

# **Paper Title\*** LIVED EXPERIENCES OF ENGLISH TEACHERS OF TALAINGOD STUDENTS: PEDAGOGICAL CHALLENGES IN FOCUS

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## **ABSTRACT**

The purpose of this phenomenological study was to describe the instructional issues and challenges of non-indigenous teachers teaching Talaingod-Manobo students. This study also aimed to determine the coping mechanism of teachers to overcome the instructional issues and challenges and to discover the insights that could be shared by the informants to their peers and to the academe in general. This study utilized the purposive sampling technique which included ten teachers teaching English to Talaingod-Manobo students. There were seven teachers who were the members of the Focus Group Discussion. In-Depth Interview and Focus Group Discussion were employed in the data collection. Utilizing thematic analysis, various themes were identified in the study. For the instructional issues and challenges on non-indigenous teachers teaching English in Talaingod-Manobo students, cultural incongruence in instruction, challenging classroom environment, language maintenance, cultural incompetence, culturally irrelevant teaching materials, were the themes. The coping mechanism of teachers to overcome the instructional issues and challenges included advocating multilingual instruction/developing strategies, professional culture, immersion in the digital world, classroom climate, cultural sensitivity. The insights shared by informants and participants were, reciprocal learning, affirmative reception for students, and understanding cultural diversity.

**Keywords:** *Lived-experiences of teachers, Talaingod-Manobo students, Pedagogical challenges, teaching the English language, Qualitative research, Philippines*

## **1 INTRODUCTION**

THE CALL FOR MAKING EDUCATION ACCESSIBLE TO ALL HAS BEEN ACTIVELY RESPONDED BY THE EDUCATION SECTOR. AS A RESPONSE, TEACHERS ARE FIELDED IN DIFFERENT LOCALITIES INCLUDING THOSE IN CULTURAL COMMUNITY CLASSROOMS DESPITE THE LACK OF RELEVANT TRAININGS TO HANDLE STUDENTS WITH DIFFERENT CULTURAL BACKGROUNDS. THE LACK OF TEACHER'S TRAINING HAS POSED GREATER PROBLEMS IN BRIDGING THE GAP BETWEEN QUALITY INSTRUCTIONS AND ATTAINING RELEVANT EDUCATION.

TEACHERS IN MAINSTREAM CLASSROOMS PLAY A CRUCIAL ROLE IN LINGUISTIC MINORITY STUDENTS' LINGUISTIC, ACADEMIC, CULTURAL, AND SOCIAL DEVELOPMENT. THEY CAN FACILITATE LEARNING CONTENT AREAS AND ACQUISITION OF ENGLISH FOR THESE STUDENTS. BEING REPRESENTATIVES OF THE DOMINANT CULTURE, THESE TEACHERS ARE MEDIATORS IN THE ACCULTURATION AND SOCIALIZATION OF STUDENTS, AND ADVOCATES OF LINGUISTIC MINORITY STUDENTS' WEAK AND STRONG POINTS. THIS IS THE IDEAL ROLE OF TEACHERS, HOWEVER, THESE TEACHERS LACK PROFOUND KNOWLEDGE ON HOW TO INTEGRATE STUDENTS' CULTURE IN THEIR INSTRUCTION PAVING TO THE DECLINED MASTERY OF COMPETENCIES AMONG THE STUDENTS (AIKENHEAD AND MICHELL, 2011).

TO ADDRESS THE ISSUES ON LANGUAGE TEACHING TO LINGUISTIC MINORITY STUDENTS, IT IS NECESSARY FOR TEACHERS

TO REALLY SEE AND TO REALLY KNOW THE STUDENTS THEY TEACH. REALLY KNOWING STUDENTS MEANS KNOWING WHAT KNOWLEDGE THEY BRING TO THE CLASSROOM AND HOW THEIR CULTURAL PRACTICES, VALUES AND BELIEFS SHAPE THEM AS LEARNERS AND, AS PRODUCERS OF KNOWLEDGE. HOWEVER, ONLY VERY FEW TEACHERS KNOW ABOUT THEIR STUDENTS' CULTURAL AND LINGUISTIC BACKGROUNDS OR UNDERSTAND THE CHALLENGES THEIR STUDENTS ENCOUNTER RESULTING TO PEDAGOGICAL INCONGRUENCE IN TEACHING THE TARGET LANGUAGE. AS A RESULT, TEACHERS FAILED TO GIVE THE MOST RELEVANT INSTRUCTION THEY ARE SUPPOSED TO DELIVER TO THE CULTURAL MINORITY STUDENTS (CHANG, NGUNJIRI AND HERNANDEZ, 2013).

MEANWHILE, THERE ARE EVIDENCES TO SUGGEST THAT NON-INDIGENOUS TEACHERS ACROSS THE WORLD SIMPLY DO NOT KNOW ENOUGH ABOUT HOW TO TEACH ENGLISH TO INDIGENOUS STUDENTS. DESPITE THE BEST INTENTIONS AND COMMITMENT FROM MANY TEACHERS, MOST HAVE INADEQUATE UNDERSTANDINGS OF APPROPRIATE PEDAGOGIES AND THE COMPLEXITIES OF INDIGENOUS CULTURES, KNOWLEDGE AND IDENTITIES PAVING WAY TO THE EMERGENCE OF MAJOR OBSTACLE IN IMPLEMENTING EFFECTIVE LANGUAGE PROGRAMS, AND IN USING METHODS OF TEACHING THAT ARE EFFECTIVE FOR INDIGENOUS STUDENTS AND THEIR CONTEXTS (CREESE, MARTIN AND HORNBERGER, 2010). THIS REALITY DOES NOT EXEMPT THE CULTURE OF LANGUAGE TEACHING ENVIRONMENT OF THE TALAINGOD MANOBO STUDENTS.

PROBLEMS ON TEACHING ENGLISH LANGUAGE TO INDIGENOUS STUDENTS HAVE BECOME A WORLDWIDE ISSUE. CONVERSELY, RECENT RESEARCH IS INTO SUBJECTS IN CLASSROOMS WITH INDIGENOUS LEARNERS, THE STUDY FOUND THAT RATHER THAN THE LEARNERS BEING THE SOURCE OF THE PROBLEM, THE CAUSE LIES WITH THE TEACHERS. FOR THIS REASON, TEACHERS INVOLVED WITH OR PLANNING TO BECOME INVOLVED IN CLASSROOMS WITH INDIGENOUS LEARNERS, PARTICULARLY WHERE ENGLISH IS A SECOND LANGUAGE, NEED TO CONFRONT THEIR ATTITUDES TO AND BELIEFS ABOUT INDIGENOUS LEARNERS AND UNDERSTAND HOW THOSE ATTITUDES IMPACT ON THE LEARNING ENVIRONMENT AND HOW THEY CAN ADDRESS IMBALANCES IN THE LEARNING ENVIRONMENT (GAY, 2010).

LINGUISTIC MINORITY STUDENTS ARE OUR FUTURE AND IT IS CRITICAL THAT THEY RECEIVE INADEQUATE LANGUAGE EDUCATION IN LEARNING ENGLISH. THE ABOVE SCENARIO DEPICTS THE REALITY OF THE LANGUAGE TEACHING PRACTICES OF TEACHERS TEACHING ENGLISH LANGUAGE TO TALAINGOD MANOBO STUDENTS. THE MISMATCHES BETWEEN THEIR INSTRUCTIONAL PRACTICES AND THEIR CULTURAL PEDAGOGICAL INCONGRUENCE IN TEACHING ENGLISH LANGUAGE ARE THE PRIMARY EDUCATIONAL ISSUE FOR THE TEACHERS AND IN THIS STUDY IN PARTICULAR.

TO DATE, RARELY ONE CAN FIND READINGS REGARDING TEACHING ENGLISH LANGUAGE TO TALAINGOD MANOBO STUDENTS. THE RESEARCHER HAS NOT COME ACROSS A SIMILAR STUDY ESPECIALLY IN THE LOCAL CONTEXT. IT IS ESSENTIAL THAT THIS STUDY WILL BE CONDUCTED IN ORDER TO DETERMINE THE REALITY OF THE LANGUAGE INSTRUCTION AMONG THESE CULTURAL MINORITY STUDENTS SO THAT WHATEVER PEDAGOGICAL INCONGRUENCE MANIFESTED WILL BE GIVEN APPROPRIATE RESPONSE. THIS UNDERTAKING THEREFORE CAN BE CONSIDERED AS A BLUEPRINT OF NEW KNOWLEDGE AND ADDITIONAL INFORMATION TO THE EXISTING IDEAS ON TEACHING ENGLISH AS A SECOND LANGUAGE. IT IS IN THIS CONSIDERABLE PERSPECTIVE THAT THE RESEARCHER DECIDED TO CONDUCT THE STUDY WITH A HOPE THAT THIS MAY CONTRIBUTE TO THE BODY OF KNOWLEDGE IN SOCIOLINGUISTICS, THUS THE CONCEPTION OF THIS ENDEAVOR WOULD BE ABLE TO SUGGEST POSSIBLE INTERVENTIONS IN DEALING WITH A LANGUAGE CLASS.

THE CONCEPTION OF THIS STUDY WAS MORE THAN TIMELY SO AS TO ADDRESS THE GROWING PROBLEMS POSED BY PEDAGOGICAL INCONGRUENCE IN LANGUAGE TEACHING. THE SOCIAL RELEVANCE OF THE MAGNITUDE OF ENGLISH LANGUAGE TEACHING CANNOT BE DISCOUNTED AND UNDERScoreD AS MENTIONED IN VARIOUS LITERATURE LIKE THAT OF DEMMERT (2011); SINGH, (2011); GARCÍA, ZAKHARIA AND OCTU (2012); ANDERSEN (2012).

## **Purpose of the Study**

The purpose of this phenomenological study was to describe the lived experiences of the non-indigenous teachers in teaching the English language to the Talaingod Manobo students. This re-  
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search aims to determine what pedagogical challenges these teachers experience. Moreover, it also aims to discover insights to be shared by the informants to their peer and in the academe in general.

I chose Talaingod Manobo students as my informants because there is a minimal inquiry about this group and that they are known to be shy especially in speaking out their mind on a particular issue. Being a language teacher, and propelled by the desire to bring to the mainstream discursive space the significance of Second Language Learning (SLL), there is a greater challenge for teachers to discover the realities about students' SLL experiences in the academe. Meanwhile, there is quite a good number of non-indigenous teachers in school level who are teaching indigenous people and this study will be of utmost importance to these group of people aside from the Talaingod Manobo students.

Thus, it may be aimed to contribute to the body of knowledge that surrounds the Second language teaching Talaingod Manobo students in particular. It would also be beneficial to ESL teachers since this can serve as a tool for revolutionizing and contextualizing pedagogical practices of non-indigenous teachers who are teaching indigenous students.

### **Research Questions**

1. What are the instructional issues and challenges of non-indigenous teachers in teaching English language to Talaingod Manobo students?
2. How do the participants cope with the challenges?
3. What insights can the participants share to their peers and to the academe in general?

### **Theoretical Lens**

This study was seen through the lens of Natural Approach theory (1977) in teaching second language. The natural approach developed by Terrell and supported by Krashen, is a language teaching approach which claims that language learning is a reproduction of the way humans naturally acquire their native language. The approach adheres to a communicative approach to language teaching focusing on teaching communicative abilities rather than sterile language structures.

The typical Natural Approach classroom is teacher-centered. Textbooks are not used and it is the teacher's responsibility to make the classroom experience enjoyable and unchallenging. Students are not expected to be responsible for their own learning. Their role is to absorb the input provided by teachers. The trick is not to tell the students they are learning or to suggest they are capable of making an error. The order of business is to give students a steady flow of comprehensible input and just enough extra information to help them acquire, rather than consciously learn, the target language.

In the Natural Approach classroom, the teacher plays the role of actor and prop person and students play the role of guessers and immersers. The teacher is called upon to create a comfortable, welcoming atmosphere and to develop units of study or guessing, based on topics that interest the students. The Students are encouraged to express their thoughts, opinions, and feelings in the target language. The teacher speaks only in the target language; but, in keeping with the no-pressure approach, students are permitted to use their native language. Theoretically, in this way, students acquire language without effort.

This theory holds true to the experiences of the Talaingod Manobo students placed in a main-

stream classroom environment. These students are taught by non-indigenous teachers who do not know the student's cultural and linguistic backgrounds. In these classes, students come from different cultures have different values, assumptions, expectations and behavioral patterns. So, teachers in these classrooms must be prepared to handle the conflicts and miscommunications that can stem from this diverse culture classrooms.

