

TEACHING ENGLISH LANGUAGE TO IP LEARNERS: FROM THE NARRATIVES OF JUNIOR HIGH SCHOOL TEACHERS

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ABSTRACT

This study intended to explore the lived experiences, problems, coping mechanisms, and insights of English language teachers educating IP learners at the Department of Education Montevista in Davao de Oro which answered the four fundamental research questions on what the experiences and problems of English language teachers encountered in teaching IP learners, how do English language teachers cope with their challenges, and their insights. The study utilized qualitative phenomenological design with the technique, an in-depth interview. 6 participants in this study were English language teachers from secondary schools in Compostela, Monkayo, and Montevista districts. Findings revealed that the positive experiences of English language teachers in teaching IP learners are enthusiasm to learn the English language, learners gained confidence, and willingness to learn. Also, learning without the right foundation, teaching grammar and pronunciation, learning about their culture, teaching culturally relevant lessons, learners' interpretation, and learners' accents. Moreover, their challenges include learners needing help to read, language barriers, problems in implementing curriculum, words not uttered properly, poor vocabulary, proper pronunciation, varying levels of proficiency, and learners' absenteeism. Teachers' coping mechanisms highlighted the importance of doing their best for the learners, being resilient and having perseverance, encouraging learners, being resourceful, varying strategies, and being patient. Additionally, great emphasis on the use of more indigenized and localized examples, pairing learners with different learning levels, incorporating games, bilingual instruction, proper choice of words in teaching, and contextualizing the lesson. Furthermore, as to their insights formed in teaching the English language to IP learners, they profoundly expressed the following: teaching English is not easy, teaching made simpler and clearer, requiring patience and distinct strategies, rewarding experience, and flexibility of teacher to cater to students' needs. Also, the research suggested localizing the curriculum, using a read-aloud strategy, simplifying the learning materials, being more patient, and training and seminars.

Keywords: Teaching English, Experiences, Challenges, Insights, Qualitative Phenomenology, Philippines

1. INTRODUCTION

Teaching English necessitates a multifaceted approach that fosters students' speaking, writing, reading, and listening abilities. It required creating an organized atmosphere in which students are exposed to various linguistic inputs, including vocabulary, grammar, and pronunciation. Despite its significant contribution to the communication and learning acquisition process, teaching English continued to face significant issues that impede learners' pursuit of academic success, such as limited English proficiency, scarcity of educational materials and resources, and a learner's deficiency of English exposure outside the classroom. Teachers faced insufficient preparation for new pedagogical practices and educational technology integration. Furthermore, learners were confronted to successfully articulate their ideas in English despite their curiosity. They struggled with words translation, poor English vocabulary, spelling, and sentence structuring when writing in English.

In the Northern Territory of Australia, English teachers had access to language resources for teaching aboriginal students, and this is provided by state and territory governments. However, professional development like training and seminars was not made necessary in most cases. According to Avery (2013), the only way aboriginal students can achieve an elevated level of Australian Standard English is to learn about bidialectalism, bilingualism,

and code-switching. However, many non-Aboriginal teachers lacked experience teaching and engaging Aboriginal students in learning English. Teachers must sometimes leave behind the textbook solutions they have studied to reach them and get them interested in learning. Also, there were various cultural needs that English teachers need to take into consideration when teaching Aboriginal students (Disbray & Bauer, 2016).

In the Philippine setting, various barriers hinder learners from acquiring and studying a target language, which in turn affects the improvement of language literacy (Leaño et al., 2019). Despite the inclusion of language literacy improvement in the K-12 curriculum (DepEd, 2016), Indigenous Peoples Education (IPEd) teachers still face difficulties in incorporating certain teaching strategies into language instruction due to the varied requirements of Indigenous learners (Protacio, 2021). Bastida et al. (2022) discovered that IPEd teachers frequently face challenges in enhancing learners' visual abilities and technological literacy, establishing reading comprehension, advancing writing abilities, putting into context lessons, taking a progressive method to language learning, and teaching vocabulary and grammar. Furthermore, the study findings validated that these challenges were exacerbated by deficiencies in linguistic learning benchmarks, instructional assistance, learners' literacy and preparedness, and teachers' proficiency and employed tactics. These issues require using culturally responsive teaching methods that connect the school and community, hence improving educational achievements for Indigenous learners (Leite et al., 2018).

Locally, in Montevista District, language teachers experienced significant challenges in teaching the English language to Indigenous People learners. For them, problems existed when translating some words to their dialect for them to understand the concepts, oral recitation wherein Indigenous People learners were incapable to demonstrate and express ideas, difficulty in preparing instructional materials, challenging use of native dialects during lesson discussions, difficulty in assessing learners how to read and comprehend, difficulty in motivating them in attending school, and challenging approach in managing their behavioral indifferences. In such a situation, the researcher was motivated to investigate the story lines of Junior High School English teachers in teaching the English language to Indigenous People learners, claiming that this would offer ideas to higher organization and the Department of Education in assessing the impact of the newly implemented curriculum and/or providing additional training opportunities to teachers and learners in terms of learning English.

Moreover, the researcher has not come across a study about the story lines of language teachers in teaching the English language to Indigenous People learners in the local setting. Thus, there was a need to conduct this to augment solutions to the problem through the lens of English teachers since this will provide a great peek not only on the program but also on the obstacles and coping mechanisms used by the teachers. This research emphasized how educators in the Montevista District deal with the obstacles of providing excellent education and dealing with concerns, particularly regarding teaching the English language to Indigenous Learners.

1.1 Research Questions

This study aimed to describe and explore the lived experiences of Public Secondary Junior High School teachers in teaching the English language to IP learners, as well as the challenges they faced and how they coped with these difficulties. The following questions guided the study.

1. What are the experiences of the informants on teaching English to IP Learners?
2. What are the challenges of the informants on teaching English to IP Learners?
3. What are the mechanisms utilized by the informants in coping with the challenges on teaching English to IP learners?
4. What insights gained by the informants as teachers of English to IP learners?

2. LITERATURE REVIEW

This chapter depicted a review of related literature, which provides a compilation of relevant information regarding the focus of this study. It included discussion of related literature regarding Teaching English Language to IP Learners, the experienced challenges, coping mechanisms, and insights of language teachers.

Teaching English. The teacher's involvement is critical in understanding a new language. Teaching includes not just speaking in classes but also directing pupils and generating a comfortable environment for the students, implying that they are very cooperative in aiding the learning of English. Furthermore, Rahman et al. (2019) claim that language educational policies, implementation of curriculum, methods, resources, assessment, and teacher

professional development are all significant factors that prevent language teaching conditions from advancing.

IP Learners. Indigenous peoples (IPs) acquire a new language in the hopes of improving their academic performance in the future. They see learning a second language as a method of advancement and the sole way out of poverty. Because Indigenous families wish their children to be well-educated, they end up acquiring a new language, which could place their native language at risk of loss (Reyhner, 2017).

Experiences Encountered in Teaching English Language to IP Learners. Several academics have investigated second or foreign language learning; some have agreed that the environment influences language learning. It is dependent on teachers' methods for managing classes, resulting in open discussions that create confidence in learners to speak the language openly, so developing their skills (Bingol, 2014). An inclusive teaching environment develops Indigenous learners' confidence in learning English. Self-esteem is a significant personality characteristic that affects people's attitudes and behaviors. According to Murk (2006), as stated by Gultom and Oktaviani (2022), self-esteem is frequently linked to mental health, learning achievement, efficient living, and a fulfilling life. Gustaman (2015) discovered that students who have high self-esteem and confidence in their abilities perform better in English classes.

Most Interesting Aspect of Teaching English to IP Learners. Recent research has advanced the field of teaching English language context to IP learners significantly, thereby generating more insights on the intricate links that exist between cultural preservation and language development. The integration of local culture in English language instruction is often seen as a crucial and interesting activity; this approach enhances language acquisition, promotes cultural continuity, and upholds identity (Hermes, 2007).

Lesson Learned in Teaching English to IP Learners. Teaching English to Indigenous Peoples (IP) learners presents distinct problems and opportunities that require a careful and culturally appropriate approach. Over the last decade, educators have gained significant insights into successful strategies and techniques for teaching English to international learners. Teachers recognize the need for cultural sensitivity and awareness in the classroom. Gay (2018) opined that culturally sensitive teaching techniques necessitate teachers understanding and respecting their students' cultural origins. This understanding contributes to an inclusive and encouraging learning atmosphere that supports learner commitment and accomplishment.

Challenges of the English Teachers on Teaching English to IP Learners. Educating Indigenous Peoples (IP) learners in English poses distinctive challenges which require tailored approaches and materials. For example, most instructors are not well versed with the cultural backgrounds of their students thereby offering a curriculum that may fail to relate or be pertinent to the student's life. Gay (2018) asserts the necessity of practicing culturally relevant teaching hence teachers must know about and honor their pupils' culture of origin for an inclusive and supportive classroom environment.

Negative Issues Encountered in Teaching English to IP Learners. Another obstacle in English language instruction is the lack of resources. According to the study conducted by Garton et al. (2014), "in several nations, such as South Korea and Malaysia, educational materials are set; in Singapore and China, teachers may choose from government-approved books, yet it is a matter that in numerous nations suitable sources are either unavailable or not utilized in the classroom." Furthermore, Ajibola (2010) claims that "the deficiency of materials also represents a trial to English teaching, and higher the number of learners, the greater the number of materials required." Additionally, insufficient facilities and supplies make it challenging for teachers to implement a successful method of instruction and learning (Fatiloro, 2015; Nurkamto, 2003). Pande (2013) contends that "language is best understood by exercising all four skills: listening, speaking, reading, and writing." As a result, the accessibility of teaching aids is crucial and must be supplied as soon as possible; otherwise, teachers are likely to be unable to teach effectively. In other words, there is a critical need for more learning tools to help students become acquainted with English and have adequate exposure to the target language.

