ARTICLE

Alternative Teaching Strategies in Learning Filipino Language among Dominant English Speakers

Jelyn M. Magno [1] , *Rohelmina S. Indal* [2], *Jason V. Chavez* [3*] , *Benigno A. Garil* [4], *Roselyn B. Delos Reyes* [5]

[1] *Biliran Province State University -Biliran Campus, Biliran Province, Philippines*

[2] *Basilan State College Tipo Tipo Off -Site Classes, Tipo Tipo 7304, Basilan Province, Philippines*

[3] *Graduate School, Zamboanga Peninsula Polytechnic State University, Zamboanga City 7000, Philippines*

[4] *College of Humanities, Social Sciences, and Communication, Basilan State College, Isabela City 7300, Zamboanga Peninsula, Philippines*

[5] *College of Arts Humanities and Social Science, Zamboanga Peninsula Polytechnic State University, Zamboanga City 7000, Philippines*

ABSTRACT

The Philippines is a major English-speaking country with over 14 million English speakers, making it a significant player in the global market, especially in business process outsourcing. Filipino parents often help their children learn English from an early age, recognizing its impact on their future goals. However, this focus on English has led to concerns about declining proficiency and interest in the Filipino language among students. The purpose of this study was to identify alternative teaching strategies in teaching the Filipino language and determine how to develop motivation among students. Filipino language teachers were purposively sampled to be interviewed in the study. The primary data was their experiences in teaching Filipino students with English-dominant households and how they manage their classrooms with their personal teaching strategies. Findings identified various alternative teaching strategies employed by Filipino teachers to enhance motivation in learning the Filipino language among students from English-dominant households. These strategies include the "Filipino Word of the Day," language gamification, role-playing, and translation exercises. Teachers reported that these

*CORRESPONDING AUTHOR:

Jason V. Chavez, Graduate School, Zamboanga Peninsula Polytechnic State University, Zamboanga City 7000, Philippines;
Email: jasonchavez615@gmail.com

methods significantly improved students' engagement, motivation, and proficiency in Filipino. Teachers observed that these strategies led to increased use of the Filipino language in daily interactions, reading activities, and academic participation, indicating a positive shift in students' attitudes and behaviors towards learning the language. The study highlighted the effectiveness of these alternative teaching strategies in motivating students to learn Filipino despite their English-dominant backgrounds.

Keywords: Filipino language; Interactive learning; Language learning motivation; Teaching strategies

1. Introduction

English is also prevalent in media, law, and government, ensuring that Filipinos are regularly exposed to and practice the language in various aspects of daily life. This widespread use of English, supported by a strong educational foundation, has made Filipinos proficient and competitive English speakers on the global stage.

In the Philippines, private schools or the highest classes in public schools favor English as their language; in fact, a lot of these schools advocate an "English only" policy (Chavez, 2020). Parents choose to give up interacting with their children in Filipino language due to a perceived social obligation to prioritize the use of what they consider to be a more significant or prevalent language, especially parents pass on the idea that English is the "superior language" (Co, 2023). Consequently, parents are unable to raise bilingual children due to pressure from teachers, peers, and friends to speak exclusively using English.

Because of massive patronization of the English language, there is a drastic decline on the use of Filipino language with students opting on the use of English because its "words are shorter making them easier to pronounce and spell" (Montemayor, 2018). Similarly, Fuentes & Limpot (2022) argued that students lose interest in reading Filipino literature due to a preference for foreign cultures or colonial notions. This behavior had detrimental effects on how students learn the Filipino language within classrooms as they often struggle to adequately articulate their ideas utilizing linguistically advanced vocabulary in oral communications (Bajenting, 2024).

This study believes that teachers are responsible for creating a learning environment that fosters interest and engagement with the language, especially among students who may predominantly use English at home. The study of Fuentes & Limpot (2022) indicated that using several teaching approaches (i.e., expert, formal authority, personal

model, facilitator, and delegator) can increase students' language learning beliefs and reduce anxiety in learning the Filipino language. Parallel to this, the study of Bernal (2021) indicated that there is a significant and strong positive relationship between Filipino language anxiety and the classroom learning environment, as well as between the classroom learning environment and preparedness strategies. Hence, this study aimed to fill the gap in existing literature on language learning motivation in school-aged learners, focusing specifically on the Filipino context. By narrowing the analysis to Filipino language teachers working with students from English-dominant backgrounds, the research highlighted the impact of creative and student-centered teaching methods on motivation.

Now, considering how Filipino language anxiety, the classroom environment, and teaching strategies are connected, it is crucial to create a supportive and engaging learning atmosphere that reduces anxiety and employs effective teaching methods to enhance students' proficiency and confidence in the Filipino language. One major predictor of one's interest in language learning might be their motivation and learning behaviors. In fact, being motivated in the learning process has been recognized as a catalyst for enhancing student engagement, attendance, and overall learning outcomes (Gulati, 2020; Lo et al., 2022; Pranawengtias, 2022).

Studies on language learning motivation revealed that motivation is a powerful fuel in extending the linguistic skills of students (Boo et al., 2015). Research suggests that intrinsic motivation is a more reliable indicator of language proficiency compared to extrinsic motivation (Hong et al., 2017; Sun & Gao, 2020; Xu et al., 2022). Most importantly, sources of motivation can manifest on student's learning engagement (Skinner & Pitzer, 2012). Thus, student's engagement in learning the Filipino language, including their behaviors and actions, could reflect how motivated they are to learn the language. Philp and Duchesne (2016) conducted an analysis on

engagement as a construct with multiple dimensions in task-based interactions, revealing several levels of involvement in language classrooms. These contributions have expanded the scope of the field by incorporating a broader understanding of engagement, which now includes considerations of classroom environment and overall engagement (Sulis & Philp, 2021).

2. Literature review

2.1 English-dominant households in the Philippines

The Philippines is recognized as one of the major English-speaking countries (Santos et al., 2022). More than 14 million Filipinos speak English, which has been an official language since its inception (Soliman & