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A CASE STUDY ON ENGLISH TEACHERS TEACHING IN AN INDIGENOUS PEOPLE SCHOOLS: LANGUAGE ADAPTATION IN FOCUS

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ABSTRACT

The purpose of this study was to explore the experiences and unique strategies of English Teachers in adapting the language of their Indigenous students using a qualitative approach, specifically a case study design. McCombes, (2020) defined case study as detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research. Also, in an appropriate research design when the researcher wants to gain concrete, contextual, in-depth knowledge about a specific real-world subject. The following major findings are English teachers teaching in IP schools experiences difficulties such as encountering language barriers, having difficulties in teaching the language towards the students, utilizing an approach like grammar translation method, and experiencing difficulties in adapting student's language. In adapting the language of indigenous students, the English teachers implemented different strategies and techniques. It can be concluded that there are ways that the English teachers could adapt the language of their IP students, even though the English teachers encountered language barriers, and experiencing difficulties in adapting student's language. English teachers also wish to emphasize the importance of understanding the culture and tradition of their IP students, and value the preserving culture of their environment. To effectively teach the IP students, English teachers believed that they must exhibit unflinching patience and passion in dealing and teaching them.

KEYWORDS: *English Teachers, Indigenous Students, Language Adaptation, Qualitative, Philippines*

INTRODUCTION

Language adaptation refers to intentional or unintentional linguistic alteration whose aim was to modify a language to the altered or evolving requirements of its speech community. Additionally, language learning played a crucial role in helping the English teachers to bridge the gap between their own language and culture and the language and culture of their IP students whom they were trying to adapt. English teachers adapting the language of their Indigenous students (IP) were facing different challenges and difficulties. The purpose of this case study was to explore and unraveled the challenges faced by the English teachers teaching in an IP school. Since a substantial proportion of classroom time is devoted to the assessment for and of student learning, suboptimal assessment practices might hinder desirable student learning and motivation. As such, the research carries significant social value as it can serve as the groundwork for schools and institutions to develop programs that benefit English teachers in effectively teaching indigenous students by adapting their language, helping them bridge the gap between their native languages and the English language. By collecting information on the varied experiences of English teachers, this research aims to meet their unique needs, facilitating more effective instruction for IP students. In Australia, extensive research has been conducted on the difficulties of language adaptation when teaching English to indigenous communities. For example, Edwards (2019) explored the experiences of English teachers in Aboriginal schools and highlighted the necessity for teachers to modify their language to ensure it is culturally appropriate and comprehensible to students. Edwards' research revealed that without proper language adaptations, educators encounter considerable challenges in achieving educational goals, as indigenous students may feel disconnected from an exclusively English-focused curriculum.

Research Questions

1. What are the lived experiences of English teachers in adapting the language of their IP students?
2. What are the coping mechanisms of English teachers in adapting the language of their IP students?
3. What are the insights of English teachers in adapting the language of their IP students?
4. What are the unique startegies and techniques of English teachers in adapting the language of their IP students?

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RESEARCH METHODOLOGY

Research Design

This research used McCombes' (2020) case study design, which refers to a comprehensive examination of a single subject, such as a person, group, location, event, organization, or phenomena. Case studies are extensively employed in social, educational, therapeutic, and commercial research. Also, in a suitable study design, when the researcher wishes to gather tangible, contextual, and in-depth knowledge about a certain real-world issue. It permits the researcher to investigate the case's major features, meanings, and implications. Furthermore, the case study techniques were applied to this study as it focused on the experiences of English teachers in adapting the language of their IP students. This endeavor was achieved through incorporating in-depth interviews, cross-case analysis, and observational techniques to gather essential insights crucial for the study's significance. The responses garnered undergo meticulous transcription and examination, employing a comprehensive classification of topics to ensure thorough analysis and interpretation.

Research Participants

This study required a good number of informants that shared different narratives that still undergo a particular case, so the choice of the participants must be carefully picked according to the information they have through the purposive sampling technique (Creswell, 2013). The study participants were composed of five (5) English teachers who were teaching in secondary education. All the five (5) participants undergo in-depth interview (IDI) scheduled prior to the availability and consent of the participants.

To maintain confidentiality, I made sure that informed consent was obtained from the participants, and they accepted the terms of the interview. This was to build a rapport between the interviewer and the participants. The identities of the participants were deliberately concealed. Each participant was assigned a false name or pseudonym to protect their true identities for ethical reasons.

Upon the participants selection, purposive sampling was used to ensured that only those who could give necessary data would be able to participate my study. Purposive sampling applied which was highly rely on the set of inclusion criteria. This sampling method was a non-probability type of sampling which guarantees the acquisition of authentic lived experiences. This guaranteed as the sampling method employed participants who were closely immersed or involved in the phenomenon being investigated (Ellis, 2016).

Thus, participants were selected based on the following inclusion criteria. Firstly, each participant must be secondary English teacher in Davao del Norte. Secondly, the participant must be teaching in an IP school. Lastly, the participant must be two years and above in the service of education. Furthermore, the selected participants differ in various way, such as age, and gender to give more variety and more realistic findings to the study. This study ensured quality in pursuit of an authentic study.