Ways in Dealing with the Negative Issues Encountered in Teaching English Language to IP Learners. Schools can ensure that classroom settings are welcoming with regards to the ethnocultural background of students and that messages coming from instructors are affirmative. The author Hermes (2017) also stressed the factor of making positive comments and appreciating the students' cultural diversity as the way to boost confidence and motivation among students. Learners also pick the cues of their teachers and watch how such teachers persevere, be

strong and keep a positive attitude to learning. This modeling can motivate IP learners to adopt comparable attitudes and practices. McCarty (2014) emphasizes the importance of teachers demonstrating passion and excitement, which can substantially impact learners' attitudes about learning.

Strategies Utilized to Address Challenges in Teaching English Language to IP Learners. One insightful method is to improvise educational materials or contextualization. Instructional materials are the major means of interacting in the classroom, allowing for effective teaching and learning. Curriculum contextualization is the process of aligning curriculum content with teaching methods that respect individuals' identities, geographical experiences, and distinctive circumstances (DepEd Order No. 35, 2016). Contextualization is important for language education because it captures learners' attention and has long-term benefits on language learning (Korkmaz & Korkmaz, 2013).

Ways in Managing to Still be Effective in Field Despite Difficulties Encountered. Teaching English, especially to different student populations like Indigenous Peoples (IP) learners, presents various problems. Despite these limitations, many teachers continue to be effective in their positions. Learning the English language should be a joint effort of both teacher and student. We should reform how we perceive the importance of the language. Fatoro (2015) argues that an absolute commitment to comprehending the English language should be made among teachers and students.

Assistance Received from School Head, Co-Teachers, and Other Parents. Effective teaching, especially in diverse and challenging educational situations, frequently requires extensive support from multiple stakeholders. School administrators are critical in providing administrative support to English teachers teaching IP learners. This includes ensuring teachers have adequate resources, suitable class sizes, and teaching materials. Liu and Bellibas (2018) found that supportive leadership improves teacher morale and performance, resulting in higher student accomplishment. Apart from this, Robinson et al. (2015) also discovered that school administrators prioritizing professional development had a significant impact on teacher growth and the quality of instruction.

Perceptions and Observations Regarding the Teaching of English to IP Learners. Rahman and colleagues (2019) suggest that language teaching conditions can be enhanced through language acquisition strategies, curriculum implementation, resource allocation, assessment practices and ongoing teacher professional development.

Recommendations Toward the Enhancement of Teaching English to IP Learners. According to Aporbo (2022), non-IP English teachers struggle to follow the Curriculum Guide due to students' low-level comprehension. This is in accordance with the study of Gao (2011), Moyo (2011), and Lee (2014), revealing that English language teaching to indigenous students can be a frightful experience. Teachers are assumed to have apprehensions and pressures when teaching because they are unfamiliar with the students' cultural backgrounds. That is why training and seminars are crucial for teachers teaching multilingual learners since they must be directed and guided in handling students with diverse languages (Lartec et al., 2014).

Ways to Effectively Perform Role in Teaching English Language to IP Learners. Immersing students' diverse cultural backgrounds is another coping mechanism. According to Cabal (2017), teachers must understand their students' cultural backgrounds while planning activities to make learning more relevant and engaging. Furthermore, creating educational activities becomes simpler when teachers have a deep awareness of their students' cultural backgrounds, views on the value of school expertise, involvement with different subjects in their daily lives, and prior understanding and experience with curriculum subjects (Battiste, 2009; Chartrand, 2012 as cited by Cabal, 2017).

Insights Gained in Teaching English to IP Learners. Teaching English as a foreign language is difficult in places where it is not commonly spoken. A lack of exposure to English also limits learners' opportunities to use the language. According to Khan (2011), a lack of exposure to English demotivates learners from implementing and understanding English since they have insufficient foundation knowledge of English as a foreign language. Furthermore, due to a lack of exposure to English, teachers find it more difficult to motivate children to be passionate about speaking the language. According to Chinn (2007), Dentith and Maurer (2011), Bembenuddy (2011), and Cabal (2017), teachers face a significant problem in developing culturally relevant pedagogical methods while educating learners from backgrounds that are linguistically and culturally diverse. This involves a deep understanding of the students' cultures as well as the adoption of specialized teaching approaches that consider the influence of culture on learning.

3. METHODOLOGY

3.1 Research Design

This study used a qualitative phenomenological research design, which is an investigation of the meaning of a concept or circumstance for different people. Its primary goal was to reduce one's encounters with a phenomenon to a broad description before developing a composite account of the experience's essence (Creswell, 2013). In this study methodology, the researcher aimed to collect data that would explain how people see an event and how they feel about it. Furthermore, this study utilized qualitative research, with the inquiry process moving from philosophical assumptions to interpretative viewpoints of Junior High Teachers teaching English to IP Learners. In-depth interviews (IDI) were used to acquire information from research participants.

3.2 Research Locale

The study was carried out in three districts in the Davao de Oro Division, with implementers of the K to 12 Basic Education Curriculum. The Enhanced Basic Education Program, also known as the K-12 Basic Education Program, answers to the demands and expectations of the national and global communities by reinforcing Filipino values.

This study was conducted at three secondary schools in the Davao de Oro division: Mayaon National High School (Montevista), Mangayon National High School-Side Four Extension (Compostela), and Depot Ancestral Domain National High School (Monkayo).

Moreover, below were the demographic profiles of the schools utilized in this study, where the researcher generated the data to support and answer the research problem. To wit:

Depot Ancestral Domain National High School, formerly known as Ulip National High School, was located at Purok VI, Sitio Depot, Upper Ulip, Monkayo, Davao de Oro, 18.8 kilometers away from Poblacion, Monkayo. This identified IP school in Davao de Oro was headed by one headteacher, six regular Junior High School teachers, and one Senior High School teacher, who handled 335 learners.

Mangayon National High School-Side Four Extension was an adjacent school at Purok IV-B, Mangayon, Compostela. The school consists of 95% Matigsalog tribe learners, and it has four classrooms, four regular teachers, and five Learning Support Assistant (LSA) teachers serving 125 total learners.

Mayaon National High School, an identified IP school in Davao de Oro, was headed by one head teacher with 18 teaching personnel serving 437 learners. The school was situated at Purok I-A, Barangay Mayaon, Montevista.

3.3 Research Participants

This study contained six individuals, which was sufficient to cover the information obtained from the study group. The participants were chosen using a non-probability method known as purposive sampling. Six teachers were carefully selected as research participants in the study and identified through an IDI (in-depth interview).

The following were the inclusion criteria for participant selection: (a) the participants must be public-secondary school English teachers in the School Year 2023-2024 at three public secondary schools at District I, Davao de Oro division; (b) at least three years in service as public school teacher teaching with mostly IP Learners, and (c) encountered various challenges in teaching the English language to IP learners and (d) willing to participate in the said study by sharing his/her experience.

3.4 Procedure

Before conducting the study, the researcher submitted the research proposal to the Ethics Review of the research office, allowing the research ethics committee to evaluate and examine the manuscripts with modifications based on the given comments and suggestions. Also, the committee examined the consent forms and procedures,

ensuring that participants understood the study and their participation was voluntary. The committee also evaluated potential risks and how the research plans to mitigate them, whichever may happen. Additionally, the research ethics committee evaluated the process and how the researcher took full responsibility for the real identity of the participants.

In implementing the study, the researcher first secured approval from the research committee to ensure the ethicality of the study. Then, permission was sought through an endorsement letter from the Dean of the College of Education Graduate Program of Assumption College of Nabunturan (ACN), addressed to the office of the Schools Division Superintendent in the Davao de Oro Division. After receiving the endorsement letter, permission was sought from the Division of Davao de Oro to conduct the study. Upon approval, the approved letter from SDS was then copy furnished to all school administrators of the three secondary public junior high schools to allow the selected teacher participants to participate in the study.

After obtaining permission from the school principal, research participants were asked to sign a consent form and informed about the study's goal. The researcher ensured the selected participants met the criteria and had experience teaching English to IP Learners.

The researcher proceeded to utilize an in-depth interview. Individual in-depth interviews were conducted in person at a time mutually agreed upon by the participants once they had read and signed the consent forms. As qualitative research, this study used an interview guide made by the researcher and was validated. Rucker (2017) viewed this instrument, which contains a list of questions to keep track of and ensures that all the topics needed to answer your research questions are covered.

To meet the demands of this study, the researcher planned a series of meetings with the participants on the most convenient days. Before the interview, their role and rights were clearly explained, and they would be compensated for their inconvenience. All procedures were recorded to verify the validity and reliability of the study's conduct. In addition, the researcher sought permission from the participants to record the interview. Their comments were written down throughout the interview, while an audio recorder compensated for any mishearing, which will help transcribe and code later.

After collecting all the data, the participants' responses were extensively examined based on fundamental principles. An analyst aided the researcher in ensuring accurate data analysis.

