

EXAMINING LINGUISTIC CHALLENGES OF FILIPINO TEACHERS: EXPLORATORY DESIGN

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ABSTRACT

This study determined the extent of teachers' linguistic challenges of Filipino teachers. There were 10 participants invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Two hundred (200) teachers for exploratory factor analysis from elementary and secondary public schools in the Municipality of Makilala, Cotabato were used as respondents. This study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on linguistic challenges for in-depth-interview (IDI) and focus group discussion (FGD). The results revealed that factor analysis indicate that a teachers' linguistic challenges have three factors that include teaching methods and techniques, language constraints and barriers, self-growth and improvement and Teachers' Linguistic Challenges Questionnaire with 39 items was developed to measure the teachers' linguistic challenges. Reliability test revealed the results on teachers' linguistic challenges the overall Cronbach's Alpha value of .922 which interpreted as very high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 39 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

Keywords: *Teachers' Linguistic Challenges, Filipino Teachers, Exploratory Sequential Design, Municipality of Makilala*

INTRODUCTION

As education curriculum changed in the Philippines, teaching approaches needed to be transformed. Every Kindergarten to Grade 12 Curriculum strand requires learners, indigenous or non-indigenous, to acquire mastery of lessons as they go through different educational levels (Department of Education, 2018). Teachers of mainstream classrooms in the Philippines need to give attention on the aspects of quality language teaching and consider customized educational programs such as intervention to become a part of their pedagogical practices. To make learning possible, teaching approaches and learning activities need to consider components among the three facets: academic excellence, quality learning environment, and impacts (Hanlen, 2018).

In spite of the growing linguistic diversity in today's classrooms, many teachers are not being adequately prepared to work with ESL learners. One area of particular concern for teachers is how to manage today's linguistically diverse classrooms. Ortiz (2019) suggests that prevention of failure among English language learners involves two critical elements; the creation of educational environments that are conducive to their academic success and the use of instructional strategies known to be effective with these students. Such environments reflect a philosophy that all students can learn and that educators are responsible for helping them learn.

On the study conducted by Gomez (2019), during The Teaching Manual of Cavite State University which states that each pre-service teacher is required to have a grand demonstration teaching to high school students. As such, oral work was used as an evaluation of a students' progress (Mckay, 2018). The first batch of graduates was evaluated by their cooperating teachers. Results revealed that in communication skills towards English language, 30% of the

pre-service teachers were outstanding, 44% were very satisfactory and 26% were satisfactory. Thus, to assure the continuous thrust of improving the quality of instruction in English, evaluation, and assessment of their language proficiency specifically, oral proficiency is highly needed.

Previous study was being conducted related to linguistic research in the Philippines focusing on trends, prospects and challenges using quantitative approach, but there is no similar study was being existed which investigated the issue in linguistic applying mixed method design. Therefore, the researcher is determined to investigate the linguistic challenges of Filipino teachers in Makilala, Cotabato using qualitative research design. As a result of this, developing models and theoretical paradigms related to language studies will be demonstrated.

Thus, the findings of this study were valuable for both teachers and institutions because this study gained knowledge and understanding of teachers, school administrators and policy maker regarding the issues in the field of linguistics. This study also guides the institutions to help teachers working in better educational environment and will provide necessary data in identifying sources of these difficulties that was able to integrate new teaching approaches in the academia that would address the problems of this research study.

FRAMEWORK

The theoretical framework for this study was based on The Logical Structure of Linguistic Theory developed by Chomsky (1957). Chomsky based his theory on the idea that all languages contain similar structure and rules, and a fact that children everywhere acquire language the same way, and without much effort, seems to indicate that people are born wired with the basics already presents in the brains. The reason why Chomsky invented new theory for structuralism is that he found there are many limitations in the classification of language structure according to distribution and arrangement. So, he started to punch the prevailing structuralism descriptive linguistics. Due to this academic practice, Chomsky established the world-famous Transformational-generative (TG) grammar step by step. In 1957, he published his syntactic structures, which marked the beginning of the Chomskyan Revolution.