Data Collection

The researcher utilized various procedures for data collection and gathering of pertinent information for the study. Through a series of specified steps and measures outlined below, the researcher ensured the ethical integrity and high trustworthiness of the study's findings. First, the researcher submitted her manuscript and interview guide questions and was checked by the research technical panel. Afterwards, the researcher writes a permission letter addressed to DepEd which was signed by Schools Division Superintendent. And then, after receiving the letter coming from DepEd, the researcher wrote another permission letter addressed to the principal of the institution where she conducted her study.Together with the permission letter, the researcher personally went to the schools where she conducted her study. She needed to secure first the signature of her research adviser as well as the signature of the research director before going to the College President for the approval.

On the other hand, the participants were selected based on the following criteria: (1) the participant must be secondary English teacher in Davao del Norte;(2) the participant must be teaching in an IP school; and (3) each participant must be two years and above in the service of education. Second, the participants were asked to read and understand first the consent and agreement form that were handed out by the researcher before they could sign it. This ensured that the participants were willing to share their knowledge and experiences to the researcher for the completion of the study. Third, the participants were given a briefing about the study, its purpose, its protocol design, and their rights and privileges as the key participants, which included the aspects of confidentiality and the freedom to stop participating in the study. They were also asked to participate in an in-depth interview, wherein the participants were interviewed one-on-one to collect data.

Fourth, in carrying out the interview, the researcher initially sought consent to record the discussion with the participants. Once permission was obtained, the researcher proceeded to ask questions based on the validated interview guide. Fifth, the researcher transcribed the gathered information prior to converting it from informal language to standard English. After the data was translated, the researcher determined the themes and principles of thematic analysis.

Data Analysis

In this research study, the gathered data was carefully organized and examined to meet the distinct requirements and goals of the research efforts. By thoroughly analyzing the responses from participants, the objective was to extract significant insights that respond to the research questions outlined in the study. The primary aim of the data analysis was to uncover shared patterns and themes that highlight essential concepts relevant to the research investigation.

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The responses provided by participants in this study were collected, transcribed, and translated from their original languages into Standard English. These transcripts served as the primary source of data for the study's comprehensive analysis. Through various treatments and processing steps, the data was carefully examined to extract meaningful insights and draw conclusions relevant to the study's objectives.

Then, the researcher analyzed the case study under the qualitative approach. Through thematic analysis, the study's data was carefully examined. On the one hand, a group of texts, such as interview transcripts, were typically analyzed thematically. Thematic analysis would be used in this study because it makes it easier to infer information about people's views, opinions, knowledge, experiences, or values from a collection of qualitative data (Caulfield, 2019). Emerging themes were identified from the data collected from the transcription of the participants' statements. Raw data was examined using a variety of interpretations to identify connections between the research object and the conclusions in relation to the original research questions.

In this study, the researcher categorized the themes for analysis. She looked for the similarities out of the ideas or codes that were derived after the codification process. At this point, major themes were produced. These themes were utilized to give shape to the general description of the case study. The themes that emerged from the study were discussed and elaborated thoroughly to provide a vivid description hence, the researcher could draw the conclusion and verification.

Finally, data reduction was used in analyzing the data. This means that this employs of deleting unnecessary data and modifying them into a useful material for the sake of the study. This was for the purpose of making the data comprehensible to the readers (Sutton & Austin, 2015). In this method, the researcher purified the data and removed dummy information or samples which do not carry much information essential on the inquiry at hand.

RESULTS AND DISCUSSION

CROSS-CASE ANALYSIS

Table 1. Lived Experiences of English Teachers in Adapting the Language of their IP Students

Emerging Themes	Supporting Statements
Encountering Language Barriers	• *"Also, it is more challenging for me as a teacher because there was a barrier between the language that we used Bisaya and their language as Aeta-manubo and Dibabawon." (IDI -01)* • *"So, it was really challenging because there was a gap between their language and the English language." (IDI-02)* • *"It was more of bitter sweet experience for me since I am only familiar with my mother tongue that is visayan and then my students we can call them as quadrilinguals. So it is very challenging job, since there is a big, not only with language barrier but cultural barrier as well." (IDI-03)* • *"Teacher in an IP school it is very challenging since we all know that our students are having difficulties in acquiring the target language because of their mother tongue." (IDI-04)* • *"So, that is what I follow but then I was shock because some of my students cannot catch up easily if I am using straight English. There is really language barrier." (IDI-05)*
Having Difficulties in Teaching the Language towards the Students	• *"I do not know the culture that they have that they are living in so I have bigger steps on how I am going to target it to them and how can I catch up their attention." (IDI-01)* • *"First is, you cannot really use full English as your medium of instruction because the tendency of the students is they will just look at you and ask if can you translate it." (IDI-02)* • *"So, it was a challenging experience for me since not only do I have to teach but make sure that they are motivated to learn, they know why they should learn and to top it all, motivate them." (IDI-03)* • *"So, it is very challenging how to effectively teach the language to them." (IDI-04)* • *"So, instead of having this competency to be discuss today, I will go lower that competency so that they can adjust. Because if you will not lower your competency is that they cannot grasp my concept because some of them are not familiar about the concept and some of them still need to go back to the basic." (IDI-05)*