3.5 Ethical Consideration

The approaches used to assure ethical concerns in this work were based on the Belmont Report recommendations from 1979. As part of the research procedures, all participants were asked for consent, informed about the study's objectives, and promised that no one would be injured throughout the inquiry. All data was gathered and used strictly for the study. The researcher agreed to conduct the investigation objectively, avoiding or minimizing prejudice or self-deception. Following the selection of study subjects, individuals were asked individually via messenger about their feelings about participating in research. Furthermore, it indicated their willingness to accept or reject the offer.

The researcher was also required to maintain confidentiality. All collected data was subjected to numerical labeling and coding algorithms, and the informants will remain anonymous even with their agreement. In this scenario, they were assured that their names would not appear in the report and that the researcher would use coding to identify them.

4. FINDINGS

This chapter depicted the findings from the research questions that investigated the lived experiences, challenges, coping mechanisms, and insights of English language teachers teaching IP learners in selected schools of the Davao de Oro division. This research study's primary goal was to understand better how teachers deal with various problems when teaching English to IP learners. Discover their strategies and techniques for dealing with such issues and how those challenges helped them develop a resilient personality. Furthermore, the research pursued this inquiry to gather important information from the field so that the authority could develop pertinent strategies, programs, and actions to solve the issues confronting language teachers in specific research locations. Purposive sampling was

utilized in selecting the research participants who met the qualification criteria. Six English language teachers teach English to IP learners from selected schools in District I of the Davao de Oro division.

4.1 What are the experiences of the informants in teaching English to IP Learners?

This section presents the results of the 1st major research question; 'What are the experiences of the informants in teaching English to IP learners?' Three specific research questions were utilized to gather data and information for this major research question. The questions were intended to collect information on the research participants' understanding regarding their positive experiences in teaching the English language to IP learners, the most exciting aspect of teaching English to IP learners, and lessons learned in teaching English to IP learners.

4.1.1 Positive Experiences Encountered in Teaching English Language to IP Learners

The themes in this section came from the specific research question 1.1, 'What are the experiences of the informants in teaching English to IP learners?' The responses generated three themes: enthusiasm to learn the English language, learners gained confidence, and willingness to learn.

Enthusiasm to learn the English language. This theme constituted the positive experiences encountered in teaching the English language to IP learners. This meant that English language teachers had to develop their motivation and manage their teaching strategies in teaching English to IP learners, as they noticed that their learners showed a solid and eager interest in or passion for acquiring knowledge and proficiency in learning English. Moreover, it is distinguished by a learner's genuine interest and ambition to enhance language skills. It is driven by a desire to communicate effectively, interact with classmates from various cultures, or achieve English academic aspirations.

Informant 1 asserted that IP learners were able to learn the English language as they demonstrated an eagerness to learn new things and discover new English words in understanding the lesson independently. He mentioned;

One of the most notable positive experiences nga akong nasugatan as a secondary school teacher teaching sa IP learners mao ang ilang kadasig sa pagkat-on og foreign languages. They're eager to learn new words, understand the lesson's purpose, ug familiarize themselves sa English vocabulary and its basic rules.

(One of the most notable positive experiences I encountered as a secondary school teacher teaching English to IP learners was their enthusiasm for learning foreign languages. They're eager to learn new words, understand the lesson's purpose, and familiarize themselves with English vocabulary and its basic rules).

This was supported by Informant 2, who pointed out that IP learners showed eagerness to learn and explore;

As an English teacher sa junior high school IP Learners, nakasugat ko og mga positive experiences pud. Like, ang mga estudyante eager to learn new English words and always show curiosity.

(As an English teacher to junior high school IP Learners, I've encountered positive experiences. The learners are eager to learn new English words and always show curiosity).

Likewise, IP learners of today's generation are educated and aware of many things. They can cope with their classmates and established learning strategies as attested by Informant 5. According to her statement which conveyed that;

As an English advocate or teacher sa among eskwelahan ug sa mga IP learners, I have the positive experience that they wish to learn many things. They are much more oriented to the actions they must take to know positively. Ang mga IP learners sa karon nga generation educated na ug aware sa daghang mga butang. They can cope with their co-learners/classmates, establish learning, and let this learning be rooted in their hearts and minds.

(As an English advocate or teacher in our school and with IP learners, I have had the positive experience that they wish to learn many things. They are much more oriented to the actions they must take to know positively. IP learners of today's

generation are educated and aware of many things. They can cope with their co-learners/classmates, establish learning, and let this learning be rooted in their hearts and minds).

Learners Gain Confidence. Confidence catalyzes rapid learning, allowing individuals to face problems with perseverance and optimism, ultimately leading to a deeper understanding and mastery. As learners gain confidence in their abilities, they are more likely to take risks, actively interact with the subject, and persevere in facing challenges, propelling their learning journey with renewed learning momentum.

Informant 3 highlighted her rewarding experiences in teaching IP learners and mentioned that the rewarding part as a teacher is when the learners gain confidence and make progress in their communication skills; she quoted;

When they gain confidence every time, they progress in their English communication skills, nga very rewarding kayo for me as an English teacher.

(When they gain confidence every time, they progress in their English communication skills, which is very rewarding for me as an English teacher).

Moreover, informant 4 supported the idea that teaching the English language to IP learners is quite challenging. However, it provides an avenue for us teacher the advantage of knowing and understanding deeply their diverse cultural background;

Teaching English to IP is challenging, pero I have had some positive experiences. These include knowing sa ilahang culture and diverse background, pagbaton og lig-on nga relasyon with IP students and the community, and seeing IP students gain confidence in their language abilities.

(Teaching English to IP is challenging, but I have had some positive experiences. These include knowing their culture and diverse background, witnessing improvement in language learning, having strong relationships with IP students and the community, and seeing IP students gain confidence in their language abilities).

Willingness to Learn. The desire to learn provides an individual's path to mastery by encouraging receptivity to new ideas, approaches, and viewpoints, providing ground for growth and discovery. Allowing and motivating IP students to actively seek knowledge, accept difficulties, and adapt to varied learning environments, accelerating their progress, and realizing their full potential. Informant 6, on her experiences, narrated that;

Respectful sila nga students, andam nga makakat-on sa mga lessons and open to sharing their culture. I learned about their traditions and languages, nga nakatabang in broaden my understanding and improve my teaching approach.

(They are respectful students, willing to learn lessons, and open to sharing their culture. I learned about their traditions and languages, which helped broaden my understanding and improve my teaching approach).

4.1.2 Most Interesting Aspect of Teaching English to IP Learners

This part presents the results to the specific research question 1.2, 'What aspect of teaching English to IP learners do you find interesting?' under the 1st major research question, 'What are the experiences of the informants on teaching English to IP learners?' The following themes served as results: learning without the right foundation, teaching grammar and pronunciation, learning about their culture, teaching culturally relevant lessons, learners' interpretation, and learners' accents.

Learning without the Right Foundation. The results revealed that teachers were amazed and interested in how the new curriculum aids IP learners in learning English even without a strong foundation. Thus, IP learners' introspective character enables them to traverse linguistic difficulties, intuitively understanding variations and patterns as they progress through their learning journey.

Informant 1 pointed out the innate talent and skills of IP learners and how they emerge themselves learning the English language even without the right English foundation. He quoted;

It is interesting kung giunsa pag-learn sa among mga IP students ang English even without the right foundation in their early days. It's interesting how this new curriculum would help nurture the inadequate foundation in their secondary

school journey.

(It is interesting how our IP learners learn English even without the right foundation in their early days. It's interesting how this new curriculum would help nurture the inadequate foundation in their secondary school journey).

Teaching Grammar and Pronunciation. Another interesting aspect that the teachers felt when teaching English to IP learners was presenting and discussing the IP learners' English grammar and pronunciation. As a result, it is impressive to see how students can carefully recall language rules and phonetic word variations independently.

Informant 2 expressed how she was fascinated with the ability of the learners to recall language rules and the sound of the words, which interested her. She further noted that;

Well, teaching grammar and pronunciation is interesting. Busa, observing how learners meticulously recall sa mga language rules og word sound variations within their own heads is fascinating.

(Teaching grammar and pronunciation is interesting. Hence, observing how learners meticulously recall language rules and word sound variations within their own heads is fascinating).

Learning about their Culture. Direct engagement with the learners enables someone to explore and understand individuals' backgrounds and cultural differences. One of the exciting aspects also depicted from the study of teaching the English language to IP learners was the chance to learn learners' culture, traditions, customs, and various perspectives in their community.

Informant 3 expressed emotions about their opportunity to learn about various traditions, cultural backgrounds, and linguistic histories in teaching the English language to IP learners.

One aspect is the opportunity to learn about their culture, nga maghimo sa classroom nga usa ka cultural exchange space. I get to learn firsthand about the traditions, customs, and the perspectives of the communities diin sila gikan.

(One aspect is the opportunity to learn about their culture, making the classroom a cultural exchange space. I get to learn firsthand about the traditions, customs, and perspectives of the communities where they come from).

Likewise, teaching the English language to IP learners enables them to acquire the opportunity to learn their cultural stories, languages, and traditions. Informant 4 cited:

One exciting aspect is the opportunity to teach culturally relevant lessons. Nakakat-on ko sa tradisyonal nga mga stories, languages, ug mga tradisyon while teaching them the language.

(One exciting aspect is the opportunity to teach culturally relevant lessons. I learn traditional stories, languages, and traditions while teaching them the language).

Learners' Interpretation. The informants' results indicated that one of the most exciting aspects of teaching the English language to IP learners was how they could interpret and perceive varied situations based on their beliefs and understanding. Informant 5 quoted.