### **Importance of the Study**

This study would be beneficial for some reasons. First, there is a good number of non-indigenous people teachers who are teaching the indigenous students and find themselves lacking of essential skills, knowledge and training to teach indigenous students. These teachers need intensive training in teaching English in order to address the needs of the students. The results of this study help these teachers to identify particular trainings in order to acquire instructional practices that help them become effective teachers in a classroom where indigenous students are mainstreamed.

Secondly, the culture of the classroom fosters the development of a community of learners, and all students are part of that community, hence good language teaching involves conceptual and academic development and teachers need to understand this. The results of this study would help teachers identify which parts of students' culture and social background can be utilized in teaching language in the class in order to make the students see the connection of their cultural background in learning language in the mainstream classes.

Thirdly, it is important to help linguistic minority students overcome language related challenges at school, and facilitate ancestral language learning. Moreover, teachers need to meet the language needs of these students and the results of this study will help determine what specific measures to be undertaken to help the students. Further research is needed to understand how pedagogical practices offer a rich context for language teaching.

### **Delimitation and Limitation of the Study**

The study explored the pedagogical challenge in teaching English to Talaingod Manobo students. The informants of the study were 10 non-indigenous teachers teaching English language to Talaingod Manobo students. Creswell (2007) addressed the issue of the appropriate number of participants in qualitative research as participants expected to provide thematic saturation.

Given the personal connection on the chosen topic and the researcher's familiarity in the topic, there are many threats to internal and external validity.

According to Onwuegbuzie, Dickinson, Leech, and Zoran (2009) the greatest threat to the former is researcher bias, which occurs "when the researcher has personal biases or a *priori* assumption that he/she is unable to bracket" or separate from what he/she hears from the informants.

One weakness of this study is the possibility that the researcher cannot account all the lived experiences of the informants in terms of their pedagogical challenges in teaching indigenous peoples students since teaching these students cannot only be done outside the four corners of the classroom. A second limitation of the study is on the process of data collection. The data is limited to the observed pedagogical challenges of teachers only. A challenge for teachers, students and the education system will be to find the key to overcoming the barrier that will be presented in this study. This is a concern of numerous studies which investigated the reasons for poor student achievement.

### **Definition of Terms**

The following terms used in the study were defined as follows:

**Pedagogical Challenge in Teaching English Language** refers to the stimulating tasks or problems related to teaching English language. Moreover, this is to describe the problems on the instructional practices of non-indigenous teachers which reflect non-inclusion of cultural background of the students, language, and role of culture in teaching English to Talaingod Manobo students.

**Talaingod Manobo Students** refers to the students as key informants who belong to Talaingod Manobo cultural community group. The name Manobo simply means people or person, and their alternate names include Manuvu and Minuvu.

Talaingod, meaning mountain people, derived its name from one of the three tribes of the Ata Manobo group; the two other tribes are the Langilan or the warrior people, and the Kaylawan or the nomadic people. Generally, however, all three tribes of the Ata Manobo are nomadic. Their nomadic nature is accounted for by the following reasons: the traditional practice of abandoning the house where a family member died, their continuous search for available and cultivable lands, their preference to live away from the Visayan-dominated areas, and avoidance of clashes between the government forces and the communist elements in the area.

**Non- Indigenous Teachers** is a term used to describe to a teacher teaching non indigenous students who did not belong to their tribe. They are also the participants of this study serving more than 5 years in teaching. Moreover, they are the mediators in the acculturation and socialization of students, and advocates of linguistic minority student's weak and strong points.

## **Review of the Related Literature**

This portion of the qualitative research provides details of the literature and related studies so that readers are guided and be given clear vision of what is being highlighted in the study. Online resources and other printed materials are of great significant in the contribution of further explanation and clarification of this research context.

### **Approaches in Teaching English to Minority Students**

In keeping abreast with the growing changes in the society brought by the advent of globalization, many countries where English is not the first language adhere to modify their language of instruction by using English in the basic education with the thought that speaking English will provide children a head-start in education. However, there have been many studies which findings pointed out consistently that learners benefit from using home language in education in early grade years. Despite knowing this, many developing countries continue to use other languages for teaching in their schools (Can, 2009; Jeffries, and McIntyre, 2011; Burgess and Cavanagh, 2012).

Schools need to utilize various approaches in teaching the minority students. This is because learning does not begin in school. Learning starts at home in the learners' home language. Although the start of school is a continuation of this learning, it also presents significant changes in the mode of education. The school system structures and controls the content and delivery of a pre-determined curriculum where previously the child was learning from experience (Gentner and Namy, 2006; Klenowski, 2009).

Seemingly, by using the learners' home language, learners are more likely to engage in the learning process. The interactive learner-centered approach which is recommended by all education experts, thrives in an environment where learners are sufficiently proficient in the language of instruction. It allows learners to make suggestions, ask questions, answer questions and create and communicate new knowledge with enthusiasm. It gives learners confidence and helps to affirm their cultural identity. This in turn has a positive impact on the way learners see the relevance of school to their lives (Lumby and McGloin, 2009; Calderón, Slavin, and Sánchez, 2011; Pennycock, 2010).

The use of learners' home language in the classroom promotes a smooth transition between home and school. It means learners get more involved in the learning process and speeds up the development of basic literacy skills. It also enables more flexibility, innovation and creativity in teacher preparation. Using learners' home language is also more likely to get the support of the general community in the teaching/learning process and creates an emotional stability which translates to cognitive stability. In short, it leads to a better educational outcome (Eskey, 2005; Ball and Bernhardt, 2008; Whalan and Wood, 2012).

Another important approach in teaching language to minority students is Grammar Translation Approach. In this approach, the students are taught by using the mother tongue of the students. The target language is not given emphasis. The benefit of utilizing this approach is that students are able to completely grasp the lessons (Acar, 2007; Marsh and O'Mara, 2008).

In Grammar Translation Method, the first language is maintained as the reference system in the learning of the second language. Translation from one language to another plays a certain part in language learning. In this method, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences (Benson, 2009; Olsen, 2010; Álvarez, Calvete and Sarasa, 2012).

On the other hand, Audiolingual approach can be also included in the effective teaching approaches in language teaching. In this approach, new material is presented in the form of dialogue. This is anchored on the principle that language learning is a habit formation, thus this method fosters dependence on mimicry, memorization of set phrases and over-learning (Abadzi, 2006; Pan, 2006; Lin, and Ivinson, 2012).

In this approach, structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids (Burrige, Whalan, and Vaughan, 2012; Craven, Yeung, and Han, 2014).

Additionally, in this approach, there is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning (Akbari, 2010; Rahimi and Katal, 2012; Gilbert, 2013).

The goals of teachers who use the Audio-Lingual Method are they want their students to be

able to use the target language communicatively. They believe students need to over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language (Becerra, 2008; Baker, 2009; Rahman, 2013).

One important approach in teaching language among indigenous students is community language learning. This approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors (Aukerman, 2007; Beller, 2008; Harrison, 2011).

Community language learning (CLL) was primarily designed for monolingual conversation classes where the teacher-counselor would be able to speak the learners' L1. The intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It's a method that is based on English for communication and is extremely learner-focused. Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus (Chang, 2005; Fortanet-Gómez, 2013).

Learners appreciate the autonomy CLL offers them and thrive on analyzing their own conversations. It works especially well with lower levels who are struggling to produce spoken English. Further, The class often becomes a real community, not just when using CLL but all of the time. Students become much more aware of their peers, their strengths and weaknesses and want to work as a team (Dunbar and Scrimgeour, 2009; Busse and McIntyre, 2010; Al-Seghayer, 2011).

### **Language of the Minority**

Teaching English language to indigenous students can be a frightful experience. The apprehension and pressure on teachers to perform well in language teaching causes them problems especially when they are not familiar to students' cultural background. Through the review of literature, this subject will be looked at in greater detail by investigating the research and the causes of anxiety in foreign or second language teaching (Gao, 2011; Moyo, 2011; Lee, 2014).

Culturally responsive teaching recognizes the importance of the inclusion of students' cultural references in all aspects of learning. It is a pedagogy that acknowledges, responds to, and celebrates fundamental cultures that offers full and equitable access to education for students from all ethnicity and social backgrounds. For a meaningful learning to be achieved, many educators believed that culturally responsive pedagogical strategies should be practiced by teachers (McCarty, Romero-Little and Warhol, 2009; Gay, 2010; Atalay, 2012).

As much as teachers wanted to make every student learn, teachers must always consider culture as central to learning. When teachers make culture as an important aspect in learning, teachers play a role not only in communicating and receiving information, but also in influencing the thinking process of groups and individuals (Reyhner and Singh, 2010; Cross-Townsend, 2011; Brayboy, Fann, Castagno, and Solyom, 2012).

There is a need for teachers to always consider the culture of the students as well as their language at home. Students from homes in which the language and culture do not closely correspond to that of the school may be at a disadvantage in the learning process. As a result, these children often become alienated and feel disengaged from learning (Saifer, Edwards, Ellis, Ko and Stuczynski, 2011; Nhan and Lai, 2012; Wang, Chen and Ge, 2013; Aseron, Greymorning, Miller and Wilde, 2013).

In order for teachers to maximize every learning opportunity, classroom teachers must have a deep understanding of the culture of the students they are teaching. In the same way, teachers should gain knowledge of the cultures represented in their classrooms and must adapt lessons so that they reflect ways of communicating and learning which are familiar to the students. Generally, children learn about themselves and the world around them within the context of culture. Hence, it is important that teachers should consider this premise in designing the kind of instruction they are going to have in their classes (Blodgett, Schinke, Smith, Peltier and Pheasant, 2011; Kottak and Kozaitis, 2012; Cushner, McClelland, and Safford, 2012; Mcgloin, Colleen and Carlson, Bronwyn, 2013).

In a class where teachers do not integrate the culture of the students in the lessons, neglect the importance of student's culture in the class activities, and teachers do not reflect culture sensitivity, students may not develop their full potentials. In most cases, these students may feel the pressure of understanding the lessons in which they might have hard time and forced themselves to dig into the concept of the lessons. This alienation will bring a negative impact to students' engagement in class activities and can be one reason for school failure (Bajaj, 2011; Gándara and Hopkins, 2010;

Chilisa, 2014).

Teacher should always consider that the cultural background of the students is an integral part of their learning. They should oftentimes reflect that students from different cultures learn in different ways. Some cultural groups prefer to learn in cooperation with others, while others prefer working independently. Knowing this, teachers must be able to address the students' varied learning preference without neglecting the integration of students' culture in the instruction (Kidwell, 2011; Santoro, Reid, Crawford and Simpson, 2011; Wyman, 2012).

A culturally responsive classroom is a key to student learning. In making a classroom reflects the students' culture, teachers are encouraged to practice a culturally responsive teaching, which makes the curriculum integrated, interdisciplinary, meaningful, and most importantly, student-centered. Further, a culturally responsive classroom should include issues and topics related to the students' background and culture. It should challenge the students to develop higher-order knowledge and skills and integrating the various disciplines of a curriculum that facilitates the acquisition of new knowledge among the students (Leonard, 2011; Hung, Lee, and Lim, 2012; Fettes, 2013).

Making a culturally responsive instruction is not actually a big challenge. Teachers only need to develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences. Teachers should act as guides, mediators, consultants, instructors, and advocates for the students, helping to effectively connect their culturally- and community-based knowledge to the classroom learning experiences. Teachers are encouraged also to make meaningful connections between school and real-life situations by using student's personal experiences to develop new skills (Meek, 2011; Peterson, 2012; Wyman, McCarty, and Nicholas, 2014).

Teachers should consider that the key to creating culturally relevant instructional practices is nurturing and supporting students' competence in both home and school cultures. This is possible when teachers use the students' home cultural experiences as a foundation upon which to develop knowledge and skills. Teachers should bear in mind that the contents learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations (Harman, Hayden and Pham, 2010; Glas, 2013; Niknejad and Nazari, 2015).

It is important for teachers to know the cultural background of the students in order for teachers to design activities that reflect the students' life culture, thus, making learning more meaningful and engaging. Alongside this, creating class activities becomes easier when the teachers have a background on of their students' perceptions of the value of school knowledge, their experiences with the different subject matters in their everyday settings, and their prior knowledge of and experience with specific topics in the curriculum, (Battiste, 2009; Lin and Iverson, 2012; Chartrand, 2012).

One focus of culturally relevant classroom practices is that teachers always consider the social class and backgrounds of students. It also honors diverse cultural and ethnic experiences and consider these in designing learning activities, classroom climate, instructional materials and techniques, and assessment procedures (Huaman and Stokes, 2011; Hornberger, and Swinehart, 2012; Chew, 2015).