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Utilizing an Approach like Grammar Translation Method	• *"How I adapt it is that I am teaching them the English and at the same time translate it to the language which is Filipino then if I can still observe in their facial expression that they still do not get the lesson, I translate it into mother tongue and by that, I can see if they really learn something or not." (IDI-01)* • *"I utilized the English but since it is hard for them to comprehend so my tendency is to use Bisaya, use tagalog, use English. So, I still have a lot of grammar translation to go through before I can reach English." (IDI-02)* • *"So, one way is I use translation from English to bisaya or cebuano language so I can get their attentions and they will listen to me, and they will understand the discussion." (IDI-04)* • *"That is why I have a translation. I will switch to for example my student asked if they can use tagalog or they can use bisaya. So, that is it." (IDI-05)*
Experiencing Difficulties in Adapting Student's Language	• *"Maybe the most difficult on my part is that my process of adapting to their language is slow because it is not easy to adapt a language." (IDI-01)* • *"That is what makes their language structure challenging because it is not the same as learning the English and then their words." (IDI-02)* • *"Definitely the syntax, lexicon, their words even their phonology they have different phonology from visayan and any other language of course. Putting them all together makes the language difficult." (IDI-03)* • *"I did not use their first language or mother tongue since I could not speak their language." (IDI-04)* • *"Mostly they are talking really in aeta-manubo words, but I know some words but not that much like simple words that they are using everyday." (IDI-05)*

The lived experiences of English teachers in adapting the language of their IP students. At this point, after the retrieval of the data and analysis, it came to an end that the English teachers faced different challenges in adapting the language of their IP students. It was found out that the five English teachers from two secondary schools encountering language barriers, having difficulties in teaching the language towards the students, utilizing an approach like grammar translation method, and experiencing difficulties in adapting student's language.

The first theme revealed that the English teachers **encountering language barriers** in teaching in IP schools. Communication was a fundamental component of the learning process, as it facilitates the sharing of ideas, concepts, and feedback between students and teachers. However, effective communication was contingent upon the presence of a shared language, which was often lacking in IP schools where students come from various linguistic backgrounds. The teachers were not able to communicate clearly to their students due to the language barriers that could lead to significant challenges, hindering students' ability to engage fully in lessons and derive meaning from educational content.

This theme was supported by Bastida et al. (2023) who highlighted that teaching Indigenous students was a significant challenge for the teachers because communication barriers make it difficult to effectively cater to these students' unique needs. In the Philippines, improving language literacy faces several challenges that prevent students from effectively acquiring and mastering a new language. Even though efforts to improve language literacy had been incorporated into the K-12 curriculum in the form of the Language Arts and Multiliteracies Curriculum (LAMC), Indigenous Peoples Education (IPEd) teachers face significant challenges when it comes to integrating specific teaching methods into language instruction, owing to indigenous learners' diverse needs and backgrounds.

The second theme emerged was having **difficulties in teaching the language towards the students.** English teachers encountered obstacles such as varying levels of language proficiency among the students, which could make it difficult to implement a one-size-fits-all approach. Additionally, teachers noted that students often struggled with specific aspects of the language, such as grammar or pronunciation, leading to difficulties in learning the language. There were also external factors influencing language acquisition, such as the students' backgrounds or exposure to the language outside of school. As a result, teachers must adapt their teaching strategies continually to address these difficulties and meet the diverse needs of their students effectively.

Similarly, the result of this study was the same with Behak et al. (2021), stated that the students were struggling with learning the English language as the language was the third language for the indigenous children. It was explained that most of the students were from the Semai tribe, and they speak the Semai language at home. The students were learning the national language, Bahasa Melayu when they enrolled in school around six to seven years old. It was stated in the study that the students were also struggling with acquiring the national language, and

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learning another language, which was the English language which was quite challenging. The students were more accustomed with their mother tongue than their third language that makes it difficult for them to learn it.

The third theme emerged in this study was **utilizing an approach like grammar translation method**. This traditional teaching approach focused on the explicit teaching of grammar rules and the translation of texts between the target language and the students' native language. The grammar translation method was a method that the teachers utilized to effectively deliver the discussion towards the students. For the students to fully understand the discussion, the teachers used the grammar translation to make sure the students were able to cope with the discussion. As a result, this approach served as a foundational strategy for language learning, particularly in formal educational settings where precision in language use was essential.

This theme was similar to the study of Milawati (2019) who highlighted that English teacher used mother tongue as a medium of instruction when she explained new items and enable comparisons to be made between the foreign language and the mother tongue. As a result, they could acquire the correct answer. Though the GTM works well in enhancing students' grammar, but in this study still found that the students faced difficulties in implementing their grammar in communication. Grammar Translation Method provides students to translate sentences directly for practicing translation and learning the application of tenses at once. The three strategies of GTM namely mother tongue used, rich vocabulary, putting the word together were inseparable to reach successful learning goal.