It depends on how they interpret and perceive situations base sa ilang pagtuo ug pagsabot. Their culture may affect kung giunsa nila pag-interact with the lesson given by the teacher at a specific time.

(It depends on how they interpret and perceive situations based on their beliefs and understanding. Their culture may affect how they interact with the lesson given by the teacher at a specific time).

Learners' Accent. It's fascinating when Indigenous People learners communicate their ideas on the subject in their native language accent, as it demonstrates the vibrant tapestry of their cultural identity woven within their speech.

However, informant 6 mentioned that it challenges the teachers to emerge themselves to discover and explore IP learners' native language meaning to understand words and thoughts expressed to them.

Their accent. Ma challenge ko tungod kay ilang accent is ilahang tuno sa ilahang lenggwahe.

(Their accent. It makes me challenge because they use their native language

accent).

4.1.3 Lesson Learned in Teaching English to IP Learners

The themes derived from the responses of the research informants to the specific research 1.3 'What are the lessons you learned in teaching English to IP Learners?' are presented in this section. The themes were being patient, motivation to start on the teacher, teaching straight English found ineffective, being flexible, and the need to vary strategies.

Be Patient. Being patient is remaining calm and understanding in the face of obstacles or delays, allowing growth and development to occur in its own time. It is critical because it promotes empathy, resilience, and effective communication, fostering relationships and facilitating development even in the most challenging situations. Thus, patience is essential when teaching English to indigenous learners who speak their dialect, as it recognizes the importance of their linguistic heritage while gradually guiding them toward understanding a new language.

Informant 3 mentioned the importance of patience and encouragement in learning English. She said;

Patience and Encouragement. Learning English, especially ang pag-storya, nagkinahanglan og panahon, considering the learner's cultural and linguistic differences. Every mistake is an opportunity to do better next time.

(Patience and Encouragement. Learning English, especially speaking, takes time, considering the learner's cultural and linguistic differences. Every mistake is an opportunity to do better next time).

Considering other learners' abilities and levels of understanding boosts their confidence and encourages them to try their best. Informant 6 added;

Be patient. Pay attention to those learners who could be better in class. Give them importance.

Motivation to Start on the Teacher. As the findings revealed, one of the teacher takeaways from teaching English to IP learners is that motivation should emanate from the teachers themselves, working as a beacon of encouragement and understanding. Thus, creating a supportive environment where language acquisition becomes a path of independence and mutual respect.

Informant 1 revealed that motivation should start with the teacher for the IP learners guided towards language learning development. He mentioned that;

One of the best lessons nga akong nakat-unan sa pagtudlo sa English sa mga IP learners is that motivation starts with you. You cannot give what you do not have; thus, being a motivator to your learners must begin within you.

(One of the best lessons I learned in teaching English to IP learners is that motivation starts with you. You cannot give what you do not have; thus, being a motivator to your learners must begin within you).

Teaching Straight English Found Ineffective. Teaching purely in English is unsuccessful, particularly for IP learners, because it frequently overlooks the richness of their cultural context and linguistic diversity. Incorporating their local language and cultural characteristics into the educational process improves comprehension and creates a sense of belonging and engagement, resulting in more meaningful and effective learning results.

Informant 2 highlighted.

While teaching English to IP Learners, akong nakat-unan that speaking English for the entire period is useless. Busa, ang kadaghanan nanginahanglan jud og help understanding English and creating simple sentences. Mao nga permi ko gahubad ug English sa Bisaya para mas masabtan nila.

(While teaching English to IP Learners, I've learned that speaking English for the entire period is useless. Hence, most need help understanding English and creating simple sentences. That's why I always translate English to Bisaya so they can understand it better).

Be Flexible. Teachers' participants cited another lesson she learned from teaching the English language to IP learners: becoming flexible and adaptable to change. Flexibility is essential when teaching English to Indigenous Peoples learners because it allows educators to accommodate different learning methods, cultural backgrounds, and language abilities.

By being adaptable, teachers can modify their approach to each learner's needs, creating an inclusive and supportive environment conducive to language acquisition. According to Informant 4 which cited that;

The importance of being connected to your students ug sa ilang mga komunidad enables teachers to familiarize themselves with ug makahibalo sa mga panginahanglan sa mga students sa pagtuon. Ang mga magtutudlo kinahanglan usab nga flexible ug adaptable.

(The importance of being connected to your students and their communities enables teachers to familiarize themselves with and be aware of students' learning needs. Teachers must also be flexible and adaptable).

Need to Vary Strategies. Teachers must utilize varied and exciting strategies when teaching the English language to IP learners. Hence, using a variety of methodologies for teaching English to Indigenous learners is critical because it recognizes and accommodates their unique learning styles, language backgrounds, and cultural experiences.

Teachers can effectively engage learners using various strategies, including visual aids, narrative, and hands-on activities, to make the language learning process more accessible, relevant, and engaging. As Informant 5 mentioned and narrated that,

The lessons I learned in teaching IP learners kay una, you must choose words or use proper and correct methodology. Ikaduha, learn to know their beliefs ug how they perceive and interpret things towards their culture. Third, be patient. Fourth, have variations of teaching strategies. Unya fifth, you must make long sacrifices aron magpadayon ang imong kaugalingon. Lastly, try to fit in with them.

(The lessons I learned in teaching IP learners are that first, you must choose words or use proper and correct methodology. Second, learn to know their beliefs and how they perceive and interpret things towards their culture. Third, be patient. Fourth, have variations of teaching strategies. Fifth, you must make long sacrifices to sustain yourself. Lastly, try to fit in with them).

4.2 What are the challenges of the informants in teaching English to IP Learners?

This section presents the findings for the second major study question, "What are the challenges of the informants in teaching English to IP Learners?" Data were gathered for this question using three distinct research questions, highlighting the informants' perceptions of the challenges encountered in teaching English to IP learners.

4.2.1 Common Problems Encountered in Teaching English Language to IP Learners.

The study informants' answers to the specific research 2.1 question, "What are the common problems you encountered as a junior high school English teacher when teaching the English language to IP learners?" yielded the themes.' and are discussed in this part. Themes included learners needs help to read, language barriers, problems in implementing curriculum, and words not uttered properly.

Learners are unable to read. One of the challenges that the English language teachers encountered in teaching English to IP learners was when IP learners struggled to read due to the English language medium of instruction. More so, when English is used as the medium of teaching, IP learners frequently suffer substantial reading challenges since it does not correspond with their backgrounds in language and culture, resulting in difficulties with understanding and interest.

Informant 2 shared about the challenges encountered in learning the English language. For her,

Ang kasagarang mga problema nga akong nasugatan are that some IP learners in junior high school need help to read, ang uban makabasa but not fluently and comprehensively, ug halos dili sila makasulti og mga English words.

(The common problems I've encountered are that some IP learners in junior high school need help to read, some can read but not fluently and comprehensively,

and they can hardly enunciate English words).

In a similar way, Informant 3 substantiated by sharing;

It is challenging when the learners need to go back to the basics. In English reading, for instance, many IP learners still need to improve.

Language Barriers. Language barriers for IP learners can have significant effects, limiting their access to education and extending cycles of inequality. These challenges limit their academic performance and compromise their cultural identity and sense of belonging inside the educational system.

Informant 4 highlighted the significant impact of the language barrier and limited exposure to English on challenges in communication. He asserted;

Limited English proficiency and the language barrier dakog epekto sa learners' language development. Daghang mga IP learners ang limited ang exposure to English, ug ang uban makig-storya in their native languages or dialects, which can create communication challenges.

(Limited English proficiency and the language barrier significantly affect learners' language development. Many IP learners have limited exposure to English, and some speak their native languages or dialects, which can create communication challenges).

Similarly, informant 6 expressed that IP learners have difficulty reading and understanding English words. She also emphasized the importance of having the skills to translate so that IP learners can understand better.

The problem is that they need help to read some English words. There are also language barriers. Some learners speak using their native language. So, I need to translate English words to Bisaya for them to understand. I need to go back to basics.

The Problem in Implementing the Curriculum. The informant shared that the difficulty in implementing the curriculum was evident during the gathering process. The most common issue she found as a secondary teacher teaching Indigenous Peoples (IP) learners is the need to align the standard curriculum with the students' cultural context.

Informant 1 narrated the immediate need for revisiting the curriculum implementation. For him,

Ang kasagarang problema nga akong na-encounter as a secondary teacher teaching IP learner mao ang pagpatuman sa current curriculum with the same standards and competencies. How can these learners understand the lesson Persuasive Essay when they need help constructing straightforward English sentences?

(The most common problem I encountered as a secondary teacher teaching IP learner is implementing the current curriculum with the same standards and competencies. How can these learners understand the lesson Persuasive Essay when they need help constructing straightforward English sentences)?

Words not Uttered Properly. The most common issue and problem encountered by teachers when teaching English to IP learners was the learners' need for more context and pronunciation. Hence, IP learners might need more continuous linguistic guidance to correctly pronounce English words due to little exposure to the language outside the classroom. Informant 5 had this to mention;

The common problems are closely related to teaching aspects. It is how they establish the learning tungod kay some of the words may need to be properly uttered by them, o lisud para nila ang pag-pronounce of the exact accent of the projected words.

(The common problems are closely related to teaching aspects. It is how they establish the learning because some of the words may need to be properly uttered by them, or it is difficult for them to pronounce the exact accent of the projected words).