For teachers to effectively create meaningful learning among the students, they must be multicultural themselves in order for them to authentically teach students. To materialize this, teachers need to develop a strong cultural identity to be responsible in teaching the students the life's essentials such as values and other life skills' that are important to prepare them to become productive community members (Sapon-Shevin, 2011; Abebe and Davidson, 2012; Nakata, Nakata, Keech, and Bolt, 2012).

However, there is a big challenge for teachers to design culturally relevant pedagogical practices. Teaching students from culturally and linguistically diverse backgrounds requires deep understanding of students' culture and applying special teaching techniques. This also calls for look different ways of teaching that is based on understanding of the role of culture in learning (Chinn, 2007; Dentith and Maurer, 2011; Bembenuddy, 2011).

Teacher education program finds designing a culturally-relevant pedagogical practice as a pressing issue today and this concern seem to continue in the future. Teacher education program finds diverse racial, ethnic, social class, and language backgrounds of students as important concepts which teachers need to fully understand. Teachers must undergo relevant trainings that will equip them with necessary strategies which help them address student's needs (Wrembel, 2010; Barnhardt and Kawagley, 2011; Ushioda, 2011; Luo and Cai, 2011).

The classroom is a diverse learning environment where students from different social orientations come together. These students bring with them their own practices, cultures, and norms. Truly, a classroom caters to students coming from numerous communities with widely different cultural practices creating their own classroom culture. With this, classroom is considered as to be multicultural group of learners (Cao, 2012; Johnson, 2012; Shotton, Lowe, and Waterman, 2013).

Teacher efficacy which is the very foundation of teaching and learning process in the classroom has been defined in multiple ways. Many educators offer varied meanings but all point out to a single concept which is how well students learned in a class. To making the students learn, teachers need to have an overwhelming knowledge on the multicultural classroom in order to address every need of the students (Zurzolo, 2010; Cárdenas-Claros and Glas, 2012; Exley, 2012).

Teachers need to grasp the special needs of the students by getting to know the different values, practices, norms, and culture that adapted from their families, communities and in their classes since they started their formal schooling. Teachers should make use of these attributes of the students and effect in the realization of some values that are usually the attainment of some educational objectives in terms of student behavior, abilities, habits, or characteristics (Dam and Legenhausen, 2010; Johnson, 2012; Mai and Iwashita, 2012).

Every student brings with him in the classroom a wealth of information, knowledge, and heritage making the classroom diverse. Teachers should consider this diversity in designing activities to making the students enriched as the students' progress depends largely on the way the teacher use the students' rich socio-cultural background. In many ways, teachers should consider varied and engaging activities which are culture-based to ensure students' progress (Baralt and Gurzynski-Weiss, 2011; Moyo, 2011; Bitchener and Ferris, 2012).

Considering the importance of student's culture as integrated in the class activities design, teachers are encouraged to understand students' culture first hand. With culturally relevant pedagogy, teachers build understanding of how people are expected to go about learning which may differ across cultures. In order to maximize learning opportunities, teachers must gain knowledge of the cultures represented in their classrooms, then translate this knowledge into instructional practice through varied activities that reflect the integration of students' cultural background. In addition, teachers need to create instructional materials that are relevant to the students (Busch, 2010; Horwitz, 2010; Moyo, 2011; Dalton-Puffer and Smit, 2013).

Meanwhile, some teachers in a culturally diverse classroom find the principles of culturally relevant pedagogy complicated in nature. This is because some teachers struggle with tensions of implementing their ideas in the classrooms. Teachers admit that they need enough time to get to know their students as well as the cultural background and find specific instructional practices that are relevant to students and this requires ample time (Rothman and Cabrelli Amaro, 2010; Nikula, 2012; Tran, 2012).

Culturally responsive pedagogy means providing the support necessary for all students to be successful and this invites high expectations or high behavioral and academic expectations for all students. To achieve this, teachers need to get to know students' strengths and interests and design learning tasks that build on these strengths and interests is one way that teachers can provide support to facilitate student learning (Barfield and Uzarski, 2009; Luo and Cai, 2011; Ramjibhai, 2012).

Students learn best when teachers integrate culturally responsive strategies in classrooms and in the lessons. Culturally relevant pedagogy benefits both teachers and students as this is an effective tool to utilize in the classroom environment. Culturally relevant teachers make explicit the dynamics of mainstream society to those students from cultures outside this mainstream, while simultaneously validating the unique cultures and heritages of other students (Bautista and Mulligan, 2010; Gallucci, 2011; Dixon, Zhao, Shin, Wu, Burgess-Brigham, Gezer and Snow, 2012).

In a culturally responsive teaching, teachers are integrating the experiences, perspectives, and histories of students from different cultural backgrounds into teaching practices. This draws students to be more engaged in the learning process and this allows students to have ownership of their learning. This translates to making the classrooms learner-centered and using, among other techniques, the students' frame of reference so that instruction is meaningful (Horwitz, Tallon and Luo, 2010; Bitchener and Ferris, 2012; James, Hirst and Lindenburn, 2012).

Additionally, culturally responsive teaching makes sense for students who come from different social orientations. For students from diverse background, learning is enhanced when it occurs in contexts that are linguistically and culturally meaningful and relevant to them. Any classroom activities that do not reflect the students' culture may fail to address students' needs. According to researchers, culturally responsive teaching originates from the notion of culturally responsive pedagogy, a framework that recognizes learning as occurring differently across cultures and yet facilitating and supporting the achievement of all students (Linnakyla, 2010; Mahadi and Jafari, 2012; Sharif and Yarmohammadi, 2013).

Aside from designing class activities that reflect student's culture, the students' relationships with their teachers are also an important aspect of the children's education. At all times, teachers are encouraged to show students that they are persons entrusted to make them learn and at the same

time to show them sincere concern to make them feel at home while in school. Teachers' interactions with students are critical for the students' success in the classroom. Hence, it is expected that teachers display a deep understanding of their students' culture in order for teachers to provide meaningful learning practices (Barletta, 2009; Yuksekokulu and Kampusu, 2009; Miyahara, 2010).

For teachers handling multicultural class, they should always reflect their cultural perspectives and beliefs in their relationships with their students. There are numerous ways to manifest this and one of which is telling their students what they believe about the different cultures by the way they teach, their attitudes, and their assumptions about learning. Somehow, there are instances that teachers tend to implement their own cultural beliefs into the curriculum, and they ignore the cultural differences of their students, in this situation, teacher should always go back to the idea that they are teaching for the children and that they should set aside personal beliefs (Cantor, 2009; Medina Riveros, 2009; Calderón and Minaya-Rowe, 2011).

There is a positive gain for teachers who handles multicultural classes, that is they get to know other cultures, the culture of their students and this widens teacher's perspective of teaching. By doing so, teachers are able to enhance teaching skills and begin to develop strategies that are helpful to the students. Teachers who developed cross-cultural competency improved their teaching abilities, attitudes, and understandings in diverse cultural settings and make students globally competitive. More so, the global competency that students develop enables them to act within the global society. They internalize the values and principles of humankind, and they know how to act on those values (Chamot, 2009; Menken and Kleyn, 2010; Nagy, Townsend, and Do 2012).

When teachers begin to integrate students' culture in classroom activities and when teaching practices are culture based, teachers become intercultural and effective in their tasks. Intercultural teachers facilitate as a catalyst for contacts between cultures. They believed that intercultural people are equipped to function effectively in more than one culture. Intercultural people possess cultural empathy, which is linked to the flexibility of being able to imagine other worldviews. Intercultural people demonstrate cultural competence in more than one culture, and they are able to navigate between different cultures because they have developed competence in social communication (Khamkhien, 2010; Fujii, 2012; Sun, 2014).

Multicultural teachers are needed in the classroom today as their competence not only strengthens learners but they also bridge the gaps between the school and home cultures and this is essential for holistic development of students. When teachers become conscious of their own cultural identity, they become multiculturally efficacious individuals who can move between two or more cultures. They become advocates for those who are from cultures other than the dominant culture (Kirkpatrick and Ghaemi, 2011; Kongkerd, 2013; Ussuma and Singwongswat, 2014).

Teachers must be multicultural in their teaching and must understand the implications of a culturally diverse classroom. Multicultural teachers demonstrate high levels of personal efficacy because they believe that they can make a difference in the lives of their students, and they are conscious of their own cultural identities and the cultural identities of others. When teachers are multiculturally competent, the students will enjoy the learning process as teachers are creating learning where students are engaged and developed in their potentials (Babae, 2010; Trigwell, Caballero Rodriguez and Han, 2012; Noom-ura, 2013).

### **Organization of the Study**

The study is logically arranged for easy understanding. Below is the discussion of the organization of the study.

Chapter 1 presents the introduction of the study which focuses on the problem situation. It is followed by the researcher's purpose in the conduct of the study. Included in here is comprehensive statement of the problem or statement of the main problem of the study. It is followed by the presentation of qualitative research questions that also served as the bases in the formulation of the interview questions which are used in asking the informants. The presentation of the research questions is followed by the theoretical lens that discusses the theory through which the study is seen and analyzed. Then, this is followed by the benefits that may be derived from the study according to groups of people. Unfamiliar words and phrases were also defined and given clear explanations and interpretations in the context of the study so as to create vivid and concrete understanding of the term. The last part of this chapter is the presentation of the delimitations and limitations of the study. It presents the parameters of the study as to who were the respondents in terms of number and the place where they came from.

Chapter 2 includes the various methods that were employed in the conduct of the study. It discusses the qualitative methods and the different processes and procedures to be undertaken to obtain the necessary data. This provides the reader a detailed discussion as to how the study was conducted.

Chapter 3 embraces the results of the qualitative study through interviews conducted. It is in this chapter that the readers find out and discover the pronouncements of the research participants.

Chapter 4 consists of some assertions from the result. It also discusses the key findings per research questions as compared to literatures cited. It also entails the implications for practice and implication for further research and the concluding statement or remark.

## **Chapter 2 Methodology**

This chapter describes how this study was realized. It discusses the applicability of qualitative research methodology, articulates the phenomenological research approach, the research question, data gathering procedures, data analysis, and issues associated with the participants' confidentiality, data collection approaches, factors affecting internal and external validity, and data analysis techniques, and research instrumentation and data coding.

### **Research Design**

This study employed phenomenology approach which aimed to describe the lived experiences of non-indigenous teachers teaching English to Manobo students of Talaingod District, Davao del Norte Division. Further, this study conducted to gain understanding of the plight of teachers in terms of teaching the English language to Talaingod Manobo students through their day-to-day experiences in the academe. Teachers who have been teaching for more than five years are the ones included as key informants and members of the focus group discussion for the triangulation of the data of the study.

This study used phenomenology because its aim is to describe the lived experiences of teachers who are assigned to teach English to Talaingod Manobo students. Van Manen (2007) explained that the phenomenology is an exploration of the essence of lived experience, thus it is the type of research design that will be used in this study. Meanwhile, Giorgi (2000) stated that phenomenology, in the most comprehensive sense, refers to the lived experiences that belong to a single person.

### **Research Participants**

There were two groups of the participants who were involved in this study. The ten teachers as informants in the in-depth interview and 7 seven teachers are for the purpose of triangulating the data. This study conducted in Davao del Norte, Talaingod District, Davao del Norte Division.

The profile of the participants in the In-Depth interview and Focus Group Discussion was shown as one of the appendices. The distribution of the informants was not based on familiarity. The identities of the informants was concealed and each participant was coded so as to ensure anonymity. Samples of potential participants represented the target population of interest, with the sampling frame comprised of the population from which the sample was drawn.

The participants were purposefully chosen so that the information needed to expedite the study would be the exact data necessary to answer the research questions posted in the earlier part of this paper. The researcher utilized a minimum of 10 participants until data saturation is attained in order to really obtain the data. Creswell (2007) addressed the issue of the appropriate number of participants in qualitative research participants expected to provide thematic saturation

The participants were teachers who have been teaching English for more than five years to Talaingod Manobo students. The participants were determined according to the criteria set like having taught the Talaingod for not less than five years. In case when there are more than seven participants who meet the criteria, those who have taught for more than the minimum were given the preference. Included in the selection was the willingness of the participants.

Meanwhile, there are seven participants in the Focus Group Discussion coming from the schools where the informants of the In-Depth interview are teaching. The identity of the participants for the Focus Group Discussion is concealed and coded in order to ensure anonymity as part of maximizing the Ethical consideration which this research deemed important.

### **Data Sources**

Information in this research was based from the interview and focus group discussion to be conducted. The interview consisted of questions that were elicited the experiences of the participants in teaching the Talaingod students. The interview with the participants and the focus group discussion will be recorded, transcribed and analyzed.

During the scheduled interview, I explained to the participants first the purpose of the informed consent. After they signed the Informed Consent, interview proper followed. The interview was done

during their free time or the time most convenient to them. I recorded the conversations using an IC recorder. The interview lasted for thirty minutes or more according to the availability and willingness of the participants. . It took place in the classroom or in a coffee shop or in one area of the school. As to the number of sessions for the interview, the informants determined how many times they took place. A similar concepts was applied for the Focus Group Discussion.

After the data gathering, I collected the recorded audio dialogue and give them to the transcriber. The transcriber is a teacher with a Master's degree. The transcriber will give me the transcripts of the interviews which are coded to uphold anonymity of the participants.

The transcripts were then translated by a teacher who has a Master's degree in Teaching English as a Second Language. After the translation, another English teacher who has also a Master's degree will check the translation to ensure accuracy. Next was my meeting with the informants to confirm their answers in the In-depth interview. Finally, I met the participants for Focus Group Discussion with the same purpose.

### **Data Collection**

The first step of data collection was asking permission from the Regional Office of Department of Education to conduct the study. I wrote a letter addressed to the Regional Director requesting for approval to conduct the study in the schools where the informants work. The letter for the Regional Director has an endorsement from the University of the Immaculate Conception by the Dean the Graduate School.

When the Regional office approved the letter, I sent a letter to the Superintendent of Davao del Norte Division seeking permission to conduct the study in the aforementioned schools. I enclosed the endorsement from the Graduate School Dean and the endorsement from the DepED Regional Office.

Upon the approval of the superintendent, I wrote a letter to the Provincial Office of the National Commission for the Indigenous Peoples indicating purpose of conducting a study. As soon as I was given the permission to conduct the study, another letter was written and sent to the Municipal Tribal Chieftain indicating the purpose of my study. I attached the letter of approval from the Provincial Office of the National Commission for the Indigenous Peoples. I also wrote a letter asking permission to the Barangay Tribal Chieftain to conduct the study enclosing the approval from the province and the municipality.

To begin my in-depth interview, I met the school heads of the informants in their schools and inform them about my intention to conduct an interview. After which, I met the teachers who were my participants. I explained to them the purpose of the research and I asked them to sign the Consent Form indicating their permission to be part of the research.

After getting the approval of the teachers I started the interview. I recorded the conversations using an IC recorder and collected the recorded audio dialogue which were given to the transcriber. The transcriber was teacher with a Master's degree in Language Teaching. The transcriber gave me the transcripts of the interviews which were coded to uphold anonymity of the participants.

The transcripts were translated by a teacher who has a Master's degree in Teaching English as a Second Language. After the translation, another English teacher who has also a Master's de-

gree checked the translation to ensure accuracy. Next was my meeting with the informants to confirm their answers in the In-depth interview. Finally, I met the participants for Focus Group Discussion with the same purpose.

## **Data Analysis**

After collecting data through interviews, the data was analyzed by following Moustakas' phenomenological data analyzing procedure as reflected in the work of Yuksel and Yildirim (2015). This describes the procedure of preparing and analyzing the data. The general procedures include preparing data for the analyses, reducing the data phenomenologically, engaging in imaginative variation, and uncovering the essence of the experience

In the analysis of data, I used the transcribed and translated conversations of the informants. The analysis will start by bracketing the researcher's subjectivity to clarify preconception throughout the study. This process is described as Epoché, and it refers to setting aside the researcher's pre-judgments and predispositions towards the phenomenon. This process began with writing a complete description of the phenomenon by the researcher.

The following were the steps followed in the data analysis: First, horizontalizing, or listing all relevant expressions. In this part of the data analysis, I look all data as every statement has equal value. If some statements were irrelevant to the investigating phenomena and were repetitive or overlapping, I ignored these statements. In other words, I created a list from the verbatim transcripts of and deleted all irrelevant expression. After cleaning the data, the remaining parts of the data are called as horizons. Horizons are the textural meanings or constituent parts of the phenomenon.

Then, reduction of experiences to the invariant constituents. In this step, I clustered horizons into themes. The translated data were categorized into meaning units so that each of the themes has only one meaning. This step of the phenomenological reduction describes the phenomena in "textural language". In this case, thematic clustering to create core themes. In this step, the researcher clus-

tered and thematized the invariant constituents, which are the horizons defined as the “core themes of the experience” of the phenomenon.

In comparison of multiple data sources to validate the invariant constituents. The themes were derived from participants’ experiences collected by a particular data collection method, such as interview, were compared to other methods, such as researcher observation, field notes, focus group interviews, and literature to verify accuracy and clear representation across the data sources. Fifth was constructing of individual textural descriptions of participants. The textural description is a narrative that explains participants’ perceptions of a phenomenon. Moreover, researcher explained the meaning units in a narrative format to facilitate the understanding of participants’ experiences. Sixth step involved construction of individual structural descriptions. This step was based on the textural descriptions and imaginative variation. By using imaginative variation, researcher imagined how experience occurred and then, s/he creates the structures.

Construction of composite structural descriptions took place. After the researcher wrote the textural description, researcher should incorporated the textural description into a structure explaining how the experience occurred. I added the structures at the end of each paragraph in order to create structural description. This process helped me to understand experiences with the phenomena under investigation.

In the process of synthesizing the texture and structure into an expression: I created narratives, including textural describing “what” occurred and structural describing “how” it occurred. After that, I created meaning units common to all and create a composite textural and structural descriptions based on these shared meaning units. In the composite textural and structural descriptions, the individual meaning units were eliminated in order to create the essence of the phenomena. Then composite narratives were written using the third person perspective representing the group as a whole. This step is the synthesis of all narratives for the group.

### **Trustworthiness of the Study**

Trustworthiness is the basic concept in order to produce an effective and reliable research output. It adds a strong impact to both researcher and its research works. Lincoln and Guba (1985) posited that trustworthiness of a research study is important to evaluating its worth.

Trustworthiness should consist of the following: Credibility (confidence in the truth of the findings); Confirmability is a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest); Transferability shows that findings have applicability in other contexts and Dependability shows that findings are consistent and could be repeated.

In this study, I obtained credibility by conducting a personal interview with my key informants. I made sure that everything go easily, and nobody was affronted and harmed, as I pursued my research work. I also have a discussion among my co-researchers where we discussed matters relevant to the research. Member checking was also done by letting the informants read the transcripts and translations to determine if the thoughts that emerged during the interview were well-kept-up.

Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985).

In this study, confirmability is achieved by using the answers of the informants in the In-Depth Interview as my primary source of data. I will also employ triangulation to other set of participants in the Focus Group discussion to confirm or validate the responses of my informants in the In-depth Interview. Moreover, I used a reflective journal. Koch, (2006) suggested that confirmability also can be established using a reflective journal and he described a reflexive journal as "reflexive documents kept by the researcher in order to reflect on, tentatively interpret, and plan data collection". He stressed out, that the researcher is required to keep a reflective journal, which should include all

events that happened, and of course the personal reflections in relation to the study. Also, confirmability in my study was done through a thorough checking to guarantee the accuracy of both the process and content of this research work.

Confirmability as described by Tobin & Begley (2004) is “concerned with establishing that data and interpretations of the findings are not figments of the inquirer’s imagination, but are clearly derived from the data”. Studies suggest that confirmability of qualitative inquiry is achieved through an audit trail, reflective journal and triangulation (Bowen, 2009; Koch, 2006; Lincoln & Guba, 1985). According to Bowen (2009) an “audit trail offers visible evidence, from process and product, that the researcher did not simply find what he or she set out to find”. Confirmability on the other hand is dealt with the full exposure of the data upon which all interpretations are based, or at least the accessibility of the data for examination. In other words, the reader of the research should be able to examine the data to confirm the results or interpretations.

In this study, transferability was taken through proper labeling and keeping of the data for future references. The complete set of documents are kept on file and are available upon request. This research result documents give other researchers the ability to transfer the conclusions of this inquiry to other cases, or to repeat, as closely as possible the procedures of this study. As what Silverman (1998) said, transferability is a process performed by readers of research. Readers note the detail of the research situation and compare them to the detail of an environment or situation with which they are familiar. If there are enough similarities between the two situations, readers may be able to infer that the results of the research would be the same or similar in their own situation”.

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents. It is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). According to Bitsch (2005), the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. This

means that when the researcher provides a detailed description of the enquiry and participants were selected purposively, it facilitates transferability of the inquiry.

In this study, I made sure that there was constancy of data. I will write all the observations and reviewed trail to be used. Dependability was met by establishing an audit trail involving a friend or colleagues that examined the process of collecting, analyzing and interpreting my data. Bowen (2009) and Li (2004) explained that an audit trail involves an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded and analyzed. Tobin & Begley (2004) further explained that the audit trail also establishes confirmability of the study.

Dependability as defined by Bitsch (2005), is the stability of findings over time. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2011; Tobin & Begley, 2004). Dependability is established using an audit trail, a code-recode strategy, stepwise replication, triangulation and peer examination or iterator comparisons (Ary et al., 2010; Chilisa & Preece, 2005; Krefting, 1991).

### **Role of the Researcher**

My research explored around the pedagogical challenge experiences of non-indigenous teachers teaching English to Talaingod Manobo students. This topic ignited my interest as I have seen the plight of the teachers in a class where linguistic minority students are in the mainstreamed classroom and I cannot underscore the enormity of this occurrence in the world of teaching and learning, hence I opted to focus my study in this rich topic of language teaching.

Basically, my role in the conduct in this research was the role of the interviewer. I conducted the interview to the ten participants and the seven teachers as my Focus Group Discussion for the triangulation of the responses of the participants. After conducting the interview, I transcribed the responses of each of the participants. I was directly involved in the data interpretation and data analysis.

### **Ethical Consideration**

The manner of this study is within the bounds of seven key principles of ethical research, as pointed out by McLeod (2009) which included the following: informed and voluntary consent, respect for rights of privacy and confidentiality, minimization of risk, truthfulness, social and cultural responsibility, research adequacy, and avoidance of conflict of interest In the conduct and practice of this study. The Treaty Principle of Participation as cited by McLeod (2009) was reflected in the invitation to participate which ensured that any participation was completely voluntary in nature, and was based on an understanding of adequate information.

Dominant concern of this study is the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality, and the minimization of risk to participants. The possibility of a degree of risk was minimized through taking all reasonable steps to guarantee the participant's confidentiality. Each of the participants was advised that he/she has the right to withdraw his/her information at any time up to the completion of the data collection process, and requested to verify

conducted chapter presents the results of the qualitative research questions his/her individual transcript after the interview was carried out. This provided the participants the opportunity to amend or remove any information which they felt might identify them or they may be uncomfortable with. No interview transcripts was seen by the my adviser before being verified and amended, and the researcher reserved the right to employ the use of pseudonyms, and changing names and/or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. With regards to the protection of participants, this study did not involve the use of a list of names of the study's informants. Specifically, in either recruiting the participants, or methods of data collection.

The Informed Consent Form is an important tool in the conduct of the data gathering and in this research in general. It was obtained by giving it to the informant prior to the interview. I ensured that no rights of the participants are violated in the conduct of this study. To achieve such, the selection of the participants in the research was a merit. They were identified and approached whether did not hold influence over the participants to ensure that raw data were collected in the interview. The Informed Consent was explained thoroughly to the informants and any disapproval on the part of the informants were considered and if the informants decided to withdraw from the participation in the study the same was respected.

All informants were given individually the explanation about the purpose of the study including their rights to respond and not to respond to questions which were asked to them during the interview. I also provided a list of the main informants' wishes to provide information and not answer the question. I respected the right of the informants when they felt any inconvenience during the conduct of the interview. The Informed Consent on the other hand was explained and given to the informants before interview was conducted. It was given to them where the interview took place.

Gaining the trust and support of research participants is critical in an ethical academic inquiry and process. Informed consent was given to all participants. The informed consent and for the Focus Group Discussion they were given a consent form before scheduling the interviews and participation in the phenomenological research process. Each participant was required to provide a signed personal acknowledgement consent and an indication of a willingness to participate in the study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and to provide information that participants are expected to provide. Personal assurance and contact diminished attrition, non-responsiveness, and ensured adequate participation to achieve thematic saturation.

The informed consent letter articulated the procedural steps to maintain privacy, confidentiality, and the non-attribution of individual responses. The informed consent letter declared that the participants' information about the research remains confidential and will not be released without prior expressed personal approval. Restricted access based upon a need to know was protected and secured the researchers' information to maintain confidentiality, responsibility, and to ensure that all responses were secured from inappropriate disclosure to enhance reliability and validity of provided data. All participants were required to sign and return the letter of consent to the researcher before participating in the research.