The fourth theme that emerged in this study was **experiencing difficulties in adapting student's language**. English teachers faced difficulties in teaching IP students due to their diverse linguistic backgrounds, which often made it difficult to effectively communicate and convey the lessons. These difficulties could arise from varying levels of language proficiency, cultural nuances, and the use of colloquial expressions that may not translate easily. As a result, teachers often struggled to create an inclusive learning environment where all students could engage meaningfully in the discussion. This theme highlighted the need for targeted support and resources to help the teachers to bridge the language gap and accommodate the diverse linguistic needs of their classrooms effectively.

This theme was supported by Shahida et al. (2020) identified various difficulties in adapting student's language such as communication barriers faced by teachers and students in English language classrooms. These include psychological barriers, physical barriers, semantic barriers, and interpersonal barriers related to teacher-student relationships and communication styles also affect classroom dynamics. The demographic analysis revealed that approximately 75% of teachers were professionally trained, yet they still encountered significant communication barriers. The findings emphasized the need for a redesign of the existing curriculum and examination systems to better meet students' diverse needs, as well as strategies to enhance teachers' awareness of communication barriers and improve their pedagogical practices.

Table 2. Coping Mechanisms of English Teachers in Adapting the Language of their IP Students

Emerging Themes	Supporting Statements
Utilizing Various Strategies in Language Teaching and Learning	• *"I am utilizing the code switching so that they can really understand and in that sense they can learn that this is the meaning of the English words based on how the teacher utilized it." (IDI-01)* • *"Good thing is that the DepEd now already have the catch up Friday whereas during Friday, we can go back to the basic so that our students can excel the part of the lesson that they missed." (IDI-02)* • *"There is what we called contextualization usually ang term ana. We usually find ways that the lesson will be relatable towards the students." (IDI-03)* • *"So, for me to cope up with the language of my students so I just used translation during my discussions so I can relate or connect to my students." (IDI-04)* • *"So that is why we tried the manubo word then we will write what is the English translation or Tagalog translation and then we write a sentence out of it." (IDI-05)*
	• *"So my co-teachers, master teachers and also our school head are the one who are our number one respondents if we will ask for help because in there, we are helping one another." (IDI-01)* • *"Also, we have head teacher and master teacher, so we are consulting on how to since there is technical assistance provided by our head teacher and master teacher." (IDI-02)*

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Seeking Assistance from Others	• *"So, I have been teaching English for one year so I asked my co-teacher on her strategies implementing the lesson." (IDI-04)* • *"I am only asking my co-teachers about what are their strategies." (IDI-05)*
Engaging the Students through Different Interactive Activities	• *"So, learning by doing because they learn how to spell the words and did it. Learning by doing use bingo, arranging scrambled letters, we are also doing the hiding letters." (IDI-01)* • *"So, one of my activity is I will introduce vocabulary to them, the meaning of the vocabulary and then allow them to use it as a sentence." (IDI-02)* • *"During my discussions, I use role playing in teaching the students so I will know if they really grasp the concept during my discussions." (IDI-04)* • *"So, you make your words in aeta-manubo in your language then after that you translate it and make a sentence using your way of writing." (IDI-05)*
Integrating Technology for Effective Delivery of Instruction	• *"So, in modifying the delivery, I am looking for videos on youtube that could ease or could help me in the language delivery because there are educational videos on youtube that I can deliver the information in their lesson more easily." (IDI-01)* • *"Maybe one of the things we visit is internet resources. We will look for activities, studies that we can use as children to facilitate their language learning." (IDI-02)* • *"I found some materials, a book and then a websites which i think may have help a lot." (IDI-03)* • *"I used incorporate technologies in my discussion so the student's attention will be focus to my discussion through those technologies I am using." (IDI-04)*

The coping mechanisms of English teachers in adapting the language of their IP students. At this point, after the retrieval of the data and analysis, it came to an end that the English teachers utilized different strategies in adapting the language of their students. It was found out that the five English teachers from two secondary schools utilizing various strategies in language teaching and learning, seeking assistance from others, engaging students through different interactive activities, and integrating technology for effective delivery of instruction.

The first theme emerged was **utilizing various strategies in language teaching and learning**. This approach recognized that different learners had diverse needs and preferences, necessitating a flexible and adaptive methodology. By incorporating a range of strategies such as interactive activities, technology-enhanced instruction, and differentiated learning materials, the teachers could cater to different learning styles and paces. Additionally, the teachers stated that employing a variety of techniques could help to keep students engaged and motivated, making the learning the language process more enjoyable. Embracing diverse teaching strategies not only enhances the effectiveness of language instruction but also supported the students in developing their language skills more comprehensively.