4.2.2 Hindrances Encountered in Teaching English to IP Learners

This section includes the answers to the specific question 2.2, 'What are the challenges you encountered when teaching English to IP learners? After subjecting the responses to content analysis, the following themes emerged: poor vocabulary, proper pronunciation, varying levels of proficiency, and learners' absenteeism.

Poor vocabulary. IP learners limited English vocabulary can make it difficult for them to fully engage with instructional resources and express themselves effectively, thus causing inconsistency in academic success. Moreover, the learners' poor vocabulary may affect their ability to understand or comprehend situations and their self-confidence. Informant 1 noted;

The major hindrance I encountered was the learners' poor vocabulary. This might be a common problem in other schools: the learners' difficulty understanding English terms, etc.

Added to the hindrances encountered by the English language teacher, aside from limited English vocabulary, which affects academic inconsistency, was the impact of family and socioeconomic factors. Informant 4 shared;

Aside from poor vocabulary, socioeconomic factors hinder their learning.

Informant 6 highlighted some of her observations and mentioned;

Some cannot read, have poor vocabulary, and have low self-esteem.

Proper pronunciation. One fascinating experience that the English language teacher wanted to recall was when a learner could read and correctly pronounce every word presented. However, it becomes problematic when they encounter learners needing help reading or even pronouncing the word given, leading them to worry about individual academic success and their teaching practices. Difficulty pronouncing English words can pose substantial challenges for IP learners, limiting their communication abilities and confidence in English-speaking environments.

Informant 2 highlighted her experiences and said,

I find it difficult to teach them how to read; hence, they can hardly pronounce the words that they are reading.

Varying Levels of Proficiency. Some factors that can be considered hindrances to achieving academic learning success are learners' interest, motivation, learning environment, and level of understanding. Thus, the wide range of proficiency among IP learners in English language acquisition emphasizes the importance of personalized educational approaches that account for individual learning requirements and backgrounds. According to Informant 3, she said;

Their motivation and interest are some of the hindrances and the different proficiency levels.

Learners Absenteeism. Another hindrance that the teachers encountered was the difficulty in securing a complete percentage of classroom attendance due to frequent learners' absences. Similarly, the difficulty of learning English among IP learners can lead to feelings of frustration and disengagement, resulting in increased absence rates as a means of coping. As a result, the cycle continues: absenteeism limits English language acquisition, causing the early problems that IP learners have in mastering the language.

The hindrances that teachers encountered were setting their attendance nga kanunay nga present tungod kay sila usually have absences, variations in teaching skills and strategy, and adjustments to their characteristics in terms of proper reading, like accent, diction, or pronunciation.

(The hindrances that teachers encountered were setting their attendance to be constantly present because they usually have absences., variations in teaching skills and strategy, and adjustments to their characteristics in terms of proper reading, like accent, diction, or pronunciation).

4.2.3 Negative Issues Encountered in Teaching English to IP Learners

The study informants' answers to the specific research 2.3 questions, " What are the negative issues you encountered in teaching English to IP learners?" yielded five themes that emerged, namely: inappropriate and centralized curriculum, teacher's voice volume, low self-confidence, limited access to education, and limited

resources.

Inappropriate and Centralized Curriculum. The centralized curriculum in DepEd Philippines can encourage standardization and consistency throughout schools, ensuring that all students receive the same content and educational standards. However, it may disregard the diverse needs and context of indigenous communities, thus marginalizing their cultural viewpoints and hampering their engagement and academic achievement.

Informant 1 emphasizes the importance of having a localized and indigenized curriculum context. She further said,

The negative issue I encountered was the inappropriate og centralized curriculum the institution provided. A localized and indigenous curriculum and competencies pwede sigurong e-consider.

(The negative issue I encountered was the inappropriate and centralized curriculum the institution provided. A localized and indigenous curriculum and competencies might be considered).

In addition, Informant 6 made mentioned;

Materials and curriculum are not specified for IP learners.

Teacher's Voice Volume. When teaching English to IP learners, a low voice might lead to decreased comprehension and engagement because it fails to attract their attention or properly transmit essential linguistic information. These can maintain language difficulties and limit their ability to learn English, creating educational inequities among learners. Informant 2 narrated;

So far, the negative issue I have encountered is the volume of my voice. Since I have a low voice, it can hinder me from communicating well with my learners.

Low Self-Confidence. The research informant expressed and shared that low self-confidence among IP learners was rooted in peer criticism. Consequently, learners' low self-confidence can be caused by various factors, including fear of being judged, past failures, or comparison to peers. Moreover, negative experiences, such as criticism or dislike, can significantly impact one's belief in their abilities.

Informant 3 narrated;

Negative issues include laughing at their classmates when they make a mistake in pronouncing an English word because of their accent., which can lower their confidence.

Limited Access to Education. One of the issues encountered by English language teachers in teaching IP learners was limited access to education. IP learners' limited access to education may sustain periods of poverty and marginalization, hampering socioeconomic development and depriving communities of the ability to retain their cultural history and traditional knowledge. On the other hand, the informant clearly emphasized the importance of teaching instructional materials and practices relevant to the background and experiences of IP learners.

Informant 4 stated,

Limited access to education. Teaching materials and methods are not relatable to the background and experiences of the IP learners.

Limited Resources. One of the reasons for the gap in achieving academic progress and success among IP learners was the insufficiency of teaching instructional materials. Since they were several kilometers away from the town and cities, teachers expressed difficulties accessing interactive and relevant instructional materials. Additionally, with more resources such as textbooks, technology, and qualified teachers, learners may be able to acquire a high-quality education, continuing cycles of poverty and underdevelopment. Informant 5 had this to say;

Our area needs more resources. I can't go with technology-based activities because of limited access.

4.3 What are the mechanisms utilized by the informants to cope with the challenges of teaching English to IP learners?

This section highlights the findings of the approaches used by the informants to deal with the issues and challenges of teaching English to IP learners. The third key study question was, "What are the mechanisms utilized by the informants in coping with the challenges of teaching English to IP learners?" The researcher used four research questions to collect data and information.

4.3.1 Ways of Dealing with the Negative Issues Encountered in Teaching English

In this section, the themes created were from the responses to specific research question 3.1, 'How did you deal with the negative issues you encountered in teaching the English language to IP learners?' the following were the themes: do best for the learners, being resilient and having perseverance, encouraging learners, being resourceful, varying strategies, and be patient.

Do best for the learners. Doing our best for IP learners provides a nurturing environment where they feel respected, supported, and encouraged to attain their most significant potential. In order to develop confidence and resilience, instruction must be tailored to individual requirements, a sense of belonging cultivated, and a growth mentality promoted.

Focusing on their growth and well-being enables IP learners to excel intellectually, socially, and emotionally. Thus, this theme emphasizes the importance of having a strong commitment to the responsibilities based on the job description, specifically as a teacher. Informant 1 pointed;

I tried my best to help our learners understand the lesson. Apan, tungod kay nagkinahanglan ko og dugang nga panahon to explain it, the time allotted to each competency was sacrificed, leading to unfinished lessons per quarter.

(I tried my best to help our learners understand the lesson. However, because I needed more time to explain it, the time allotted to each competency was sacrificed, leading to unfinished lessons per quarter).

Being Resilient and Having Perseverance. This theme emphasized the importance of resilience and perseverance in overcoming plight in life, particularly dealing with various issues related to teaching instructional challenges. Resilience and perseverance are essential to overcoming obstacles with grace and determination.

Informant 2 shared that recovering and remaining constant, even in the most challenging times, can transform setbacks into academic success. She further mentioned that;

I dealt with it with resiliency and perseverance.

Encouraging Learners. Giving feedback at the exact time words of encouragement fosters a supportive learning environment that values every IP learner's linguistic background. Encouragement boosts confidence, inspiring Indigenous learners to overcome obstacles and prosper in their English language learning journey.

This was emphasized by Informant 3, who suggested that;

Correcting them immediately so that the next time they speak or pronounce such a word is correct. Walay kahumanan nga encouragement and explanation of the importance of proficiency in the English Language to the learners.

(Correcting them immediately so that the next time they speak or pronounce such a word is correct. Never-ending encouragement and explanation of the importance of proficiency in the English Language to the learners).

Being Resourceful. Aside from providing feedback and encouragement, another way to address issues encountered in teaching the English language to IP learners is by being resourceful. Being resourceful in identifying instructional materials appropriate to Indigenous learners' backgrounds is critical for promoting culturally inclusive education.

Furthermore, tailored resources bridge cultural gaps, allowing for a better knowledge and enjoyment of the English language in the context of Indigenous traditions and experiences. Informant 4 opined that;

By being resourceful. Find activities/strategies that are relatable to the learners.

Vary Strategies. Differentiation in terms of instructional strategies, assessment, evaluation process, and expert consultations address issues encountered in teaching the English language to IP learners. Teachers with a flexible approach can also adjust to problems such as language barriers or limited resources, developing resilience and providing fair access to quality education for Indigenous learners. Informant 5 pointed;

Mag-usab-usab ko sa self-assessment, adjustment, and consultation if ever there is. I will be able to handle situations that they consider negative or issues to their being and culture.

(I will vary self-assessment, adjustment, and consultation if ever there is. In this case, I will be able to handle situations that they consider negative or issues to their being and culture).

Be Patient. Patience is essential in teaching English to Indigenous students because it recognizes the challenges of language acquisition across cultural contexts. Cultivating patience creates a friendly and understanding environment in which students feel empowered to learn quickly without fear of criticism.

Educators can create trust and rapport with Indigenous learners by being patient, allowing for good communication, and cultivating confidence in their English language learning. Informant 6 shared;
Be patient in teaching the IP learners.

4.3.2 Strategies Utilized to Address Challenges in Teaching English Language to IP Learners

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'As a teacher, what are the strategies that you utilized to address the challenges in teaching the English language to IP learners?' the following themes were generated: more indigenized and localized examples, pair learners with different learning level, incorporating games, bilingual instruction, proper choice of words in teaching, and contextualizing the lesson.

More Indigenized and Localized Examples. The informant suggested specific strategies for addressing issues and challenges in teaching the English language to IP learners, including using more indigenized and localized examples to understand better. In addition, using indigenized and localized examples while teaching English to IP learners is critical for making the language relevant and meaningful in their cultural context.

Educators use examples from Indigenous languages, traditions, and experiences to support their students' cultural identities, instilling a sense of pride and connection to the learning process. Informant 1 cited that;

More indigenized and localized examples significantly impact these learners' understanding of the material.

As to the specifics, it is also good that the curriculum is in context and highly relevant to the community. Informant 6 added;

Contextualizing lessons and examples are essential for IP learner language development.

Pair Learners with Different Learning Levels. Indigenous learners can gain a more profound sense of cultural acceptance and linguistic affirmation from peer contact, which boosts their confidence and engagement in academic pursuits. Furthermore, sharing information and experiences among IP learners with their peers who are proficient in English communication might contribute to better learning results.

Informant 2 expressed that;

For me, akong ipares ang mga students of different levels, like the learner who can learn more easily than the other, so that those IP learners who are behind the lesson can cope. This way they can understand the lesson better because someone can relate to them.

(For me, I pair students of different levels, like the learner who can learn more easily than the other, so that those IP learners who are behind the lesson can cope. This way they can understand the lesson better because someone can relate to them).

Incorporating Games. Incorporating games and other exciting activities into English language instruction for IP learners can make learning engaging and culturally relevant, promoting active engagement and language retention. Teachers can establish a learning environment that respects and celebrates Indigenous culture by adding traditional games or culturally meaningful activities. This encourages learners to take excitement and ownership of their language development. Informant 3 conveyed;

I have to ensure it is relevant to their interests and goals. To get their attention,

maghatag kog mga real-life experiences og examples. Another strategy is kanang incorporating games to make their English learning fun and interactive.

(I have to ensure it is relevant to their interests and goals. To get their attention, I provide real-life experiences and examples. Another strategy is incorporating games to make their English learning fun and interactive).

Bilingual Instruction. Utilizing varied mediums of instruction acknowledges and respects learners' learning differences. Teachers can use familiar languages or dialects alongside English to scaffold and improve comprehension, enabling a deeper understanding of complicated concepts. Informant 4 highlighted the importance of using varied mediums of instruction to guide IP learners for better understanding, which leads to improved English proficiency. She cited;

I use bilingual instruction to help IP learners improve their English proficiency while preserving their native languages.

Proper Choice of Words in Teaching. The research informants also shared strategies for teaching the English language to IP learners, including the correct choice of words and terms. Informant 5 generally stated that this approach enables learners to grasp knowledge directly and expound the concept comprehensively, as it is a culture and experience-based concept.

Using words and situations related to IP learners' culture when teaching English facilitates language learning within known contexts, making the lesson more accessible and meaningful to learners. She narrated that;

The following may vary: I used to use proper words. I chose to use sayon nga mga terms so they could understand the lesson directly. Maghatag kog mga examples gikan sa ilang mga experiences. I usually asked for terms that may negate their culture ug beliefs. I used vernacular to make them comfortable in the teaching process.

(The following may vary: I used to use proper words. I chose to use easy terms so they could understand the lesson directly. I set examples from their experiences. I usually asked for terms that may negate their culture and beliefs. I used vernacular to make them comfortable in the teaching process).

4.3.3 Ways in Managing to Still be Effective in the Field Despite Difficulties Encountered

This section depicts the themes derived from responses to question 3.3, 'In your experience as a teacher, how did you manage to be still effective in your field despite the difficulties you encountered?' The following themes emerged during the analysis: find good strategies, give empathy, motivation, and moral support, never stop learning, maintain a positive attitude, and have patience.

Find Good Strategies. Becoming resilient and resourceful proves to be significant ways to overcome difficulties in teaching the English language to IP learners. This theme meant the teachers needed to devise and modify their teaching instructional strategies to cater to IP learners' needs. Using various teaching strategies in English language education for IP learners accommodates a wide range of learning styles and preferences so that every student can effectively engage with the lessons.

Informant 2 mentioned the importance of varying teaching instructional strategies. She cited;

It is normal for a teacher to face difficulties in teaching English. To become effective bisan pa sa mga kalisdanan nga akong giatubang, naghunahuna lang ko sa kaugmaon sa akong mga estudyante and thought of some strategies that are learnable.

(It is normal for a teacher to face difficulties in teaching English. To become effective despite the adversities that I faced, I just thought of the future of the learners and thought of some strategies that are learnable).

To cope with some challenges in teaching English to IP learners, informant 5 raised some important points, such as the importance of self-understanding, motivation, and varying learning strategies. She narrated that;

As a teacher, I used to cope with all difficulties in teaching by employing self-understanding and motivation and in terms of variation of learning strategies and methodologies. Akong hinumdoman nga ang paghigugma sa imong trabaho will

extend your patience and hold your temper. Never put in mind the term "bahala na" or "kapoy/lisod" it will make you feel irritated.

(As a teacher, I used to cope with all difficulties in teaching by employing self-understanding and motivation and in terms of variation of learning strategies and methodologies. I kept in mind that loving your work will extend your patience and hold your temper. Never put in mind the term "bahala na" or "kapoy/lisod" it will make you feel irritated).

Give Empathy, Motivation, and Moral Support. Providing empathy, motivation, and moral support to IP learners during their English language learning experience fosters trust and rapport between teachers and learners, creating an environment suited to growth and development.

Informant 1 mentioned the importance of providing empathy and moral support and motivating IP learners to teach and learn effectively. He pointed out;

Aside from doing my best to make them understand the lesson, the empathy, motivation, and moral support I gave to these learners made me an effective teacher.

Never Stopped Learning. It has been said that learning is a continuous process. Teachers are known to be versatile, and they deliver quality education. The importance of continuing to learn is significant in acquiring significant teaching experiences.

Embracing continuous learning develops a growth perspective, inspires creativity, and allows teachers to adapt to their learners' changing needs and the shifting educational landscape. Informant 3 narrated her view;

Never stop learning; we need to upskill and level up our teaching.

Maintaining a Positive Attitude. With a positive attitude, teachers may establish a supportive and empowering learning environment promoting discovery and growth, enabling IP learners to take on language obstacles confidently and excitedly. Teachers prioritizing solutions over obstacles can foster a culture of problem-solving and commitment, helping IP learners manage language learning with resilience and determination. Informant 4 mentioned;

Maintaining a positive attitude, staying adaptable, and focusing on solutions imbes nga sa mga challenges. It makes teachers delve into various approaches sa pagsulbad sa mga challenges in teaching the English language to IP learners.

(Maintaining a positive attitude, staying adaptable, and focusing on solutions rather than challenges makes teachers delve into various approaches to addressing challenges in teaching the English language to IP learners).

Have Patience. Informant 6 mentioned that being patient, open-minded, and demonstrating genuine concern for IP learners is essential while teaching them English because it promotes trust, respect, and a sense of belonging in the classroom. Hence, teachers can create significant connections with IP learners by being patient, culturally knowledgeable, and loving, instilling confidence, motivation, and a lifelong love of language study. She further shared;

Be patient and open-minded to know their cultures and love them.

4.3.4 Assistance Received from School Head, Co-Teachers, and Other Parents

This section depicts the themes derived from responses to the particular question 3.4, "What assistance did you receive from your school head, co-teachers, and other parents? The following themes emerged during the analysis: mentorship, the school head providing the support needed, emotional assistance, materials/supplies for learning, and seeking help from parents to motivate their child.

Mentorship. The importance of support from the school heads, co-teachers, and stakeholders makes English language teachers realize various ways to overcome challenges in teaching the English language to IP learners.

Informant 3 emphasized that mentorship and Learning Action Cells (LACs) help English language teachers work with IP learners by offering guidance, collaboration, and professional growth opportunities. She cited;

Mentoring and LAC sessions with our school head provide us with teachers to acquire additional experiences.

Aside from mentorship and professional opportunities, Informant 4 also mentioned the support through providing instructional school supplies. She said;

The assistance that I received was mentorship, professional development opportunities, and school supplies.

School Head Provided Support Needed. Having complete support from the school principal is essential for English language teachers working with IP learners because it shows a dedication to their achievement and well-being. With the school principal's support, teachers feel encouraged to employ creative teaching practices, successfully manage obstacles, and advocate for IP learners' needs within the school community. Informant 1 narrated his experience by saying,

We receive enough support from our school head and the mother school we attend. Bisag unsay e-hangyo namo sa among school head, iya dayong ihatag basta gikinahanglan. Unya, our co-teachers pud usually help each other in whatever way we can.

(We receive enough support from our school head and the mother school we attend. Whatever requests our school head makes, he immediately grants them as long as they are needed. Our co-teachers usually help each other in whatever way we can).