By observing that some important facts had never been analyzed adequately, Chomsky gave an innateness hypothesis. First, children acquire language competence very fast and with almost no effort. It has been universally acknowledged that children become fluent speakers of their native language by the age of five. If we consider the fact that children shall never be intellectually prepared for any other subjects of science, this is quite a shocking fact. A child never seems to make conscious, intentional, painstaking efforts in acquiring his native language as in learning any other subject, such as mathematics or physics (Chen, 2000). What's more, one amazing phenomenon is that the first language acquisition unconditionally takes place without any intentional or explicit teaching of it. And the language a child hears is often not necessarily the most standard of the language he or she is acquiring. What is that which enables a child retain those correct expressions and avoid what is not proper in the language? In terms of the stages of language acquisition, all children usually follow the same stages: the babbling stage, nonsense word stage, holophrastic stage, two-word utterance, developing grammar, near-adult grammar, and full competence. In terms of the correctness of grammar, a child can not only produce and understand sentences he has heard, but also sentences he has never come across before. The questions are the ones that the former linguists never thought about seriously. Through discussing these questions, Chomsky insists that if children are not born with a predisposition to acquire a language in almost the same way as they are born with the innate ability to walk, these phenomena shall never be possible.

Basing on the hypothesis, Chomsky believes that language competence is somewhat innate, and that our children are born with a language acquisition device (LAD), or language competence, which fit children for language learning. LAD is supposed to consist of three elements: a hypothesis-maker, linguistic universal, and an evaluation procedure. Chomsky further put out a new theory, —generative grammar. By this, he simply means —a system of rules that in some explicit and well-defined way assigns structural descriptions to sentences. That is Chomsky believes that every child of a language is proficient in and internalized a kind of generative grammar that proves his knowledge of his first language. And the theory of generative grammar experience altogether five periods from the beginning until the later theories, which has really brought life to structuralism in the latter half of last century, helped it to go on. But the theory itself has been very much controversial. Some scholars completely accept it. Some agree that it is a kind of breakthrough of structuralism but do not agree with all of it. Some totally reject it. Among them, there are even his students (Cook, 2000).

METHOD

Research Design

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Respondents

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers of public elementary and secondary schools in Makilala, Cotabato.

Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about their linguistic challenges. The interview provided an insight into how a group of teacher thinks about linguistic challenges, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based on the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the morale scale. This tool was subjected to dimension reduction to look for the factors that constitute the linguistic challenges of Filipino teachers.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on linguistic

challenges. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Statistical Treatment

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct, and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Linguistic Challenges of Filipino Teachers

There are three themes that emerges from in-depth interview and focus group discussion with the selected elementary school teachers in the Municipality of Makilala that put emphasis on teaching methods and techniques, language constraints and barriers, and self-growth and improvement.

Teaching Methods and Techniques. Many participants believed that using different instructional and teaching methods and strategies may help them increase their competence in linguistic. They expressed that having difficulties or challenges they face in linguistics, they still impose good learning habits and set realistic goals that might help students to improve their performances. Additionally, teachers plan and organize their lessons base on the needs and the differences of their students as well as using variety of methods and strategies that really addressed to the problems of the students. These are evident in the following quotes from the participants:

I impose good learning habits using range of linguistics strategies and setting realistic goals. (IDI-Participant 2)

I plan and organize my lesson considering the diversity of learner's needs and interest and the topic to be taught. (IDI-Participant 10)

I used variety of methods and strategies that are suited to what my pupils/learners needs so that I can address properly what are the problems that arises. (FGD-Participant 2)

Meanwhile, the participants revealed that some of their techniques and methods in teaching is all about adopting and making adjustments to their students' culture and learning style. They emphasized that to improve their teaching methods and techniques, they need to adjust in everything, especially in the learning style of their students so that students can cope up with the lesson easily. Additionally, teachers also adopt and practice the languages of their students for him/her to understand the culture of every student. These views are presented by the quotes of the participants as discussed below:

I always make adjustments to everything, including my language and speaking style, to make learning easier for my students. (FGD-Participant 1)
I adapt and practice new language of my students for me to understand their culture. (FGD-Participant 2)

The result on the relevance of teaching methods and techniques of teachers is supported by Mowla (2018) stated that teachers should improve their language skills in order to get well-educated learners who will be involved in the teaching-learning process.

Shintani (2019) stated that language learners will be helped by various kinds of form-focused instruction, be it explicit explanation of metalinguistic rules or analytical teaching to help them develop explicit language knowledge, or implicit teaching by enhanced or unenhanced exposure to problematic target language forms. This is not to say that the learners should themselves learn the linguistics of the target language, rather that the teachers should have that knowledge.