In addition, Hussein and Haider (2020) as they expressed that the code-switching had been primarily investigated in a variety of sociocultural contexts, especially in foreign and second language settings. The findings had shown that teachers and students code-switch for various reasons. Like the findings obtained by other researchers, teachers in this research had code-switched for several reasons and in the following order: affective purposes, giving instructions and direction, linguistic insecurity, repetition, translation, topic shift, and class management. One finding peculiar to this study was that teachers code-switched because of inadequate command or mastery of the target language, and this has not been reported by other researchers.

The second theme that emerged in this study was **seeking assistance from others**. The English teachers consistently highlighted that reaching out for help plays a vital role in their personal and professional development. This willingness to seek support not only facilitates problem-solving but also fosters collaboration and the sharing of knowledge. Moreover, teachers who actively sought assistance reported feeling more connected to their co-teachers and mentors, which in turn contributed to a stronger sense of community. In addition, the teachers said that they were asking their co-teachers, IP teachers, and head teachers on how to effectively teach the lessons towards the students and the strategies they employed.

Moreover, Muckenthaler et al. (2020) stated that collaboration has a health preventive effect and can improve teaching and the general work of teachers, because teachers, who feel less strained, can teach better and master everyday school life better they are more likely to pursue their own professional development, which, in turn, also contributes to the school's potential for innovation. Having contact with colleagues and exchanging information, therefore, does not consequently imply an increased workload, but can also imply relief. This is important, as teachers, who collaborate effectively and economically, sustain the school's autonomy and make a contribution to ensure capacity for other projects and problem-

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solving strategies. Additionally, teachers, who work as a team, are better able to respond to students' needs and their development.

The third theme emerged in the study was **engaging the students through different interactive activities.** This approach recognizes that traditional teaching methods may not fully capture the attention or interest of all learners. Instead, incorporating diverse interactive elements such as group discussions, hands-on projects, and digital tools can enhance student participation and motivation. By facilitating these engaging experiences, educators create an environment that encourages collaboration, critical thinking, and creativity. In addition, the theme underscores the significance of adapting teaching strategies to meet the varied needs and learning styles of students, fostering a more dynamic and inclusive classroom atmosphere.

Similarly, the result of this study was the same with Kamran et al. (2023) as they suggested that incorporating interactive teaching methods in university classrooms promotes critical thinking skills, fosters collaboration and teamwork skills, enhances active engagement and participation, and boosts students' self-efficacy and confidence. This study highlights the positive impact of interactive teaching methods on students' learning outcomes in university classrooms. Incorporating interactive practices promotes critical thinking skills, collaboration and teamwork, active engagement and participation, and boosts students' self-efficacy and confidence. The findings emphasize the importance of implementing interactive teaching methods in higher education to enhance student learning outcomes and prepare them for success in the 21st century.

The fourth theme emerged in this study was **integrating technology for effective delivery of instruction.** This theme highlights the importance of leveraging various technological tools and resources to facilitate teaching and learning processes. By incorporating technology, educators can create more interactive and engaging learning experiences for students, allowing for diverse instructional methods that cater to different learning styles. Furthermore, the use of technology enables the incorporation of multimedia resources, online collaboration, and real-time feedback, which can significantly enrich the educational experience. Overall, integrating technology not only improves instructional delivery but also prepares students for a digitally driven world, fostering essential skills for their future.

The theme was supported by Mustofa (2024) explained that the teachers recognized the potential of digital technology to enhance differentiated instruction, allowing them to tailor their teaching methods to better meet the diverse needs of students. Observations indicated that the proficient teachers involved in the study had successfully integrated technology into their classrooms, demonstrating its practical benefits in real teaching scenarios. The semi-structured interviews revealed that teachers felt more equipped to create equitable learning environments through the use of digital tools, which could help to bridge gaps in student learning. The results suggested that the implementation of technology in education could significantly enhance the effectiveness and equity of learning experiences in diverse classrooms and underscore the positive impact that technology could have on teaching practices and student engagement in middle school settings.

Table 3. Insights of English Teachers in Adapting the Language of their IP Students

Emerging Themes	Supporting Statements
Importance of Gaining Understanding in Other's Culture	• "*So, as an IP teacher, I am more motivated to teach because of their culture, I am interested in their culture, I still want to go to their homes to meet their parents because the way of delivery in their language might be different." (IDI-01)* • "*So, as an English teacher in IP schools, it would also be best if we can embrace their culture, their language so that we are connected in a sense that we know their language and they also know the English language that we are teaching." (IDI-02)* • *"You need to first at least try to understand their first language so you can reach the gap of the subject matter. So, you need to first understand their mother tongue as much as possible for you to effectively deliver your lesson." (IDI-04)* • *"Teaching in IP school gives me deeper understanding and appreciation of their culture not only the culture but also the tradition and values that I can see with my interaction with my students." (IDI-05)*
Facing Struggles is a True Reflection of Being a Passionate Educator	• *"It was difficult so it will demand a greater effort for the teacher so that the teacher can better incorporate the use of the English language in their lesson." (IDI-02)* • *"A teacher teaching English in IP community really should have a huge heart, a huge passion and a lot of patience really because it is very frustrating really to teach something which students could not catch up or they cannot learn that fast with the pace you want to have." (IDI-03)*