Emotional Assistance. The school principal's support and understanding justify the unique problems experienced by both teachers and learners, encouraging trust and collaboration among the school community. Furthermore, such support enables teachers to capitalize on cultural sensitivity and responsiveness in their teaching methods, enhancing IP learners' academic performance and well-being. Emotional support from the school principal and co-teachers is crucial when teaching English to IP learners because it fosters a network of support that recognizes and meets the different needs of learners and teachers. Informant 2 supported;

Mostly, we needed emotional assistance because we shared the same experience.

Materials/Supplies for Learning. One important support that the school must provide to teachers, particularly English language teachers teaching IP learners, is materials and supplies to augment and support learning academic success. Providing such resources improves engagement and understanding, recognizes IP learners' cultures, and fosters an appreciation of pride in their ancestry, resulting in a pleasant and powerful educational environment.

Informant 5 mentioned;

I've received assistance with learning materials/supplies. Usahay, we include the PPA sa among budget for specific purposes. My colleagues, parents and I stay connected aron makita namo ang progress or actual performance sa mga bata.

(I've received assistance with learning materials/supplies. Sometimes, we include the PPA in our budget for specific purposes. My colleagues, parents and I stay connected to see the student's progress or actual performance together).

Sought Help from Parents to Motivate Their Child. In addition, collaboration leads the group toward achieving its goal, quality education. Thus, seeking assistance from parents in motivating their children to learn English increases the home-school connection, encouraging a collaborative approach to education.

Accordingly, parental participation instills a sense of importance and value in language acquisition, inspiring IP learners to persevere and succeed in achieving English proficiency. Informant 6 expressed that;

Ask for help from the co-teachers and parents. Encourage the parents to motivate their child to go to school.

4.4 What insights were gained by the informants as teachers of English to IP learners?

This section highlights the findings of the approaches used by the informants to deal with the issues and challenges of teaching English to IP learners. The fourth key study question was, "What insights were gained by the informants as teachers of English to IP learners?" Four particular research questions were also used to collect data and information.

4.4.1 Perceptions and Observations Regarding the Teaching of English to IP Learners

In this portion, the themes created were from the responses to specific research question 4.1, 'What are your perceptions and observations regarding teaching English to IP learners?' The following were the themes: teaching English not easy, teaching made simpler and clearer, requiring patience and distinct strategies, rewarding experience, and flexibility of teacher to cater to students' needs.

Teaching English is not Easy. Informant 5 shared that handling this kind of learning setup takes work. He emphasized that teaching English is not an easy task, and as teachers, we can always try to explore new things, and until such time, it will be considered a habit. In return there will, massive learning takes place. Thus, she narrated his perspectives, saying,

Ang akong perception kay pareha ra. Kung ang usa ka estudyante sa IP adunay mga isyu, ang ubang mga estudyante aduna usab. Mahimong dili sayon ang pagtudlo og English, but you can always try new ways as it is dynamic—let's say it is "CHANGING" occasionally. Kuan pud, the evolution of language will be considered as long as it doesn't affect the rules of communication.

(My perception is that it's the same. If an IP student has issues, the other students have, too. Teaching English may not be easy, but you can always try new ways as it is dynamic let's say it is "CHANGING" occasionally. The evolution of language will be considered as long as it doesn't affect the rules of communication).

Informant 6 added;

There is no discrimination on the language since they are IP learners.

Teaching Made Simpler and Clearer. This theme constituted the language teachers' perceptions and observations when teaching the English language to IP learners. This further emphasized that teaching in this setup makes teachers' tasks simpler and clearer given the students that the teachers were handling. Also, teachers can capitalize on learning language acquisition using simple words and culturally relevant experiences, leading them to have easy tasks in providing quality learning among IP learners.

Informant 1 narrated his perceptions and observations comparing the teaching practices in rural areas of language-diverse communities and the remote regions where IP learners are situated. He mentioned;

Compared to teaching in rural areas, I must say that the teaching here is simpler and clearer, tungod sa mga estudyante nga among gi-handle. Gi-localize namo ang lessons, thus compromising the competencies each quarter.

(Compared to teaching in rural areas, I must say that the teaching here is simpler and clearer, given the students we're handling. We localize lessons, thus compromising the competencies each quarter).

Requiring Patience and Distinct Strategies. Patience and using different strategies while teaching English to IP learners are essential for overcoming language difficulties and recognizing their unique cultural backgrounds. By being patient and versatile in their teaching practices, teachers may establish a supportive learning environment that enables IP learners to thrive on their language acquisition journey.

Informant 2 pointed out the importance of capitalizing on patience and distinct teaching strategies leading to English language teaching among IP learners; she stressed,

Teaching English to IP learners requires patience and distinct strategies, such as using realia, etc., to instill the information in them.

Rewarding Experiences. Teaching English to IP learners is a fulfilling experience since it promotes cultural interaction, mutual understanding, and linguistic empowerment. Witnessing IP learners achieve confidence and fluency in English opens new possibilities while protecting their traditions and cultural identity. Informant 3 asserted that one of the best moments to cherish as an English language teacher is when you witness the honed skills of the learners in communicating, defining, and applying English terms.

Informant 3 shared her fulfillment and rewarding experiences when teaching the English language to IP learners;

It was a rewarding experience ug matag higayon nga akong makita ang akong mga estudyante nga ma-overcome ang challenges og maka-gain confidence in using the English language for communication.

(It was a rewarding experience and every moment I saw my students' overcome challenges and gain confidence in using the English language for communication).

Flexibility of Teachers to Cater to Students' Needs. Having an innate capacity as a teacher to respond to the needs of IP learners is essential for creating a supportive and inclusive educational environment. This skill enables teachers to modify instructional techniques, resources, and approaches to meet a variety of learning styles, cultural backgrounds, and language abilities. Teachers may foster trust, respect, and involvement among Indigenous students by recognizing and addressing their specific needs, thereby supporting their academic achievement and holistic development.

Informant 4 elaborated that teaching IP learners in the community showed great chances of language acquisition for them to acquire essential skills in learning the English language. He also highlighted the importance of teachers' ability to delve into varied teaching strategies to cater to learners' needs in learning the English language in the classroom.

My observation is that there is an exchange of language interaction and culture among learners. Usab, ang pagka-flexible sa usa ka teacher to cater to the student's needs and to support the linguistic diversity of learners in the classroom is important.

(My observation is that there is an exchange of language interaction and culture among learners. Also, a teacher's flexibility to cater to the student's needs and to support the linguistic diversity of learners in the classroom is important).

4.4.2 Recommendations Toward the Enhancement of Teaching English to IP Learners

This section presents the themes for the specific question 4.2, 'What are your recommendations toward the enhancement of teaching English to IP Learners?' This is under the 4th major research question, 'What insights were gained by the informants as teachers of English to IP learners?' The responses drew the following themes: localize the curriculum, use of read-aloud strategy, simplify the learning materials, be more patient, and training and seminars.

Localize the Curriculum. Every teacher and learner in indigenous communities aims to have a localized and indigenous curriculum. To address the problems of academic gaps and performance among learners across learning areas, schools must have localized curricula with content relevant to the community.

Informant 1 suggested that locally produced curricula and competencies based on their level are recommended for IP learners to enhance English teaching instructional practices and learners' outputs. He further conveyed that;

The locally produced curriculum and competencies based on their level are recommended for IP learner's language development.

Informant 4 supported the idea that to enhance English language teaching among IP learners, the authority must develop and implement a curriculum that reflects and capitalizes on cultural background and learners' related experiences. For him;

Develop and implement a curriculum that reflects IP learners' cultural backgrounds, traditions, and experiences. Including indigenous stories and practices to make it more engaging and relatable.

Use of Read Aloud Strategy. Collaboration between parents and teachers is essential for improving reading ability among IP learners because it enables alignment between the home and school environments, reinforcing learning experiences. In these findings, the research informant highlighted the importance of a read-aloud strategy and the basics of learning the English language for the learners, guiding them to have a better foundation for good communication.

Informant 2 recommended using a read-aloud strategy and teaching basics as an essential approach to guiding learners to learn the English language. As she cited,

I recommend the read-aloud strategy and teaching them the foundation of English, labi na sa phonemes, morphemes, and syntax. Kinahanglan mahibal-an pud sa mga estudyante kung unsaon pag-construct ang simple to complex sentences, which will lead them to communicate and express their thoughts

concretely.

(I recommend the read-aloud strategy and teaching them the foundation of English, especially phonemes, morphemes, and syntax. The learners need to know how to construct simple to complex sentences, which will lead them to communicate and express their thoughts concretely).

Simplify the Learning Materials. One of the recommendations raised by the research participants was to simplify the instructional materials for learning. By simplifying content, these tools can reduce the overwhelming difficulty frequently involved with learning a new language, boosting confidence and motivation among IP learners.

Having locally relevant and simple instructional materials allows learners to develop self-efficacy in learning a language. The simplicity of instructional materials encourages engagement and motivation, allowing students to navigate their learning journey confidently and excitedly. Informant 3 highlighted the importance of using simplified learning materials to address problems for IP learners who struggle to learn English. She noted;

The authorities must consider simplified Learning Materials for learners who are struggling to learn the English language.

Be More Patient. Patience is essential when teaching English to IP learners because it recognizes the specific problems they may experience owing to variations in language, culture, and educational backgrounds. Teachers can create trust and rapport by cultivating a patient and supportive environment, allowing learners to ask questions and make mistakes without fear of being judged.

