in group activities. Participants from GM7 reported that their learning was meaningful because of activities such as dramatizations that integrated social issues and fostered enthusiasm through competitions. Selected participant statements include:

“Sa akin pong palagay, yung paraan niya po ng pagbibigay ng maraming halimbawa tulad ng pagkonek po sa realidad sa lesson ang effective way po niya para maituro ang lesson sa amin.” GM1

“Akin na po tingin ko yung pagiging aware po niya sa social issues na kadalasan ay ma konek po sa topic, tapos po nakukuha niya interes namin dahil sa mga group activities na pinapagawa niya.” GM1

“Yung, ano po pagtalakay po sa mga kaugnay na isyu sa kasalukuyan.” GM5

“Nagduldulaan po kami para sa contest at matutuhan na po naming mabuti ang El Filibusterismo.” GM7

“Ang pagsasagawa po namin ng debate tungkol sa isang kontemporaryong isyu sa nangyari sa kabanatang iyon ang sa tingin ko pong best na paraan, kung saan mas naipapaliwanag ang pangyayari at napupukaw niya po ang aming kamalayan na konektado po sa katiwalian ng mga karakter.” GM9

One of the most effective methods noted by students is when teachers link the novel to present-day experiences, whether personal or social. Ruales (2021) found that Project-Based Learning in teaching El Filibusterismo significantly impacted students, helping them acquire new knowledge about producing a film. Students discovered the challenges of acting and balancing time during filming. Despite limited film resources, they demonstrated skill and creativity in production. Tuastomban (2018) also noted that students preferred strategies such as dramatization, group discussions, and connecting lessons to real-life experiences. Students were eager to share ideas, actively participating in discussions and fostering cooperation and mutual support among peers.

Fourth Theme – Use of Interactive Strategies and Technology

Finally, the fourth theme emerging from students' experiences is the use of interactive strategies combined with technology. Students are more engaged when teachers employ digital-based methods aligned with modern preferences. Participants (GM3–6) noted that watching videos facilitated understanding of each chapter and served as an alternative when time was limited. Selected participant statements include:

“Ang isa sa mga epektibong paraan na ginamit ng aming guro para po maituro ang El Filibusterismo ay yung paggamit niya po ng creative visual aids na minsan ay ginagawa niya.” GM1

“Sa aking pong palagay, pagkatapos ng bawat po pagtalakay ng mga kabanata, ay nagtatanong siya ng mga tanong katulad na kung ikaw si (tauhan) ano ang iyong gagawin. Meron din po siyang pinapanood na mga video tungkol sa El Filibusterismo, sa bawat kabanata, sa tulong nito nailalarawan namin ang mga pangyayari at ang mga ginawa ng bawat tauhan sa mga kabanata. Sa pagtuturo mga ginawa ng bawat tauhan sa mga kabanata. Sa pagtuturo ng aming guro, marami akong natutuhan tungkol sa El Filibusterismo.” GM3

“Yung paraan po ng aming guro ay ang paggamit ng multimedia, pagsasadula ng mahahalagang eksena at pag-uugnay ng nobela sa kasalukuyang isyu. Nakakatulong din ang malayang talakayan upang mas maunawaan at mapahalagahan namin ang El Filibusterismo.” GM6

“Siya po ay nagpapanood sa amin ng mga kabanata, nagpapabasa ng mga estudyante isa-isa at pagpapaassignment at pagpapagawa ng reading log upang mas lalong maintindihan ng nobela kahit hindi po sapat ang oras.” GM8

“Ang pagpakita po niya tulad ng animasyon na nagbibigay-buhay sa pagtuturo at hindi basta-basta pagbasa lamang sa libro.” GM9

These results align with Gloria (2021), who emphasized that using literature-based media enhances storytelling and facilitates the conveyance of the novel's message. Today's students are more creative and resourceful learners, capable of discovering unique approaches with modern tools. Consequently, teachers face the challenge of adapting to contemporary students to maintain effective

classroom relationships. Modern teaching techniques are necessary, particularly for historical works, to sustain students' engagement and comprehension of events that occurred in a distant past (Dela Paz, 2021).

Cortez (2021) further demonstrated that using 2D Animation in teaching *El Filibusterismo* significantly improved students' academic performance compared to traditional methods. Independent t-test results indicated a significant difference in mean scores between students exposed to 2D Animation and those taught through conventional methods, confirming that interactive, technology-based strategies effectively motivate learners.

Conclusions

Based on the outcomes of the conducted research and analysis, the following conclusions were drawn:

The challenges encountered by teachers in teaching *El Filibusterismo* include, first, the lack of student interest in reading; limited teaching resources; difficulty in contextualizing lessons; time and curriculum constraints; and, finally, insufficient technological competence and institutional support.

Despite these challenges, the following approaches were considered effective strategies in teaching *El Filibusterismo*, according to the teachers: establishing meaningful connections between the novel and the students' lives and the present context, utilizing modern technology and creative forms, and applying collaborative and reflective teaching methods.

Student responses from the teachers interviewed confirmed that the challenges observed by the teachers are also recognized by the students, including a lack of interest in understanding the novel and limited time for contextualized teaching. In terms of effective approaches, students highlighted themes such as collaborative activities, connecting lessons to present-day contexts, and the use of interactive strategies and technology.

Finally, the developed analytical framework is deemed ready for the revised curriculum and proves meaningful in effectively evaluating the teaching of *El Filibusterismo* in a contextualized manner. This framework can also serve as a guide for students to better understand the novel's nuances, symbolism, and messages. The analysis can help ensure that teaching and learning develop the expected skills and may also serve as an intervention to support students who lack interest in reading.

This study recommends that the challenges faced by Filipino teachers, particularly in teaching literature to the changing generation of students, be further identified and explored to provide appropriate interventions. Greater attention should be given to literacy and reading skills by developing localized, context-specific teaching materials.

Teachers' skills in teaching literature, especially novels, should be strengthened through specialized pedagogical training, supported by the Department of Education, with emphasis on deepening lesson content and using modern, interactive strategies.

For students, additional reading time should be allocated, particularly for Philippine literary works as opposed to foreign literature. Students are encouraged to keep an open mind, broaden their understanding of such works, and use this knowledge to become responsible members of a progressive and peaceful society. Furthermore, students should cultivate patriotism through an appreciation of local culture and proper values reflected in literary works.

It is recommended that the developed intervention material be reviewed by the relevant authorities in the Department of Education to further refine and strengthen it as an effective guide for teachers in teaching *El Filibusterismo*.

For future researchers, it is suggested to continue similar studies in the Filipino language and literature to address ongoing challenges, enhance teaching strategies, and align with the evolving demands of the teaching and learning process.

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