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	• *"I realized that as what I have said it is very challenging. It is your duty to teach your students and you need to have a patience so you can fully teach your students." (IDI-04)* • "*It was really difficult to teach English in an IP school especially there is a language barrier like most of the time." (IDI-05)*
The Rewards of Making Sacrifices for Students' Sake	• *"My realization is that it is worth it for me to travel every day because my students would even cross rivers just to learn." (IDI-01)* • *"It was difficult it might be a tiring task to teach them the English language but once they learn the English language in which we can see the gap, it is very fulfilling." (IDI-02)* • *"As a teacher, it can give an emotional reward especially if we can see our students who lives far from the school but then you can see their resiliency despite the difficulty on their way." (IDI-05)*
Providing Seminars and Trainings for Teachers	• *"Orientation of both parents, students, and teachers so that they are not confused by the lessons in the curriculum. (IDI-01)* • *"Maybe it would be best if DepEd could provide seminars and trainings for teacher that our focus in teaching English language in IP school." (IDI-02)* • *"They should have a basic language training in a particular IP group or vernacular or what is the mother tongue there." (IDI-03)* • *"My recommendation to the department of education so I highly recommend all teachers or specifically the English teachers teaching in an IP school or community they should conduct a lot of seminars." (IDI-04)* • "*We can also suggest to DepEd to provide resources and trainings for teachers to effectively support their IP students." (IDI-05)*
Having access to Various Materials and Resources	• *"And maybe they can provide inputs to the teacher on the kinds of activities that the teacher can use in the classroom." (IDI-02)* • *"If there are new teachers, they do not have to look for it so there is daily available material for learning to our English teachers." (IDI-03)* • "*Provide materials and resources to English teachers to access those contextualize materials for the English teachers to access for us to deliver the lesson effectively." (IDI-04)* • "*They have to develop an English language curriculum and materials in which we can incorporate the indigenous perspective like using their stories using different cultural elements that are even in their community or to make it more relatable and engaging for the IP students." (IDI-05)*

The insights of English teachers in adapting the language of their IP students. At this point, after the retrieval of the data and analysis, it came to an end that the English teachers had many insights in adapting the language of their students. It was found out that the five English teachers from two secondary schools shows the importance of gaining understanding in other's culture, facing struggles is a true reflection of being a passionate educator, the rewards of making sacrifices for student's sake, providing seminars and trainings for teachers and having access to various materials and resources.

The first theme emerged was the **importance of gaining understanding in other's culture**. This understanding goes beyond merely recognizing different customs and traditions which involves actively engaging with and appreciating the values, beliefs, and perspectives that shape diverse cultural identities. By fostering this awareness, the teachers could build stronger relationships with their students and promote a sense of empathy in multicultural settings. Moreover, understanding other cultures could enhance communication and collaboration, reducing misunderstandings and conflicts. Ultimately, embracing and respecting cultural diversity enriches our personal experiences and contributes to a more harmonious and inclusive society.

The study was supported by Briška and Jasjukeviča (2020) that aimed to identify actual goals for the development of teacher education curriculum, professional development and teaching aids by investigating in-service teacher's challenges for the successful promotion of students' cultural understanding in general school. The finding showed that teachers were aware of the significance of personally meaningful learning for students

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and the importance of a positive atmosphere in classroom. Their experiences of integrating the cultural issues in all school subjects and connecting the learning with actual situations and socio-cultural contexts life were at a much lower level. A similar situation was with teachers' experiences with the content of culture that they mostly interpret culture as belonging to art, rather than all human expression.

The second theme emerged in this study was **facing struggles is a true reflection of being a passionate educator**. Passionate teachers often find themselves navigating various challenges in their teaching practices, whether it be adapting to diverse student needs, managing classroom dynamics, or integrating new educational technologies. These struggles not only test their resilience but also serve as opportunities for growth and development in their teaching methods. Moreover, it demonstrates their commitment to their students' success, and they view obstacles as a means to enhance their own skills and better support the learning environment. Ultimately, the ability to face and overcome these challenges reflects a deep dedication to their profession and a sincere desire to foster student engagement and achievement.

The study was supported by Behak et al. (2021) uncovered numerous crucial features of English language teachers' experiences in an indigenous national school in Malaysia. Teachers faced enormous hurdles, including the scholastic issues of indigenous pupils, who had poor attendance and spoke English as a third language. They also confronted challenges connected to their own English teaching experience. Despite these challenges, instructors worked hard to improve the learning process by recognizing and responding to their students' cultural norms, valuing holistic development above academic accomplishment, and aiming to create more meaningful learning experiences. These findings highlight these instructors' dedication to improving educational outcomes, even in a complicated and tough context.