Language Constraints and Barriers. For most participants, lack of self-confidence and limited English proficiency negatively influence their competence in linguistics. They also added that workloads and several numbers of activities done in school also contributed to their challenges in facing linguistics. Limited time and using incorrect syllabus also create negative impact to them. The participants explained these ideas as follows:

I have lack of self-confidence and limited English proficiency that impacted my ability to teach. (IDI-Participant 10)
I was destroyed by numerous tasks and activities that needed that negatively affected my linguistic competence. (IDI-Participant 8)

I negatively impacted by time constraints and adopting the incorrect syllabus. (IDI-Participant 1)

Meanwhile, the participants admit that despite of their proficiency in linguistics, they still experience lack of good communication and understanding between them and their students. Students' cultural differences, dialects and beliefs also become a hindrance improving their proficiency in linguistics. These are presented in the narratives of the participants below:

I find that despite my linguistic proficiency, there is a lack of good communication and understanding. (FGD-Participant 1)

I was impacted by the cultural differences, dialects, and beliefs of my students for me to improve my linguistic competence. (IDI Participant 6)

The findings imply that several factors such as self-confidence, workloads, limited time, lack of good communications and student diversity may negative impact the linguistic competence of teachers. This is supported by Journal & Dogancay-aktuna, (2016) that the teachers and learners bring certain socio-economic backgrounds to their classrooms. These social factors need to be considered but the teachers and learners both have to face problems in teaching and learning because these factors are not kept in view in developing curriculum and other related strategies.

Self-Growth and Improvement. It is both rewarding and overwhelming for most participants to believe that enhancing and increasing their effectiveness may create huge impact in their teaching improvement and development. By gaining more knowledge and correcting their own grammar in teaching and learning process and imposing good study habits using different learning materials and objectives helps them to improve their competencies in linguistics. These are evident in the following quotes from the participants.

I enhance my expertise by increasing the effectiveness of my teaching.

(IDI-Participant 2)

By gaining more knowledge in speaking English and correcting my grammar helps me to improve my linguistic competence.

(IDI-Participant 1)

I impose sound study habits by using a variety of linguistics techniques and establishing reasonable objectives. (IDI-Participant 2)

Meanwhile, the majority of the participants reported that putting and adapting new languages into a practice and knowing different cultures and lifestyle of their student may help them to improve and develop their competencies in linguistics. These are presented in the narratives of the participants below:

I put new languages into practice and strive to adapt them.

(IDI-Participant 3)

Knowing the culture, lifestyle, understanding and dealing with diverse learners are my ways in improving my linguistic competence.

(IDI-Participant 3)

This implies that self-growth and improvement will be achieved through enhancing capacity, gaining more knowledge and understanding in the environment, having good study habits, adapting new things and embracing differences of other people. Chung (2019) maintains that teachers are capable of assisting the learners in recognizing and appraising the different obstacles in learning and ultimately the teachers are able to fill this wide gap. Therefore, the possibility of refining teaching is massive experience in terms of the various advanced ways and circumstances in which new knowledge can be formed, created and recreated, and advanced for positive, significant learning practices (Kabilan, 2018).

Construction of Linguistic Challenges Scale

Based from them narratives of the participants, the Table 1 presents the teachers' linguistic challenges scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 71-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the priori qualitative analysis dimensions.

Table 1

Teachers' Linguistic Challenges Scale

Items
I need to practice more for me to speak English fluently.
I negatively impacted by time constraints and adopting the incorrect syllabus.
I speak clearly and slowly to develop my linguistic competence.
I negatively impacted by lack of practices and understanding that affects my ability to communicate languages.
I need to practice more, read more books, and attend more trainings to improve my linguistic proficiency.
I keep eye contact and engage more dialogue when instructing my students.
I clarify things for other people while speaking slowly and clearly in English so that everyone can comprehend.
I check my own grammar and learn more about how to speak English.
I prepare all my lessons ahead of time.

I have students who had trouble speaking English and lacked of necessary vocabulary.

I enhance my expertise by increasing the effectiveness of my teaching.

I give priorities to my students' well-being.

I impose sound study habits by using a variety of linguistics techniques and establishing reasonable objectives.

I put new languages into practice and strive to adapt them.

I become more linguistically proficient by being aware of my students' cultures and lifestyles.

I manage my students with ease since I comprehend them and don't create any barriers between us.

I am aware of the many ethnic backgrounds, spoken languages, and cultural affiliations of my students.

I have difficulty in communication with my students in their native languages.

I made sure that students pronounce their specific languages correctly.

I spoke to my students in their native language to increase my linguistic proficiency.

I motivate my students to practice and adopt new language and encourage them to do so.

I push myself to pick up new languages and engage well with my students.

I am aware of the family history, way of life, and culture of my students.