Finally, this study has been examined by the university Research Ethics Review Committee and cleared for implementation using the universally accepted scientific procedures and internationally-accepted ethical guidelines.

difficulties.

## Chapter 3

### Result

This chapter presents the results of the qualitative research questions conducted during the in depth interview which served as the catalyst for the data produced by the informants.

In coming up with the themes of this study, I focused my attention only to those important clauses and phrases that emerged from the transcripts. These were utilized and made into thematic statements. They were listed and grouped accordingly to determine patterns and connections between themes. I adopted the process of numeration in determining the thematic statements. Numeration is the number of times that thematic statements or emergent themes occur in the transcripts (Smith et al. 2009). In this study, a theme is notified when a particular idea or experience was highlighted by at least two participants in a group. Those that occurred only once were not included in the thematic statements.

#### ***Instructional Issues and Challenges of Non-Indigenous Teachers in Teaching English Language to Talaingod-Manobo Students***

There were a number of essential themes which were drawn out from the in-depth interview. The responses from the interview mainly revolved on the research question about the instructional issues and challenges of the non-indigenous teachers in teaching English language to Talaingod-Manobo students. The informants were asked to describe their experience in teaching English to these students. They also shared the reasons why they experienced those difficulties.

**Table 1**

#### **Instructional Issues and Challenges of Non-Indigenous Teachers in Teaching English Language to Talaingod-Manobo Students**

<b>Essential Themes</b>	<b>Thematic Statement</b>
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<p><b>Cultural Incongruence in Instruction</b></p>	<p>Materials that do not reflect images and perspectives from diverse groups Some teaching practices are not culturally sensitive and responsive The examples used in the lessons are not culturally relevant Using of terms and words that are unfamiliar to students Lack of knowledge and understanding of students' cultural background which leads to poor contextualization of lessons Failure in integrating the experiences of students from different cultural backgrounds into teaching practices There is a cultural mismatch in a child's home culture and the school culture</p>
<p><b>Challenging Classroom Environment</b></p>	<p>Students cannot answer questions that promote critical and creative thinking have difficulty in distinguishing the lesson like parts of speech They can hardly understand what they read Poor grammar of students makes them unable to understand what they read They cannot construct simple sentences due to limited vocabulary They can hardly engage in class discussion due to poor comprehension They are poor in pronunciation, in spelling, and in producing intonation Teachers lack necessary skills to handle IP students</p>
<p><b>Language Maintenance</b></p>	<p>Parents do not allow children to speak English at home Parents promote mother tongue as home language Students hear only mother tongue at home Playmates only speak mother tongue Widespread use of mother tongue fuels communication barrier Home language is encouraged to use mother tongue</p>
<p><b>Cultural Incompetence</b></p>	<p>Teachers understand only few basic words in Talaingod-Manobo dialect They do not understand culturally relevant events to integrate in the lesson They fail to plan activities to meet individual developmental needs of diverse students They are notable to describe the strengths of the culture of the students They do not know the prevailing beliefs, customs, norms and values of the students They need to develop socio-cultural consciousness in order to communicate to parents the academic progress of students They lack knowledge on the history and cultures of the students</p>
<p><b>Culturally Irrelevant Teaching Materials</b></p>	<p>Teachers use textbooks and reference materials that do not reflect the cultural background of the students They are unable to produce contextualized learning materials and activities to fit to students' cultural make up There are no books and dictionary written in mother-tongue No available dictionary in Talaingod-Manobo language There are no big books that showcase local stories</p>

**Cultural Incongruence in Instruction.** This is one of the five essential themes generated for the research question number 1. The informants stated that they do not have the complete understanding of the cultural background of the students despite their number of years teaching them.

They also revealed that they were not able to contextualize most of the lessons which resulted to poor mastery of the competencies. There were teachers who shared that some of their teaching practices are not culturally sensitive and responsive. According to Teacher F when she was asked to share what challenges in teaching Manobo-Talaingod students she experienced, she bared:

There are instances that I failed to integrate the students' life experiences in teaching English. The sentences I made as an example in the discussions do not reflect their daily experiences. This is a hard time for me because they cannot relate to me and I cannot relate to them as well. (Archive##106)

Meanwhile, Teacher J also shared her thoughts when asked about the problems she encountered in teaching the students and she directly stated that:

The teaching strategies I used seem to be unfit for my students. I was not able to reflect their home culture in the class and students oftentimes have difficulty to connect with me. As a result, the students either have hard time processing the lesson or they have difficulty relating to me. (Archive##110)

Furthermore, Teacher E shared her thoughts when she was asked with the same question and her thoughts went like this:

When I give examples during discussions, I always choose those which are seen on television or in movies. I also used words that are unfamiliar to them and this caused me hard time making them connect and relate with me. (Archive##105)

Teachers E, F, and J have similar experienced similar challenges in teaching English to Talaingod Manobo students. All of them acknowledge that they face short in teaching strategies and activities that may motivate students to participate in class.

**Challenging Classroom Environment.** Another essential theme which emerged in response to question number 1 is Challenging Classroom Environment. The informants confessed that they have troubles making the students easily understand the lesson because students have poor understanding on English. This stems from the idea that English is a fourth language of the students. They are perplexed in basic English because they have limited English vocabulary and have difficulty in

understanding English words which make them unable to construct simple and meaningful sentences.

When Teacher G was asked to explain why her English class became challenging, she said that:

My English class gives me more challenge as a teacher. This is because my students have problems remembering terms in English and their vocabulary is very limited. They get confused with the meaning of the words. (Archive##107)

Similarly, Teacher A shared her insights when asked with the same question and she politely responded:

My problem in English class is the students don't master the subject-verb agreement especially those nouns that look like plural but they are singular and for them that is very confusing and difficult to master. These students also pronounce the words differently which alter the meaning of the word or the sentence. (Archive##101)

Further, Teacher D also shared her thoughts about teaching English language to these students and she shared that:

My students cannot relate to the terms I used even those basic words. Example is they do not know what is an elephant or giraffe so this prohibits me from using them in the examples. They also have difficulty in reading words especially those longer ones. They also have dilemma in spelling the words in English. Their vocabulary is relatively poor. (Archive##104)

**Language Maintenance.** Another essential theme that emerged in question number 1 is Language Maintenance. The informants revealed that they have identified one reason why students find it more difficult to learn English. They said that the students have the facility to speak English at home. As a result, there is no reinforcement of the teachers' efforts in making the students learn English. And so, students cannot retain what they learn in school.

When asked what instructional issues she encountered teaching the students, Teacher F revealed that:

The students have hard time developing mastery of the lesson because they cannot use their learning in their homes. There are parents who do not

allow their children to speak English at home because they fear that this will lead to forgetting their mother tongue. (Archive##106)

For Teacher B, he did believe that allowing the students to use English terms at home will help them remember the lessons. For teacher B, this will help facilitate recalling the lesson which further leads to mastery of the competencies. However, this is not the case in some homes of the students.

Teacher B stressed that:

Most parents discouraged their children to speak English at home. They reprimand their children from speaking English when talking with them because they want that their mother tongue will be the language at home. (Archive##102)

Meanwhile, Teacher E also shared her sentiments, she explained that:

Most parents of these students speak only their mother tongue at home. With this, they want their kids to follow them and use mother tongue only. Other parents really imposed the rule that only mother tongue is the language at home. (Archive##106)

Teacher F, B and E identified the parent's attitude towards English speaking at home as a barrier in students' learning the English language.

**Cultural Incompetence.** Among the essential themes for research question number 1 is Cultural Incompetence. That despite the number of years they have been handling Talaingod Manobo students they are still not knowledgeable about the beliefs, traditions, and the customary practices of their students.

Teacher H confessed that she is not very familiar with all the traditions of her students, she said:

I do not know what are the cultural beliefs and traditions of our students and I hope to get to know some of them so that at least I can include them in our lessons. More so, I hope to write stories about their traditions but I am not familiar with any of them.. (Archive##108)

In support to the above statement, Teacher N admitted that:

I do not have knowledge on some of the important culturally relevant celebrations of the tribe. I wish to know some of them so that I can integrate them in the lesson. (Archive##115)

Meanwhile, Teacher D revealed that her years of teaching the Talaingod- Manobo students do not guarantee her thorough understanding of the cultural background of her students, she declared:

I think it is wonderful to know the history and the culture of the students. However, I know nothing about them even I have been teaching here for some time. I can even know only few of their basic words and I want to learn more. (Archive##104)

Teachers H, N and D are just starting or have not started their desire to know the culture, history and cultural activities of this indigenous group as revealed in the phrases, I hope to... I wish to... and I think...They seem to be reluctant to know more about the background of their students that makes them culturally incompetent.

**Culturally Irrelevant Teaching Materials.** Another important essential theme that emerged for research question number 1 is Culturally Irrelevant Teaching Materials. The informants lament that there is a rarity of reading materials and textbooks that reflect the culture of the students. They also desire to have big books which stories depict the real life situations of the children, to be used by primary students. The informants believed that this will help them teaching English to these students. With the books and other reading materials on the students' culture, teaching can be more meaningful and easy.

According to Teacher G, she has been dreaming to have copies of big books that feature local stories she can use in her class, she shared:

Children love stories. They love to hear stories especially those which they can relate. However, there are no available big books I can use in my class. I hope we can make plenty of big books that tell the stories of our children to make the class more exciting. (Archive##107)

Meanwhile, Teacher B also shared his sentiments about the lack of contextualized learning materials he can use in Teaching English. He has difficulty making translations of the story he used in the class for the students to be more interactive. He revealed that:

The books we use today are very generic...wise... Students learn best when the contents of the book reflect real-life situations. (Archive##103)

In order to make teaching find its meaning, students should be able to relate to the learning materials they use in school. Teacher K noted that it would be very beneficial for both teachers and students to connect with each other during class discussions. She is certain that the availability of contextualized learning materials are essential for students. She also added that:

It is easy to teach when we are connected with our students and having a learning resource material that embodies the students' cultural background will help in developing a good connection. The problem is we do not have books written in the mother tongue of the students. (Archive##105)

### ***Coping Mechanism of Teachers to Overcome Instructional Issues and Challenges***

There were several sub-questions asked to determine the coping mechanism of teachers in relation to overcoming the instructional issues they encounter. The informants were also asked how they handled their difficulty and what measures did they apply to overcome the instructional issues and challenges. The informants were also asked how many times they sought help in order to overcome the issues and challenges and the changes that took place after they asked help in overcoming the instructional difficulty.

**Advocating Multilingual Instruction and Developing Strategies.** There are five essential themes generated for research question number 2 and Advocating Multilingual Instruction/ Developing Strategies is one of the essential themes that emerged after conducting the In-Depth interview. This essential theme was manifested when the informants affirmed that they revealed their coping mechanism to overcome the instructional issues and challenges encountered in teaching the Talaingod-Manobo students.

The participants also stressed that they sought assistance from their colleagues by asking some of the difficult words and interpret it from dialect to English. They admitted that being culturally sensitive helped them in delivering the best instruction that brings mutual benefits for both students and teachers.

In the interview, the informants were asked how they handled their difficulty in teaching English so they can overcome them. Teacher C shared that:

I explain in Cebuano or Filipino the lesson after explaining them in English. I also use some of their words for them to understand easily. (Archive##103)

Meanwhile, for Teacher N, she tried to learn Talaingod-Manobo to learn basic words they used in their tribe and use them in the class during discussions of the lessons because she believed that by so doing, the students will be helped in understanding the lesson.