The third theme emerged in this theme was the **rewards of making sacrifices for student's sake.** This theme suggests that teachers often find fulfillment in prioritizing their students' needs, even when it requires personal or professional sacrifices. Many teachers shared experiences of investing extra time and resources to support struggling students, illustrating that these efforts can lead to significant improvements in student outcomes. Furthermore, the emotional rewards of seeing students succeed whether academically or personally serve as powerful motivators for these sacrifices. Ultimately, this theme underscores the idea that dedication to student welfare not only enriches the lives of the students but also enhances the sense of purpose and satisfaction for the English teachers.

Also, Barnes (2019) state that it could be challenging for a teacher to teach daily lessons while helping students deal with adversities at home. However, serving in an environment where a difference can be made in the life of a child who looks to their teacher for a safe, positive, and healthy relationship makes it worth it. Values influence an individual's sense of wellbeing. Teachers feel a sense of value through creativity, recognition, and facilitating the development of their students. In addition, it was stated in the study that hope for a better world guides many teachers. One of the most common desires was to show compassion, service, and kindness to their students.

The fourth theme emerged in this theme was **providing seminars and trainings for teacher.** These seminars are essential for equipping educators with the latest pedagogical techniques and educational resources. By participating in these training programs, teachers can enhance their skills, collaborate with their peers, and stay updated on current trends in education. Additionally, ongoing professional development opportunities contribute to teachers' confidence and effectiveness in the classroom. Also, investing in such training initiatives fosters a culture of continuous improvement and promotes better learning outcomes for students.

The result of this study was related to the study of Kulić and Kostić (2022) highlighted the need for the training of teachers of any profession. In recent times, it has been recognized and defined as an obligation and must be carried out continuously throughout life, which means that through formal education, teachers were provided with the opportunity to permanently gain insights into the news, and to rich knowledge and skills they acquired during schooling. Based on the analysis of the contents of the Catalog of professional development programs for employees in education, results were obtained that undoubtedly indicated a wide variety of topics, and thus the goals of teacher training. The largest number of trainings intended for English language teachers was devoted to general teaching issues, educational work, and additional support in education.

The fifth theme emerged was **having access to various materials and resources**. This access was crucial for fostering an enriching learning environment that supports diverse learning styles and needs. When students and teachers had a variety of tools at their disposal, such as textbooks, digital resources, and hands-on materials, they could engage more deeply with the content. Additionally, having access to different resources allowed for more creativity and innovation in lesson planning and delivery. In addition, this abundance of materials and resources empowers both students and teachers, enhancing the overall educational experience.

This theme was supported by Ukhurebor et al. (2023) as they focused on the accessibility of instructional material for effective teaching in secondary (high) schools in Eleme, Rivers State, Nigeria. The findings of the study indicated that these secondary (high) schools had a poor supply of instructional materials for efficient instruction. The little teaching resources that were provided were insufficient, and the teachers either could hardly use them or did not know how to use them, so they were rarely used. The research also revealed that teaching without instructional resources was ineffective; thus, for

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efficient teaching and learning, teachers should make the most of the instructional materials that were already accessible.

Table 4. Unique Strategies and Techniques of English Teachers in Adapting the Language of their IP Students

Emerging Themes	Supporting Statements
Utilizing Various Activities for Effective Communication	• "*In my teaching strategy, I utilized pantomime, I have our message relay, I have our students acting, they are acting, they are chanting chants for the communication to breakdown." (IDI-01)* • "*These extemporaneous speaking are speaking activities but as much as possible they are exposed to where the English language is used like role playing, dramatic dialogues are real life activities that use the English language." (IDI-02)* • *"When I gave passages and literature, I let them unlock difficulties by underlining difficult words, unfamiliar words that they can find in a particular passage and find the meaning." (IDI-03)* • *"First, that one I used translation using my gestures, facial and my body gestures to communicate my students. Another is, I used or integrate multimedia in my discussions to get the attention of my students. Lastly is, I used interactive games for them to enjoy the lessons at the same time they are learning with me with their classmates so they can have their confidence and they can use the language." (IDI-04)* • "*My strategies from my IP students includes hands on activities like drama and role plays. I also incorporate active games and real-life scenarios wherein it can promote the language acquisition and communication skills of my students." (IDI-05)*
Fostering a Harmonious Student-Teacher Relationship	• "*In bridging the gap, know the student first. You need to know your students first, check their background, check the behavior of the student." (IDI-01)* • "*I would say one of the best techniques I use is to create a friendly environment inside the classroom." (IDI-02)* • "*Earn their trust and show concern. I would really say that it is more effective. I think that you make them feel cared for that it is not because you are just teaching there because it is for the sake of teaching but for the sake of their learning." (IDI-03)* • *"Personally, as a teacher you must have patience and empathy since English is a difficult language to learn. So, you must have patience with your students as well as empathy so that you can cultivate a classroom environment that has understanding with your students." (IDI-05)*
Utilizing Strategies and Approaches to Address Language Barrier	• *"My way in delivering them my discussion is I speak in English at the same time if there are still students who cannot understand when I am teaching them the English, I still translate it to Filipino then if still they cannot understand it go to the mother tongue. So that there will be no barrier in my teaching process." (IDI-01)* • "*Then the most effective for me is code-switching and grammar translation of English Bisaya and English Tagalog." (IDI-02)* • "*I can cater all the learning styles of my students and that one grammar translations. During my discussion I have a translation from time to time for them to understand my lesson." (IDI-04)* • "*So, in addressing the language barrier in teaching English so most of the time I make use of the translation method or the code-switching method wherein if my students cannot understand those words." (IDI-05)*