I engage and comprehend with unique characteristics of my students for them to grow.

I occasionally find challenging to communicate with my students due to their diversity.

I occasionally find it challenging because my students come from various socioeconomic backgrounds.

I avoid linguistic issues by being aware of my students' diversity and requirements.

I made use of various tactics that helped me increase my linguistic proficiency.

I had a communication and understanding gap with my students.

I was impacted by the cultural differences, dialects, and beliefs of my students for me to improve my linguistic competence.

I work to comprehend and accommodate my pupils' diversity in order to avoid language issues.

I am aware of my students' strengths even though they struggle with communicating.

I watch English-language movies, consume English-language news, begin employing vocabulary, and communicate using English.

I accept each student's unique differences while also studying and understanding their culture and worldview.

I engage in impeccable grammar, solid morals, and linguistic debate with others assist for me to become more fluent in language.

I develop my linguistic ability by consistently utilizing and practicing the English language.

I communicate in my students' languages for me to become more proficient and at ease.

I practice regular conversation and use the language every day to get comfortable speaking it.

I find challenging in applying proper sounds, words, meanings, and sentences in linguistics.

I was destroyed by numerous tasks and activities that needed that negatively affected my linguistic competence.

I participate in training sessions and courses that advance my linguistic proficiency.

I set aside time for studying and researching various learning methods.

I study books and look up various videos that are significantly relevant to language improvement.

If I solely speak in English for the entire of class, the students cannot understand what I am saying.

I taught all subjects in my mother tongue with the exception of English.

I used to have a dictionary available in the classroom and always gave the students terms to utilize in a sentence.

I talk to my fellow teachers in English while I'm studying, reading, or writing in the language.

I forbid my students from using their native tongues in English class.

I frequently engage in conversation about the topic matter utilizing the English language to impart information or terminology.

I break through the language barrier and speak in another language so that we can communicate.

I faced difficulties such as diverse student diverse student body, a lack of resources for instruction, a disruptive classroom climate, and a high student to teacher ratio.

I have difficulty to increase my linguistic skills due to limited resources, a lack of proficiency, and dealing with varied learners without enthusiasm.

I have lack of self-confidence and limited English proficiency that impacted my ability to teach.

I participate in training sessions and seminars and read up on linguistic issues.

I prepare and design my lessons with the variety of needs and interests of my students in mind, as well as the subject matter.

I prepare and organize my lesson in advance, and I am confident in how I will present it.

I strive to have a supporting relationship with my students in the classroom.

I always make adjustments to everything, including my language and speaking style, to make learning easier for my students.

I am currently experiencing difficulties in linguistic that compel me to question occasionally whether or not I am effective.

I consider my students' linguistic and cultural diversity along with the variety of languages they speak.

I find that despite my linguistic proficiency, there is a lack of good communication and understanding.

I frequently employ local dialects when I teach, since my English is not very excellent,

I put my students' wellbeing first while performing the tasks to the best of my ability.

I instill in my students' strong study habits by using a variety of linguistic techniques and establishing doable objectives.

I encourage my students by letting them know that picking up new languages is enjoyable.

I am familiar with the family history, way of life, and culture of my students.

I am aware of my pupils' abilities, especially those who struggle with communication and English speaking.

I practice and adapt my students' new languages in order to better comprehend their cultures.

I develop unique teaching strategies to meet students' requirements.

I employed a number of techniques and approaches appropriate for my students'/learners' requirements in order to effectively address any issues that might have arisen.

I get more involved with my students and am able to see their unique differences.

Dimensions of Teachers' Linguistic Challenges

Testing of the Propose Questionnaire consisting of 71-Item Scale on Teachers' Linguistic Challenges. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .867 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p < .05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 2

KMO and Bartlett's Test		
Bartlett's Test of Sphericity	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.867
	Approx. Chi-Square	9574.479
	Df	2485
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 71-item linguistic challenges scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of Factors Structure for Teachers' Linguistic Challenges. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are four dimensions of linguistic challenges. Hence, the three-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 71 items, only 54 items passed the criteria then subject for rotation and analysis.