She shared that:

Whenever I can, I always give the equivalent word from English to the local dialect when I give examples in the lesson. To know many words, I asked some of my students about basic words they used so that I can also use them in the class and this really helps. (Archive##114)

Table 2

**Coping Mechanism of Teachers to Overcome Instructional Issues and Challenges**

Essential Themes	Thematic Statement
Advocating Multilingual Instruction/Developing Strategies	Translates English stories in Filipino or Cebuano Explains lessons in Cebuano for better understanding Uses equivalent local terms of English words Allows students to use mother-tongue Students write essays using mother-tongue during IP week Cebuano or Filipino stories with similar content in the target language taught Builds relationships with students Focuses on the ways on how students learn and identify their task orientations Communicates expectations Facilitates independence in thinking and action Keeps students on tasks and guides them to master the tasks Monitors students' academic progress Teaches students the differences between their home, school, and community settings can help them switch to appropriate behavior for each context
Professional Culture	Designs learning experiences that are culturally familiar to students Discourages children from other cultural groups to call cultural community students by offensive terms Immediately responds when students engaged in behaviors

	<p>that show cultural insensitivity or prejudice</p> <p>Considers that religion and other beliefs may influence students' learning needs</p> <p>Finds ways to support language acquisition and comprehension of students</p> <p>Utilizes varied assessment forms like portfolios to evaluate students' performance in favor of cultural diversity</p> <p>Thinks up innovative activities for students to do</p> <p>Develops and maintains child-friendly classroom</p> <p>Conducts remedial instruction</p>
Immersion in the Digital World	<p>Introduces students to different ways of learning like using computer</p> <p>Uses powerpoint presentation to attract students' attention in the class</p> <p>Researches on the internet on different ways of teaching the lessons to the cultural community</p> <p>Shows to students video clips about the lesson to spark their interest to learn</p> <p>Maximizes the use of computers in teaching English</p>
Classroom Climate	<p>Creates a warm, safe, and secure environment</p> <p>Fosters meaningful and supportive relationships</p> <p>Listens to students</p> <p>Guides students so they know exactly what has to do</p> <p>Helps student who have trouble with their work</p> <p>Designs differentiated instructions</p> <p>Gives class assignments that are clear</p> <p>Gives students equal opportunities to share ideas and learn</p> <p>Encourages students to focus on collective work, responsibility, and cooperation</p> <p>Provides students with knowledge and skills needed to function in mainstream culture</p> <p>Modifies instruction so that students from diverse cultural, language, and ability groups will have an equal opportunity to learn.</p>
Cultural Sensitivity	<p>Finds time to participate in cultural functions within community</p> <p>Familiarizes oneself with students' cultural traditions</p> <p>Reaches out to communities especially during meetings</p> <p>Promote students' culture</p> <p>Engages students in real-life and project-based activities</p> <p>Develops an effective ongoing communication system</p> <p>Uses common words in talking with parents, family and community members</p> <p>Recognizes the relevance of the students' culture in their academic progress</p> <p>Educates students about stereotyping that creates biases to cultural minority students</p> <p>Writes and explains rules in language that is clear to all students</p> <p>Creates school policy that advocates for and supports inclusion of Indigenous students</p>

Moreover, Teacher Q explained that she practices the multilingual speaking, using Cebuano and Tagalog in teaching English to improve the students' engagement. Straightforwardly, she said:

I find it very unfulfilling when my efforts are not well-paid. To make my class interactive, I also use multilingual practice by speak Cebuano and

Tagalog even my subject is English. Teaching English by speaking all English words does not improve the student engagement. This is why I am into multilingual instruction. (Archive##111)

On the other hand, Teacher G shared that using multilingual in teaching English to her students, facilitate their learning. Quoting her:

The students easily understand the lesson when I explain it in Cebuano or in Filipino. Knowing their limitations in understanding English words and too little vocabulary on mind, teaching English in Cebuano and Filipino really make teaching them easy. (Archival##107)

Teacher B shared his observation that when he explained in Cebuano and Filipino, students make good results in assessment.

When I translate English words to Cebuano and Filipino, students understand the lesson and they get good mark in the assessment. So I decided to explain lesson to which students find easy. (Archive##102)

**Professional Culture.** One of the essential themes generated from question number 2 was Professional Culture. The informants stressed that they consider the students' cultural background as a rich topic that greatly influence the positive behavior of students in the class.

Teacher D shared during the interview that she needs to understand many things about her students as their cultural makeup is an important factor in preparing instruction for her class. She added that:

I would like to create a learning environment by designing learning experiences that are culturally familiar to students. This makes me consider that students; religion and other beliefs may influence students' learning needs. (Archive##104)

Teacher G also shared that she often reminds her class what they are to observe especially in interacting with indigenous students. She wants that her classroom would be a best place for all students to learn and is a safe space for everyone. She declared that:

I always discourage children from other cultural groups to call cultural community students by offensive. In the beginning of the class, I give them the list of things they need to observe and respecting others is on the top. I also immediately respond when students engaged in behaviors that show cultural insensitivity or prejudice and this really work good for all my students. (Archive##106)

Teacher K confirmed that being a teacher in a class of indigenous students is a rewarding job. And she finds pleasure in carefully planning for the lessons, including the type of assessment she has to give her students. She shared that:

I make sure that I can design assessments to complement the culturally sensitivity strategies in my class. I also utilize varied assessment forms like portfolios to evaluate students' performance in favor of cultural diversity. (Archival##111)

**Immersion in the Digital World.** Another essential theme that emerged from question number 2 is Immersion in the Digital World. The informants believed that internet is helpful in making them become effective teachers for their students. The informants shared that the computer has done many marvels in terms of teaching their students.

According to Teacher J, she makes power point presentation on the topics she will discuss with her students because she observed that students are more attentive when she uses another mode of teaching. She said:

I like it when I use power point in the presentation of my lesson. It does not only make my student attentive but it also makes them more engaged in the discussion. Using powerpoint presentation really attract students' attention in the class. (Archival##110)

Teacher P thought the same way as Teacher J when it comes to using computers in the class discussion. Teacher P, has so much good experiences when she is using computers in the class, she noted that:

When I introduce to students the different ways of learning like using computer, they become more excited and they look forward that every day they will get to see video clips or power point presentation. It makes them more attentive and responsive to the lesson. (Archival##116)

**Classroom Climate.** The research question number 2 generated themes such as Classroom Climate as one essential theme. The participants shared that it is important for teachers to understand how the classroom molds the learning environment of the students. They also shared that a good classroom must reflect a child-friendly atmosphere where every student is respected and valued at all times.

Teacher N shared that a motivating classroom environment is a classroom that makes every

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student feels at home and happy. She also noted that:

As a teacher in this culturally-rich classroom, I make sure that all students are given equal opportunities to share their ideas regardless of their family background and orientation. I do not tolerate favoritism in my class and I make sure that the classroom helps fosters meaningful and supportive relationships among all the students. (Archive##114)

In the same way, Teacher I also shared the importance of creating a classroom environment that is warm and secure for all students, she shared that:

It is great to make the classroom a good place for students to learn. So I want that the class is a warm, safe, and secure classroom environment for culturally diverse students. This is achieved by considering the feelings of students in the class. I take time to listen to them and understand their emotions. (Archive##109)

**Cultural Sensitivity.** Another essential theme generated from question number 2 was Cultural Sensitivity. The informants revealed that to make them become more effective in the class, they exert efforts in knowing what the culture of their students is, that they can be culturally sensitive. Whenever possible, the informants spend time talking to their students and they asked many things like their cultural beliefs, traditions, and their literature. They also asked the students' parents during meetings about the rituals their tribe practices especially on important celebrations. She talks to parents using familiar expressions so she could be understood by them.

According to Teacher E when asked how she makes herself familiar with the students' culture, she answered:

I am trying to learn the students' culture by talking to their parents during meeting and asking them about their interesting practices. I also use familiar expressions which I got to know from my conversation with parents and students. This helps me become more culturally sensitive. (Archive ##105)

Similarly, Teacher F shared similar experience when asked the same question. She revealed that:

I find time to attend meetings in the community and reach out to the parents and other community members. This helps me understand better my students and the kind of life they have. Familiarizing the background of my students help me able to adjust my instruction and I can take the opportunity of promoting their culture in the class. (Archive ##106)

Meanwhile, Teacher G also shared his experience in getting to know more about his students.

She confessed:

The knowledge I got about the culture of my students made me become more sensitive to their learning needs. I was able to understand them gradually and I can make the classroom instruction fit to their capacity to learn their lessons. (Archive##107)

On the other hand, Teacher L also shared her ideas about the importance of being able to know more about her students. She said that:

When teachers get to know more their students especially their culture and they will recognize the relevance of the students' culture in their academic progress, students may learn the lessons easily. It is the teacher's sensitivity to the need of the students that can make learners more engaged and more able to support personal progress while they are in school. (Archive##112)

Teachers E, F, G and L stressed teachers' sensitivity to the needs of the students as a great factor in making the students be engaged in school.

***Insights shared by the Participants.*** The in-depth interview provided themes for this question. The informants were asked to give their comments on the advantages and disadvantages of being an English teacher to Talaingod- Manobo students. They were also asked how their experiences help them in understanding their students. Table 4 contains essential themes which are generated from the informant's responses. Research question number 3 generated 5 essential themes.

**Reciprocal Learning.** Research question number 3 generated this as one of the essential themes. The informants were glad teaching the Talaingod-Manobo students because they also learn from their students. They also shared that they learn something about the culture of their students.

In the interview, Teacher N shared her insights about what she learned from her students particularly she said that she learned about the food peculiar to their tribe including those that they secure on special occasions. By conversing to them outside class hours students show willingness to answer her questions. And she said that:

My students share about the foods peculiar to them including those they served during special occasions. I also asked them about their practices

and they are always willing to respond to my questions. This makes me learn something about them. (Archive##114)

Teacher Q also shared her thoughts about what she learned from her students. On lunch time or free time, she finds way to talk with them especially when she is not busy. The students shared stories so the teacher takes advantage of the time to learn some words she often hears and she said:

I know some local terms used by my students and I use them sometimes. My students also shared some of their beliefs and traditions which they observed including some stories about their family. (Archive##117)

Meanwhile, Teacher I also shares her insights similar to that of Teacher Q and she stressed that:

I get to learn some things about the culture of my students and it is interesting. It is good when they share their different traditions including the songs which reflect their traditions. (Archive##109).

The three teachers generally find pleasure in learning from their students some basic and common words they often use in conversations including those found in their stories and songs.

**Affirmative Reception for Students.** This is another essential theme from question number 3. The informants revealed that they are happy with their students because they generally exhibit good attitudes. The students are showing good attitudes towards acquisition of knowledge as manifested in their interest to learn the lessons.

Teacher F shared that she was very happy of her students because they love to learn. She emphasized that:

My students always ask questions about our lessons and this is a good behavior towards learning. I am always encouraging them to ask question especially

Table 3

**Insights shared by the Participants**

<b>Essential Themes</b>	<b>Thematic Statement</b>
Reciprocal Learning	Teachers learn from the students culture Teachers asks students basic terms and simple greetings in their dialect Students share to teachers their cultural beliefs Teachers get to know meanings of tribal songs

	and dance through students' sharing Teachers get to know tribal rituals and their significance
Affirmative Reception for Students	Students are respectful Most students are polite Students are open to share life stories Students are trying to engage in class discussion Students strive to learn Students are inquisitive to the things that interest them Most students manifest willingness to learn Students have good behavior
Understanding Cultural Diversity	Teachers acknowledge the similarities and differences among the students' cultures Teachers work collectively with stakeholders to ensure equitable treatment for all students Teachers discover the differences between the lives of the IP students from others and respect these differences Teachers develop an understanding of students' lives Teachers consider students' cultures and language skills when developing instructional activities

when they have confusions or if it is difficult for them to process the lesson. (Archive##106)

Meanwhile, Teacher C has her good thoughts about teaching her students, he said that:

Aside from being respectful, I admire the interest of my students to learn. They seem to be excited with their learning and they ask questions also. I love this attitude they show toward the class. (Archive##103)

Moreover, Teacher L expressed her happiness with her students. She likes their attitudes because according to her, the students are respectful, enthusiastic in learning the lessons which was shown through the questions they asked. She only has words for them and she admired their kindness.

She confessed that:

My students are kind. They do not give me headache. They do always listen to me and when I told them to do their task, they do it silently. I am proud that they are respectable. (Archive##112)

Cultural Diversity. The informants revealed that they get to understand better the meaning of cultural diversity as they can observe it in their classroom.

During the interview, Teacher B shared that she needs to carefully plan her instruction in order to address the varied needs of her students, and he said:

I want my instruction to practice inclusive education. The diverse students in my class make me think creatively to create activities that help develop all my students regardless of their cultural affiliation. (Archival##102)

Teacher N also observed the diversity of culture in her class and shared that:

My class is mainly composed of IP students and there are also Cebuano. I find it challenging to teach these students from diverse cultural background. I make sure that all students will feel at home in the class by ensuring that their cultural background is respected. (Archive##114)

Further, Teacher J said that her eyes are opened to see the beauty within the culturally diverse classroom. She further said that she has seen the differences among the IP students which she considers unique.

Having students from different cultural communities allow me to see how diversity can be a beautiful thing. I discover the differences between the lives of the IP students from others and respect these differences by recognizing that each is unique. (Archive##110)

In general, the teachers confessed that although there are challenges in handling diverse cultural classes, the experience is rich since they only did not succeed in making their students learn but they, the teachers learned more from their students in terms of their traditions, beliefs, practices and their

## Chapter 4

### Discussion

This chapter presents the discussion, implications for educational practice, recommendation for future research, and concluding remarks based from the themes that emerged from data analysis.

The purpose of this phenomenological study is to highlight the lived experiences of English teachers of Talaingod Manobo students. This research also aimed to determine the pedagogical challenges and issues these teachers have experienced. Moreover, this study also aimed to find out the insights of these teachers which they can share to their peer and in the academe in general.