The unique strategies and techniques of English teachers in adapting the language of their IP students. At this point, after the retrieval of the data and analysis, it came to an end that the English teachers had various of unique strategies and techniques in adapting the language of their students. It was found out that the five English teachers from two secondary

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schools utilizing various activities for effective communication, fostering a harmonious student-teacher relationship, and utilizing strategies and approaches to address language barrier.

The first theme emerged was the **utilizing various activities for effective communication**. This involved incorporating a diverse range of interactive techniques and methods that engaged students on different levels. Activities such as group discussions, role-playing scenarios, and collaborative projects could enhanced interpersonal skills and encourage open dialogue. Additionally, using multimedia tools like videos, presentations, and online forums could help cater to various learning styles, making communication more accessible and relatable.

Furthermore, Pangaribuan et al. (2020) explored the communication strategies used by the teacher in communicating with her students in the classroom. The case study of communication strategies regarding achievement strategy and reduction strategy was elaborated with the academic supports which were relevant to this study. Through combining interview data with classroom observations, it was found that the teacher decided to use achievement strategies, such as code-switching, nonverbal strategy, cooperative strategy, interlingual transfer, and reduction strategy, such as formal reduction strategy and function reduction strategy as represented on the utterances above. Code-switching was dominantly used to help the students understood what the teacher said.

The second theme emerged was **fostering a harmonious student-teacher relationship.** This relationship served as the foundation for a positive learning environment, where students felt safe and supported. Establishing open lines of communication was crucial, allowing students to express their thoughts and concerns without fear of judgment. Additionally, teachers who actively engaged with their students and demonstrated empathy could create a sense of belonging and trust. In addition, a harmonious relationship between students and teachers enhanced student motivation and academic success, promoting a better educational experience overall.

The theme was supported by Tripathi (2019) emphasized that teachers must be motivated, committed, and optimistic to positively impact students' learning outcomes. Harmonious classroom environment fosters creativity and reduces anxiety among students, suggesting that the emotional climate of the classroom was crucial for student success. Also, effective teachers understand the importance of building strong relationships with their students, as this rapport was essential for creating a safe and healthy learning environment where students feel confident and accepted. The paper also discussed the role of teachers as 'second parents,' promoting positive parenting techniques in the classroom, which helps students become confident learners who take responsibility for their education. Furthermore, when teachers display genuine care and a positive attitude, students were more likely to reciprocate with respect and interest in their learning, leading to a more productive educational experience.

The third theme emerged was **utilizing strategies and approaches to address language barrier.** This theme highlighted the importance of implementing targeted methods to facilitate communication and understanding among students who may struggle with language differences. Teachers were encouraged to adapt diverse instructional techniques, such as visual aids, simplified language, and interactive activities, which can bridge the gap for those facing language challenges. Additionally, fostering an inclusive classroom environment that respects and values linguistic diversity was crucial in helping students feel supported and engaged. Overall, addressing language barriers not only enhanced learning outcomes but also promotes a sense of belonging and confidence among all students.

In line with this, the study was supported by Akramy et al. (2022) that aimed to explore the perceptions of Afghan EFL teachers towards the use of Grammar-Translation Method (GTM). The findings of the study showed that Afghan EFL teachers had highly positive perceptions towards the use and role of grammar in their learning through the application of Grammar-Translation Method. They also reported that whenever they face problems, their teachers help them fix the problems by translation technique when GTM is practiced in the classroom. Moreover, the study revealed that applying Grammar-Translation Method in language classroom affected the students' performance. It helped the participants improve their grammar knowledge as be able to write in English, memorize words by following and applying GTM, and improve their language accuracy.

CONCLUDING REMARKS

In conclusion, this research concentrated on how English teachers adapt their language for Indigenous Peoples (IP) students in IP schools. The findings indicated that English educators employed distinct strategies and methods to cater to the language needs of their IP learners. They implemented a variety of activities to enhance communication, nurture a positive student-teacher rapport, and employed techniques to overcome language obstacles. Consequently, the researcher concluded that there were effective ways for English teachers to adjust their language to meet the needs of IP students, despite facing language challenges and difficulties in accommodating the students' linguistic backgrounds.

The findings also highlighted that such adaptations are achievable with the appropriate support and resources. English teachers sought to underscore the significance of understanding the culture and traditions of their IP students and recognized the importance of preserving their cultural heritage. To effectively educate IP students, English teachers believed that they must demonstrate unwavering patience and enthusiasm when working with them. Ultimately, the successes and

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advancements of the students will provide them with a sense of accomplishment and contentment.

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