After which, the 71-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the three factors are above .4. it can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading at all which means that the items best represent their factors. It is emphasized by Hair et al., (1998) that loading indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3
Pattern Matrix Three-Factor Model

ITEMS	Factor		
	1	2	3
I develop unique teaching strategies to meet students' requirements.	.900		
I get more involved with my students and am able to see their unique differences.	.850		
I employed a number of techniques and approaches appropriate for my students'/learners' requirements in order to effectively address any issues that might have arisen.	.827		
I instill in my students' strong study habits by using a variety of linguistic techniques and establishing doable objectives.	.787		
I prepare and design my lessons with the variety of needs and interests of my students in mind, as well as the subject matter.	.782		
I encourage my students by letting them know that picking up new languages is enjoyable.	.754		
I always make adjustments to everything, including my language and speaking style, to make learning easier for my students.	.747		
I am aware of my pupils' abilities, especially those who struggle with communication and English speaking.	.711		
I practice and adapt my students' new languages in order to better comprehend their cultures.	.696		
I put my students' wellbeing first while performing the tasks to the best of my ability.	.692		
I strive to have a supporting relationship with my students in the classroom.	.676		
I prepare and organize my lesson in advance, and I am confident in how I will present it.	.659		
I consider my students' linguistic and cultural diversity along with the variety of languages they speak.	.618		
I am aware of my students' strengths even though they struggle with communicating.	.581		

I am familiar with the family history, way of life, and culture of my students.	.547
I practice regular conversation and use the language every day to get comfortable speaking it.	.534
I watch English-language movies, consume English-language news, begin employing vocabulary, and communicate using English.	.527
I break through the language barrier and speak in another language so that we can communicate.	.520
I accept each student's unique differences while also studying and understanding their culture and worldview.	.513
I engage and comprehend with unique characteristics of my students for them to grow.	.506
I communicate in my students' languages for me to become more proficient and at ease.	.489
I study books and look up various videos that are significantly relevant to language improvement.	.444
I am aware of the family history, way of life, and culture of my students.	.413
I have lack of self-confidence and limited English proficiency that impacted my ability to teach.	.858
I was destroyed by numerous tasks and activities that needed that negatively affected my linguistic competence.	.745
I am currently experiencing difficulties in linguistic that compel me to question occasionally whether or not I am effective.	.730
I forbid my students from using their native tongues in English class.	.693
I negatively impacted by time constraints and adopting the incorrect syllabus.	.628
I taught all subjects in my mother tongue with the exception of English.	.626
I find that despite my linguistic proficiency, there is a lack of good communication and understanding.	.573
I had a communication and understanding gap with my students.	.566
I faced difficulties such as diverse student body, a lack of resources for instruction, a disruptive classroom climate, and a high student to teacher ratio.	.554
I have difficulty in communication with my students in their native languages.	.553
I talk to my fellow teachers in English while I'm studying, reading, or writing in the language.	.548

I was impacted by the cultural differences, dialects, and beliefs of my students for me to improve my linguistic competence.	.519
I need to practice more, read more books, and attend more trainings to improve my linguistic proficiency.	.498
I frequently employ local dialects when I teach, since my English is not very excellent,	.495
I negatively impacted by lack of practices and understanding that affects my ability to communicate languages.	.484
I set aside time for studying and researching various learning methods.	.479
I need to practice more for me to speak English fluently.	.456
I occasionally find challenging to communicate with my students due to their diversity.	.450
I have difficulty to increase my linguistic skills due to limited resources, a lack of proficiency, and dealing with varied learners without enthusiasm.	.443
I participate in training sessions and courses that advance my linguistic proficiency.	.436
If I solely speak in English for the entire of class, the students cannot understand what I am saying.	.417
I enhance my expertise by increasing the effectiveness of my teaching.	.842
I give priorities to my students' well-being.	.822
I check my own grammar and learn more about how to speak English.	.816
I clarify things for other people while speaking slowly and clearly in English so that everyone can comprehend.	.737
I have students who had trouble speaking English and lacked of necessary vocabulary.	.726
I impose sound study habits by using a variety of linguistics techniques and establishing reasonable objectives.	.704
I manage my students with ease since I comprehend them and don't create any barriers between us.	.672
I put new languages into practice and strive to adapt them.	.556
I prepare all my lessons ahead of time.	.554
I become more linguistically proficient by being aware of my students' cultures and lifestyles.	.534

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the three-factor model of linguistic challenges with 71 items was developed as shown in

table 4, namely, teaching methods and techniques, language constraints and barriers, and self-growth and improvement.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 36, 54, 28, 39, 22, 27, 31, 46, 26, 35, 49, 3, 20, 21, 17, 6 and 19 does not fit the factor talking about teaching methods and techniques, language constraints and barriers and self-growth and improvement.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .922. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely teaching methods and techniques ($\alpha=.962$), language constraints and barriers ($\alpha=.970$), and self-growth ($\alpha=.930$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4
Reliability Analysis Teachers' Linguistic Challenges Scale