Teaching for the indigenous community children requires teachers to observe culturally responsive strategies which recognize the importance of the inclusion of students' cultural references in all aspects of learning. The teachers have to acknowledge, respond to, and celebrate fundamental cultures that offer full and equitable access to education for students from all ethnicity and social backgrounds. For a meaningful learning to be achieved, many educators believed that culturally responsive pedagogical strategies should be practiced by teachers and this posed challenges to the teachers who are not in the same cultural group of the students.

It is in this context that the participants were invited to share their experiences, recount various classroom-related life experiences in terms of their challenges and issues upon teaching the Talaingod-Manobo students. Meanwhile, the Focus Group Discussion composed of seven teachers of the informants triangulated the answers of the informants in the interview in order to validate the responses of the informants.

### ***Instructional Issues and Challenges of Non-Indigenous Teachers in Teaching English Language to Talaingod-Manobo Students.***

There were five essential themes emerged out from the analysis of data for research question number one.

*Cultural Incongruence in Instruction.* The first essential theme, this finding is in consonance with the statement of Pekrun, Elliot and Maier (2006) that says some teachers in a culturally diverse classroom find the principles of culturally relevant pedagogy complicated in nature. This is because some teachers struggle with tensions of implementing their ideas in the classrooms.

Similarly, Silva and Langhout (2011) share the same idea with Pekrun, Elliot and Maier, they pointed out that some teachers of culturally community students cannot always make their instruction aligned with the cultural background of their students. It is because they need enough time to get to know their students as well as the cultural background and find specific instructional practices that are relevant to students and this requires ample time.

Siwatu (2007) explained that cultural mismatch in a child's home culture and the school culture that is happening in the classroom is a product of teachers' lack of understanding on how classes should be in a multicultural classroom. Many teachers who failed to integrate students' culture in the lesson need to immerse in the students' culture in order to be successful in teaching.

*Challenging Classroom Environment.* This theme is consonance with the idea of Gao (2011) which states that teaching English language to indigenous students can be a frightful experience. The apprehension and pressure on teachers to perform well in language teaching causes them problems especially when they are not familiar to students' cultural background making the instruction challenging if not complicated.

The challenging classroom environment in a multicultural classroom has been well-documented. For example, Moyo (2011) stated that teachers of indigenous community students have to deal with students who manifest poor comprehension of the students or lack of engagement. This stems from the reality that these students have also to deal with understanding the lesson using a medium of instruction that students are unfamiliar with.

Meanwhile, Bembenutty, (2011) believed that there is a big challenge for teachers to design culturally relevant pedagogical practices. Teaching students from culturally and linguistically diverse backgrounds requires deep understanding students' culture and applying special teaching techniques. This also calls for looking for different ways of teaching that is based on understanding of the role of culture in learning.

*Language Maintenance.* Atalay (2012) stated that the members of a cultural community often choose their mother tongue in the class as their medium of communication. These students find comfort in using the language at home instead of utilizing a foreign language. In most cases, the cultural community disagreed with teachers who were adamant about speaking only English in the classroom and also imposing similar practice upon the students.

In the same vein, Kottak and Kozaitis (2012) opined that most parents of the cultural communi-

ty students wanted to preserve their own language. They want that their children will continue to speak it because this is their cultural heritage. Many of these parents who value their culture fear that the death of their language might happen if their children will not use it.

Gándara and Hopkins (2010) proposed that despite students' knowledge in learning foreign language, they still prefer to speak their own. Using mother tongue allows the students to express their ideas freely and confidently while expressing themselves in English requires them enough knowledge on the grammar rules. The students' preference in speaking their mother tongue gives them comfort and confidence.

*Cultural Incompetence.* Mcgloin, Colleen and Carlson, Bronwyn (2013) believed that in order for teachers to maximize every learning opportunity, classroom teachers must have a deep understanding of the culture of the students they are teaching. In the same way, teachers should gain knowledge of the cultures represented in their classrooms and must adapt lessons so that they reflect ways of communicating and learning which are familiar to the students. Generally, children learn about themselves and the world around them within the context of culture. Hence, it is important that teachers should consider this premise in designing the kind of instruction they are going to have in their classes.

Cushner, McClelland, and Safford (2012) also added that one of the key principles in teaching multicultural classroom is the ability of teachers to develop understanding on the socio-cultural background of the students. It is important for teachers to know the cultural background of the students in order for teachers to design activities that reflect the students' life culture, thus, making learning more meaningful and engaging. Alongside with this, creating class activities becomes easier when the teachers have a background on students' perceptions of the value of school knowledge and their experiences with the different subject matters in their everyday settings.

According to Chartrand (2012), teachers are encouraged to understand students' culture first hand. Teachers must gain knowledge of the cultures represented in their classrooms, then translate

this knowledge into instructional practice through varied activities that reflect the integration of students' cultural background. In addition, teachers need to create instructional materials that are relevant to the students.

*Culturally Irrelevant Teaching Materials.* According to Tran (2012) one of the reasons for poor student performance is the teaching materials that are not relevant. Student will have difficulty in finding relationship between the textbook used and the real life situations. Hence, it is important to utilize teaching materials that fit to the level of the students.

Similarly, Luo and Cai (2011) emphasized that relevant reading materials that reflect students' culture help in developing the competencies for the subject. When students are able to relate to what are presented in the textbook and other materials, it will be easy for them to connect to the lesson which facilitates mastery of the lesson.

Yuksekokulu and Kampusu (2009) believed that relevant instructional materials help students learn easily. Teachers need to be keen in choosing teaching resources so that it will not be difficult for students to relate with the lessons. Meanwhile, relevant teaching materials also increase engagement of students during class discussions.

It can be gleaned that from the aforementioned themes that emerged, there are varied instructional issues and challenges experienced by teachers of Talaingod-Manobo students. Those experiences are important factors in understanding the classroom culture of the Talaingod-Manobo students and at the same time will help in making policies that will help students and teachers become productive in the teaching and learning process.

### ***Coping Mechanism of Teachers to Overcome Instructional Issues and Challenges.***

The multilingual instruction is characterized by the use of teachers varied languages during the class.

*Advocating Multilingual Instruction and Developing Strategies.* The first theme that emerged in this research question. According to Bautista and Mulligan (2010) that is favorable on the part of the students when teachers use a language that is familiar to students during the class. When teachers explain concepts or lessons in the language students can understand, the chance of understanding the lesson become easy and quick making the students achieve mastery.

Wrembel (2010) expressed that teachers in a multilingual classroom need to make strategies that will help the students able to understand the lesson. Using teaching strategies that ignite students to become engaged in the lesson is a mark of success. Teachers need to be creative in teaching students in order to ensure optimum learning among the students.

Furthermore, Dam and Legenhausen (2010) cited that when teachers know full well how their students become independent learners, they can design strategies that cultivate student learning. In this case, students will enjoy activities that challenge their critical thinking ability and develop life skills.

*Professional Culture.* The result of this study is consonance with the statement of Johnson (2012) which states that teacher's efficiency in the class is a determinant for students' academic success. In a cultural community classroom, the teachers' competitiveness is important in recognizing the strengths and weaknesses of the students and use these in the advantage of the students.

Rothman and Cabrelli Amaro (2010) added that teacher's knowledge will help in designing learning experiences that are culturally familiar to students. The teachers' competitiveness also helps in utilizing teaching approaches that allow students to proceed at their own pace.

On the other hand, Tran (2012) added that with effective teachers in the culturally diverse classroom, students are able to learn and easily master competencies because the teachers are maximizing the students' strength in doing challenging activities.

*Immersion in the Digital World.* Using varied instructional strategy greatly helps students to learn. The use of computer in instruction which is one of the creative ways of teaching is putting into

advantage the learning environment of the students. According to Miyahara (2010) creativity in the cultural community classroom should not be limited only to utilizing local stories in the class but also using technology to further the learning of the students.

On the other hand, Cantor (2009) stated that computer aided instruction is essential for the students to experience a new different platform of learning. This help increases the engagement level of the students while maintaining their interest to learn the lesson. Teachers in whatever types of classroom environment should at least utilize computer in the learning experience of the students so that the students will be able to see how learning can take place in various styles.

Nagy, Townsend, and Do (2012) stated that using different forms of teaching the students like that of using computer introduces the students to another teaching delivery. The use of computer in teaching makes the students experience how technology can be an important tool in the teaching and learning process at the same time ignites their digital literacy skill.

*Classroom Climate.* For teachers of Talaingod-Manobo students, classroom climate is one important coping mechanism in teaching the students. Allowing students to learn while encouraging them to focus on collective work, responsibility, and cooperation makes the students feel that the classroom is a good place for learning.

According to Barletta (2009) creating a good classroom climate means that teachers should consider that their instructional practices is nurturing and supporting students' competence in both home and school cultures. This is possible when teachers use the students' home cultural experiences as a foundation upon which to develop knowledge and skills. Teachers should bear in mind that the contents learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations.

Rothman and Cabrelli Amaro (2010) added that a commendable classroom climate is a place that nurtures students' optimum learning. This means acknowledging that every student brings with him in the classroom a wealth of information, knowledge, and heritage making the classroom diverse.

Teachers should consider this diversity in designing activities to making the students enriched as the students' progress depends largely on the way the teacher use the students' rich socio-cultural background. In many ways, teachers should consider varied and engaging activities which are culture-based to ensure students' progress.

Meanwhile, Baralt and Gurzynski-Weiss (2011) opined that a good classroom climate is important in learning. To have learning takes it place, teachers must give every student the equal opportunities to share ideas foster meaningful relationships, and create warm and secure classroom environment.

*Cultural Sensitivity* is also one essential theme that is generated from question number 2. In teaching a multicultural classroom, teachers must recognize that diversity is a common element in the class. According to Johnson (2012) teachers need to understand the importance of promoting cultural awareness. Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs. They must also recognize the relevance of the students' culture in their academic progress.

According to Sapon-Shevin (2011) being cultural sensitive means teachers engage students in real-life and project-based activities and find ways to engage students in learning regardless of the socio-cultural makeup. This will make students feel comfortable about their culture which will make them develop their esteem and will feel proud of their culture.

Andrade and Williams (2009) noted that a multicultural classroom should not make students feel marginalized. In the same way, students must be treated fairly. When a student is not completing her work, then one should engage the student positively and help guide the student toward explaining how to complete the initial steps that need to be done to complete a given assignment or task.

The above essential themes constitute the coping mechanism of teachers of Talaingod-Manobo on the issues on challenges they experienced.

### ***Insights shared by Participants.***

Research question number 3 generated three essential themes after data analysis.

*Reciprocal Learning.* Barfield and Uzarski (2009) said that most indigenous peoples are happy to share with others about their cultural beliefs and practices to others. This practice makes other people get to understand and appreciate the culture. This also educates others about the traditions and beliefs which make other people learn.

Gillborn (2008) added that indigenous peoples are proud of their unique culture and traditions and their language. They wanted to be an advocate for protecting endangered and disappearing Indigenous languages. They honor the profound importance of language and its use in building meaningful and lasting relationships, between people, between tribes, and between Indigenous communities and the rest of the world.

*Affirmative Reception for Students.* Gao (2011) said that in today's generation, the Indigenous Peoples are empowered but continue to manifest humility to everyone. The low profile character of these people is truly remarkable and they manifest this in many forms like showing respect to authority at all times.

Leonard and Mercier (2014) have a high regard to cultural community children as they are more behaved and they maintain a low-profile personality. In the classroom, they are receptive and kind and always show their interest to learning and building better relationship with classmates.

*Understanding Cultural Diversity.* The teachers of Talaingod-Manobo students have clearly understood by cultural diversity which has become a household term. Lin and Ivinson (2012) noted that teachers of the culturally diverse community students are exposed to the many cultures, varied learning styles, and diverse pictures of classroom environment. This allows teachers to discover for themselves the real essence of cultural diversity and use this to the advantage of creating a relevant classroom teaching and learning practice. The cultural diversity present in the classroom enriches the learning experience of every student in the class.

## **Implications for Educational Practice**

Teaching for the indigenous community students requires a great deal of understanding the cultural background of the students in order for teacher to be effective.

### ***Instructional Issues and challenges of Non-Indigenous Teachers in Teaching English Language To Talaingod-Manobo Students***

Teachers have to carefully select instructional strategies that will reflect the various linguistic and socio-cultural backgrounds of the students. The failure of doing so may impede students' academic growth. While a multicultural classroom offers many advantages to all the students and in the learning process in general, the overflowing adjustments of the teachers cannot also be ignored.