Recognizing individual learning differences promotes IP learners' sense of belongingness and supports learners' identities, resulting in increased motivation and academic success. Informant 5 emphasizes the significance of having more patience in teaching the English language to IP learners toward achieving better life realization. She opined that;

Makaingon lang ko nga we teachers should always remember to help, teach, and love all types of learners. Let's embrace learners' differences ug hunahunaon nga kinahanglan kita nga mas mapailubon in giving them avenues for good life realization.

(I can only say that we teachers should always remember to help, teach, and love all types of learners. Let's embrace learners' differences and consider that we must be more patient in giving them avenues for good life realization).

Training and Seminars. Honing English language teachers to become more relevant and capacitated with their instructional practices in teaching IP learners, training and seminars must be initiated by the authorities for them, the teachers, to uplift and become highly capacitated with their assigned field and tasks. Additional training, seminars, and workshops for non-Indigenous teachers on teaching English to Indigenous students are essential for developing cultural awareness and competency. Furthermore, such training encourages awareness and respect for Indigenous cultures, contributing to a more inclusive and supportive learning environment where IP learners feel valued and empowered to succeed.

Participating in such activities can develop non-IP teachers' skills in culturally responsive teaching, resulting in better academic performance and a more inclusive learning environment. Informant 6 recommended exposing non-IP teachers to various training and seminars relevant to teaching the English language to IP learners. She conveyed;

Provide training and seminars for non-IP teachers.

4.4.3 Ways to Effectively Perform Role in Teaching English Language to IP Learners

The results in this section were taken from the responses to the specific research question 4.3, 'How do you effectively perform your role as a junior high school English teacher in teaching the English language to IP learners?' under the 4th major research question, 'What insights gained by the informants as teachers of English to IP learners?' The following were the themes drawn from the responses; by being empathetic, by promoting inclusive education, by recognizing their cultural background, by integrating technologies, and by catering to learners' needs.

By Being Empathetic. Being considerate and understanding of IP learners' viewpoints, feelings, and experiences allows them to form stronger connections with you, the teachers, by establishing a sense of belonging and trust. Empathy is more than just a good characteristic; it is essential to relationships and social peace. It promotes understanding, cooperation, and compassion in our dealings with others.

A character of empathy plays a vital role in effectively performing a specific role, particularly as an English language teacher. Informant 1 mentioned that;

I could effectively perform my role as a junior high school English teacher by being empathetic to my students and helping them improve their English skills.

Informant 6 also conveyed the same perspectives to discover ways to improve her role as a teacher to IP learners effectively,

Be empathetic. Be resourceful and create relatable lessons.

By Promoting Inclusive Education. Suppose every learner in the classroom feels that they are safe and actively involved in every activity. In that case, they can value individual differences and diversity and appreciate the unique contributions of each one of them to the classroom. While others focus on teachers' characteristics, some emphasize the educational system among IP learners.

Informant 2 stated her ways to effectively perform her role in teaching the English language to IP learners. She suggested;

Using various strategies and promoting inclusive education to cater to multiple intelligences among IP learners in their language development.

By Recognizing their Cultural Backgrounds. Understanding and recognizing IP learners' cultural backgrounds makes teachers aware of their learners' unique history and cultural identity. Also, this may lead English language teachers to devise and employ varied teaching strategies suited to their level of understanding and experiences.

Respect and constant appreciation for what the IP learners did enabled them to build their self-confidence and interest in learning English. Informant 3 further conveyed that;

I need to adapt my teaching methods to be culturally responsive. by respecting and appreciating my IP learners' cultural backgrounds

By Integrating Technologies. Using appropriate teaching strategies and integrating technology in teaching Indigenous people learners' English increases engagement and motivation by adding culturally relevant information and interactive learning experiences that connect with Indigenous learners' backgrounds and experiences.

Informant 4 mentioned the significance of practical and relevant teaching instructional strategies in teaching the English language to IP learners. Moreover, she further emphasized the importance of integrating technologies in teaching,

By using effective and relevant strategies in teaching methods and by integrating technologies into instructional materials

By Catering Learners' Need. Considering the different needs of IP learners when developing instructional strategies is critical for creating inclusive and successful learning environments. Recognizing IP learners varied cultural, linguistic, and socioeconomic backgrounds allows teachers to personalize instruction according to their specific learning methods and preferences. Thus, this individualized approach increases engagement and academic achievement and encourages cultural affirmation and respect, contributing to Indigenous students' overall well-being and success.

Informant 5 highlighted her ways to effectively perform his responsibility as a teacher teaching the English language to IP learners by recognizing the importance of considering the learners' level of understanding, skills, and talents. She said;

As I mentioned, I used to love, help, and teach what I saw in need of my learners. I always considered teaching base sa ilang mga kapabilidad, kahanas, ug mga talento. It is essential to know your learners aron makahunahuna and adjust ways of learning.

(As I mentioned, I used to love, help, and teach what I saw in need of my learners. I always considered teaching based on their capabilities, skills, and talents. It is essential to know your learners to be able to think and adjust ways of learning).

4.4.4 Insights Gained in Teaching English to IP Learners

The results in this section were taken from the responses to the specific research question 4.4, 'What are the

insights you gained in teaching English to IP learners?' The following were the themes drawn from the responses after being subjected to thematic analysis namely, the need to understand learners' backgrounds, learn to value multilingualism, challenging tasks to teach IP learners, and teaching is a calling.

Need to Understand Learners' Background. Understanding Indigenous peoples' learners' backgrounds is critical in teaching English because it helps teachers adjust instruction to their traditional and linguistic contexts. English teachers can make language learning more meaningful and relevant by considering Indigenous languages, cultural traditions, and learning styles. Emerging to them and acquiring significant experiences enable teachers to employ instructions suited to their artistic experiences.

Informant 1 noted the importance of understanding the IP learners' struggles and challenges as a basis for teaching improvement. He said;

The most powerful insight I gained in teaching IP learners is being on the feet of these learners. Aron masabtan ang ilahang struggles and difficulties, kinahanglan una nimong mahibal-an kung diin sila gikan and the possible causes of their behavior.

(The most powerful insight I gained in teaching IP learners is being on the feet of these learners. To understand their struggles and difficulties, you must first know where they came from and the possible causes of their behavior).

Consequently, informant 6 continued to share the same perspectives, particularly emphasizing the importance of knowing the learners' cultural background better. She said;

My insights are on the importance of understanding their community, knowing their background, and respecting their culture.

Learn to Value Multilingualism. Emerging to their culture makes us teachers aware of their differences and learning ability. Additionally, it helps teachers better understand their cultural background and linguistic history. On the other hand, learners with a strong foundation in their native language take time to hone and embrace themselves in learning another language, mainly English. Thus, a character of versatility and adaptability in learning various languages can help you communicate more effectively with people from various cultures and backgrounds.

Informant 3 mentioned that learning multilingualism broadens your perspective and outlook in teaching. Also, it exposes you to various cultures and the benefits of diversity. She cited;

IP learners often have a strong foundation in their native language, so it takes time to learn English. Therefore, I learned to value multilingualism.

Consequently, informant 4 conveyed similar perspectives on the significant impact of learning learners' culture and native language on their teaching instructional practices. She further quoted that;

Teaching English to IP learners gives valuable insights into creating an inclusive learning experience.

Challenging Task to Teach IP Learners. Teaching the English language to learners who have not been exposed to English as a communication medium is quite challenging. Challenging is the sense that you are concerned with how the learning will be transpired and shared. Also, it might be because of potential differences in access to quality education, resources, and historical circumstances that may have influenced their language development.

Be flexible and resourceful, as some of the insights the informant quoted as her coping mechanisms for overcoming challenges in teaching the English language to IP learners. For her,

Teaching English to IP learners is challenging, for you need to be flexible and resourceful to address the needs that suit the culture of every IP learner.

Teaching, A Calling. Teaching is a calling because it implies that the profession extends beyond an ordinary job to a profoundly felt sense of vocation and purpose. It suggests a commitment to influencing minds, encouraging progress, and having a positive impact on individuals and society. Teachers who see teaching as a calling frequently approach their work with enthusiasm, empathy, and a dedication to lifelong learning and service.

Informant 5 pointed out the essence of teaching young ones with passion, dedication, and commitment to lifelong learning. She narrated that;

I learned that teaching is a calling. Kung ang mga teachers sa rural areas face problems in teaching English to their students, unsa pa kaha to those students

who are IP learners? As an educator, I also learned to love the cultural diversity of learners.

(I learned that teaching is a calling. If teachers in rural areas face problems in teaching English to their students, how much more to those students who are IP learners? As an educator, I also learned to love the cultural diversity of learners).

5. CONCLUSIONS

As a teacher, I have learned a lot from this study of teachers' narratives about Teaching English to IP learners. This study focused on the lived experiences of the English teachers, the problems they encountered in teaching English to IP learners, and how they coped with the phenomenon. Substantial data was gathered through in-depth interviews, and participants expressed their difficulties and challenges.

As a teacher, this study helped me recognize many things. One of these is that teachers must continue to carry out their tasks and activities despite several hurdles. Some participants raised worries about how they deal with students who are unable to read, students who have a limited vocabulary, students who are absent, language obstacles, difficulty integrating curriculum, and words that are not properly spoken. A teacher must also comprehend each student and keep in mind that each student has a range of contributing elements that can influence their learning development. As a result, teachers must work more closely with their students to better understand their condition and develop intervention strategies.

Nonetheless, despite the difficulties they faced, the participants remained hopeful about aiding their students. Regardless of the concerns that developed, each of them was looking for methods to overcome these challenges and improve the delivery of English education to IP learners.

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