Scale	Cronbach's alpha
Teaching Methods and Techniques	.922
Language Constraints and Barriers	.970
Self-Growth and Improvement	.930
Overall Reliability	.922

Final Version of Linguistic Challenges Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 4. From 71 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teachers' Linguistic Challenges Questionnaire was developed. This tool is consisting of 39 items which consist of three themes. Three themes were obtained after the qualitative results. Three themes were developed which are teaching methods and techniques with a total of twenty-three (18) items, language constraints and barriers with twenty-one (13) items and self-growth and improvement with ten (8) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 5
Linguistic Challenges Questionnaire

ITEMS
TEACHING METHODS AND TECHNIQUES
I develop unique teaching strategies to meet students' requirements.
I get more involved with my students and am able to see their unique differences.
I employed a number of techniques and approaches appropriate for my students'/learners' requirements in order to effectively address any issues that might have arisen.

I instill in my students' strong study habits by using a variety of linguistic techniques and establishing doable objectives.
I prepare and design my lessons with the variety of needs and interests of my students in mind, as well as the subject matter.
I encourage my students by letting them know that picking up new languages is enjoyable.
I always make adjustments to everything, including my language and speaking style, to make learning easier for my students.
I am aware of my pupils' abilities, especially those who struggle with communication and English speaking.
I practice and adapt my students' new languages in order to better comprehend their cultures.
I prepare and organize my lesson in advance, and I am confident in how I will present it.

I consider my students' linguistic and cultural diversity along with the variety of languages they speak.
I practice regular conversation and use the language every day to get comfortable speaking it.
I watch English-language movies, consume English-language news, begin employing vocabulary, and communicate using English.
I break through the language barrier and speak in another language so that we can communicate.
I accept each student's unique differences while also studying and understanding their culture and worldview.
I engage and comprehend with unique characteristics of my students for them to grow.
I communicate in my students' languages for me to become more proficient and at ease.
I study books and look up various videos that are significantly relevant to language improvement.

LANGUAGE CONSTRAINTS AND BARRIERS

I have lack of self-confidence and limited English proficiency that impacted my ability to teach.
I was destroyed by numerous tasks and activities that needed that negatively affected my linguistic competence.
I am currently experiencing difficulties in linguistic that compel me to question occasionally whether or not I am effective.
I negatively impacted by time constraints and adopting the incorrect syllabus.
I find that despite my linguistic proficiency, there is a lack of good communication and understanding.
I had a communication and understanding gap with my students.
I faced difficulties such as diverse student body, a lack of resources for instruction, a disruptive classroom climate, and a high student to teacher ratio.
I have difficulty in communication with my students in their native languages.
I was impacted by the cultural differences, dialects, and beliefs of my students for me to improve my linguistic competence.

I negatively impacted by lack of practices and understanding that affects my ability to communicate languages.
I occasionally find challenging to communicate with my students due to their diversity.
I have difficulty to increase my linguistic skills due to limited resources, a lack of proficiency, and dealing with varied learners without enthusiasm.
If I solely speak in English for the entire of class, the students cannot understand what I am saying.

SELF-GROWTH AND IMPROVEMENT

I enhance my expertise by increasing the effectiveness of my teaching.
I check my own grammar and learn more about how to speak English.
I clarify things for other people while speaking slowly and clearly in English so that everyone can comprehend.
I impose sound study habits by using a variety of linguistics techniques and establishing reasonable objectives.
I manage my students with ease since I comprehend them and don't create any barriers between us.
I put new languages into practice and strive to adapt them.
I prepare all my lessons ahead of time.
I become more linguistically proficient by being aware of my students' cultures and lifestyles.

Legend:

- 5-Always
- 4-Frequently
- 3-Sometimes
- 2-Seldom
- 1-Never

CONCLUSION

The result of this study on teachers' linguistic challenges has drawn several implications for educational practice. As revealed in the study, teachers experienced a lot of challenges and problems during teaching and learning process that really affects their competence as a teacher such as language constraints and barriers. However, in the same manner, teachers also discover their capacity to provide quality education to their students by having effective teaching methods and techniques and self-growth and improvement.

The findings clearly manifest that teachers are doing their best to provide quality education for their students and give themselves an opportunity to improve and become more effective. Teachers may improve and develop themselves especially their competence in linguistic by the support, recognition and motivation that coming from their respective heads, supervisors, co-teachers and the whole school community.

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