In a multi-cultural classroom, it is always a given factor that the knowledge levels of the students are dissimilar; hence it affects the teaching quality. Mainly because of this reason, teachers may have to deal with poor mastery of the competency among the students as a result of failing to understand the concept presented in the class. Added to this reality is the number of students who face language barriers that brings effective communication into an imaginary entity.

In its actual sense, teaching relies greatly on meaningful communication between teachers and students. However, this reality can be much harder to achieve especially when the students have no mastery of the language use in instruction. As a result, teachers may struggle to figure out whether or not the comprehension is present in the class. To address this, teachers need to work overtime in order to eliminate the communication barrier specific to a linguistically diverse classroom.

The experiences shared by the participants in the interview were their sincere observation of what it takes to be a teacher of Talaingod-Manobo students. The issues and the challenges the participants revealed were the realities they have to deal with in their teaching and must be received with considerable attention in order to find specific solutions to the issues raised. The failure to provide meaningful interpretations of the challenges presented could mean perpetuity of the educational issues within the bound of a multicultural classroom.

The participants revealed that there is cultural incongruence in instruction. With this, teachers may examine their multicultural approaches to instruction and may do something to improve them. Teachers may attend conferences that will help improve their skill on this indicator. If this will be addressed, teachers may learn varied strategies that will help students become more engaged in their learning.

According to Aikenhead and Michell (2011), it is important for teachers to carefully plan their instruction especially in a multicultural classroom. They added that as much as teachers wanted to make every student learn, teachers must always consider culture as central to learning. When teachers make culture as an important aspect in learning, teachers play a role not only in communicating and receiving information, but also in influencing the thinking process of students.

In a culturally responsive teaching, the curriculum should be integrated, interdisciplinary, meaningful, and student-centered. It should include issues and topics related to the students' background and culture and integrating the various disciplines of a curriculum facilitates the acquisition of new knowledge. Students' strengths in one subject area will support new learning in another. Likewise, by using the students' personal experiences to develop new skills and knowledge, teachers make meaningful connections between school and real-life situations. By doing this, the teacher will help increase functional literacy level.

Santoro, Reid, Crawford, and Simpson (2011) added that teachers in the multicultural classroom need to master the daily life activities of the students so that they can create lessons aligned to these activities. By doing so, these students can easily relate to the lesson while acquiring basic essential knowledge making them acquire functional literacy.

Challenging classroom environment is one of the themes in the issues and challenges what the teachers shared. All classrooms are generally challenging but what sets the class of Talaingod-Manobo students different is their unique culture that they have inherited from their forefathers. To address issues raised by a challenging classroom environment, teachers may list all the challenges

they encounter and find specific solutions to each of the identified issues.

Wyman, McCarty, and Nicholas (2014) posited that when teachers are able to determine the challenges specific to multicultural classrooms, teachers are also able to identify definite solutions to the issues and may try them whether it will be beneficial or not. Addressing the challenges means finding solutions.

Teachers may also inform the parents of the students and the school administrators and together they may frame an understanding or agreement that each is going to perform the roles for the development of the students. For those difficulties that may require long term solutions, teachers may seek proper authorities and other stakeholders concerned and may ask for solutions in order to minimize the difficulties if not completely eliminated, added Burrige, Whalan, and Vaughan, (2012).

Educating the students is a role to be performed by both teachers and parents. Tsai and Shang (2010) believed that teachers and parents must have a strong partnership in achieving goals to make students learn. They encouraged that teachers must communicate to parents the learning progress of the students so that parents will be more aware how they can help their children perform better in school. Other than this, parent and teacher partnerships will also be strengthened and this will open to many partnerships that will benefit both the school and the students in the future.

On the other hand, teacher may also write an action research concerning a specific issue or difficulty in a multicultural classroom. There is also a continuous improvement project that is initiated by DepEd to help classroom concerns and I believe this concern will warrant a good case for the program.

The many problems in the education agency can be well addressed should they be given a proper attention. Writing an academic paper about these problems will help teachers and schools find solutions to the existing problems. According to Sharif and Yarmohammadi (2013), conducting an action research to problems in the classroom may help teachers document solutions they need. The results of the study may also benefit other teachers who are also teaching the indigenous communities.

Language Maintenance is another theme that emerged from the interview. Basically, the elderly in the community has a good sense of language preservation and all linguists would like to agree that it is a wise move to treasure the mother tongue. In this case, teachers may talk to the local community or the Tribal Chieftain and explain the benefits of having the students able to speak English without losing the ability to speak their mother tongue. Teachers may lobby to the community and ask the support so that teaching English can never be tedious and learning would simply be a fun way among the students.

Knowing the culture of the students is a strength a teacher can do for an efficient instructional practice. Failure to understand the students' socio-cultural background may result to failure to plan an appropriate instruction. Cultural incompetence may be addressed in different ways. Teachers may continue to immerse in the students' culture by asking them their beliefs and traditions. They may also attend community traditional activities to experience first-hand cultural celebrations. They may also spend time to read more about the culture of the students or ask the parents during parent-teacher conference.

Teaching can be successful when teachers use relevant instructional materials. The students can become more engaged in their tasks when they can connect to what they are supposed to learn. However, in the case of having culturally irrelevant materials, teachers may link with the Tribal Chieftain or to the tribal leaders who has a passion for education. They may agree on terms like collecting tribal stories, anecdotes, legend, and any literary pieces worthy of compilation.

On the other hand, teachers may also ask students to write short story reflecting local flavors and highlighting tribal values during Indigenous Peoples Week celebration or ask other local artist to make big books of the local stories collected. These materials can be best learning resource materials that will surely

generate good responses from the students. There is also a sense of pride among students who are able to write a good story that depicts their culture especially when the stories are used in the class-

room.

### ***Coping Mechanism of Teachers to Overcome Instructional Issues and Challenges***

On the coping mechanism of teachers of Talaingod-Manobo students, Advocating Multilingual Instruction/ Developing Strategies is one of the essential themes. To develop more strategies in handling multicultural classrooms, teachers may connect to other teachers and solicit advice on how to handle the students. They may also read from the internet on the various teaching strategies applicable in a multicultural classroom. The internet can be a rich source of information which teachers may use in handling their class.

They added also that the internet is a best source of information in finding best strategies that will help teachers develop an understanding of the class as well as finding solutions to the many existing concern that is brought up by classroom diversity. The internet is a rich source of information for teachers to find relevant solutions.

The complexity of teaching and learning process is very evident in a multicultural classroom. To be effective at handling these classes, teachers may maintain their best practices which yield good results. On the other hand, teachers may continue to learn and improve their professional culture through attendance in training and conferences on the field.

According to Donmus (2010), computer-aided instruction offers many advantages to the students. The audio-visual instructional materials which teachers may use will greatly improve students' acquisition and retention of knowledge. When students immerse in a new learning format, they are able to process and retain the lesson they learn. On the other hand, there are plenty of interactive activities about the lesson which is only available to computers. This will make students more engaged in their learning experience.

Once the influence of classroom climate to students' learning has been identified, teachers can easily figure out how to make learning experience meaningful to students.

Another important essential theme that emerged from the interview is cultural sensitivity. Educators believed that being a teacher in a multicultural classroom environment calls for a great sense of cultural sensitivity among teachers. In this aspect, teachers may continue to research on the culture of the students. It is not enough for teachers to understand the basic concepts of the culture of the students, he need more to know other important information about the culture that can be of help in making the students cherish cultural identity. Teachers may keep a note on this important cultural information so they may have them available when needed.

Multicultural teachers demonstrate high levels of personal efficacy because they believe that they can make a difference in the lives of their students, and they are conscious of their own cultural identities and the cultural identities of others. When teachers are competent, the students will enjoy the learning process as teachers are creating learning where students are engaged and developed in their potentials.

### ***Insights shared by the Participants***

Teachers also learn from the students. This is one of the most interesting things about teaching. Students actually love to share ideas especially when they are motivated. In the context of teaching the cultural community students, the teachers are awe-inspired by the sharing of the students regarding their cultural belief. Teachers may show sincere appreciation to what students share and show gratitude by thanking them of the ideas and concepts regarding cultural beliefs that were shared.

To foster good relationship between teachers and students, teachers must always establish a good partnership with their students. When students feel welcome in the classroom, they are more likely to share ideas in which teachers may also learn from what the students are sharing.

The teachers of Talaingod-Manobo students give a high regard on the behavior of their students. They said the students generally manifest good behavior in the classroom. In today's learning environment, it is a rarity for teachers not to give behavioral feedback of the students especially when

the attitude needs refinement. In the case of the Talaingod-Manobo students, teachers may communicate their appreciation to the good behavior of the students as this can be a source of developing their self-esteem. Students will love to hear praises from their teachers and this admiration will be influential in their values formation and in their commitment to progress in their academic endeavor.

This can be manifested in their interest in the class as well as in the behavior they manifest while they interact with their teachers and classmates. This behavior makes teacher at ease in teaching because of the students' overwhelming interest to learn making the classroom manageable.

Teachers in the classroom are sometimes care less on how the students vary in terms of their interest to learn, profile of learning, readiness, and behavioral pattern. Getting to understand the cultural diversity in one's classroom is a mark of a keen teacher. There are many ways teachers can maximize the understanding of cultural diversity in the class. Teachers may explain to students how diversity can affect classroom environment and how it can affect classroom instruction. Teachers may orient students how they can use their diversity is shaping their learning landscape in order for the class to value and respect their individuality.

With culturally relevant pedagogy, teachers build understanding of how people are expected to go about learning which may differ across cultures. In order to maximize learning opportunities, teachers must gain knowledge of the cultures represented in their classrooms, then translate this knowledge into instructional practice through varied activities that reflect the integration of students' cultural background. In addition, teachers need to create instructional materials that are relevant to the students.

The stated measures may somehow eradicate the growing concern on the instructional issues and challenges the teachers have shared. Likewise, the implication presented can be utilized by research participants in order to make teaching and learning experience become easy and relevant.

### **Recommendations for Future Research**

Teaching in a multicultural classroom is truly a rich topic in the field of education. The constant

pattern of migration and globalization has greatly influenced the learning landscape which has changed dramatically over the years. The thrust of making every student a life-long learner who is expected to demonstrate functional literacy is what made teachers become more apprehensive in choosing the fit instructional strategies.

Clearly, what I have written in this topic is only a fraction of the reality of a multicultural classroom environment. Truly, there is much more that need to be discovered in the field. From the birth of this research, I recognized that this research lacks the level of generalizability that researchers and scholars hope to see. But for topics such as this, the instructional issues and challenges of the participants of this research may be far different from teachers who teach students of different ethnic origins. I believe that smaller-scaled, micro studies are needed to fully understand all the nuances of experience that the participants of the study endure.

I also believe that there is a room for a greater variety of perspectives concerning teaching cultural community. I choose to write from the perspectives of the research participants, but another study could examine the professional life of the participants through the lens of the students.

There are also research opportunities to consider in terms of the research participant's demographics. My study is only limited to the issues and challenges of the teachers, the topic on influence of teacher on students' interest to learn English might warrant a separate research endeavor.

Beyond the issue of location, level, and perspective, I also believe that there are larger issues that require future research concerning other related issues of teachers in the multicultural classroom.

### **Concluding Remarks**

The conduct of this research opened to many opportunities that help me grow both in the professional and personal level. Truly, there is a deep sense of joy that I was able to know the plight of teachers handling cultural community students because I am able to figure out how teaching becomes a passion and devotion through the experiences shared by the participants.

I am also deeply indebted to my participants as they never have second thought in undergoing

an interview despite that they reveal educational issues in their responses that need to be addressed. It was always a wonderful experience to hear genuine stories as teachers revealed their thoughts about teaching the Talaingod students.

While I am awe inspired by teachers in their experiences while teaching the indigenous community students, I am also looking forward to help the informants address their concern. I see this as a challenge because there are so many things to be done in terms of improving the teaching and learning experience in the schools of the informants. I am challenged to communicate the results of this study to the Division office personnel in order to find meaning of this research.

Being a school head, I felt joy that I am able to elicit the inner thoughts of the teachers in terms of their struggles teaching the students. In the process of the interview, I was able to feel their hardships. By knowing and understanding the experiences of the participants. The conduct of this research brought me so much pressure and hardships but the reward is more than enough to compensate the pressure I feel every time I listened to the sharing of the participants. Above all, there is a sense of cultural attachment that has grown in me believing that this research can mean helping students become comfortable in their learning condition.

I hope however that through the collaboration of the stakeholders the plan can be implement successfully. I also know that this study can become influential in changing the learning landscape of the cultural community students. It would be a remarkable experience to become part of the progress of the learning opportunities of our linguistically diverse students.

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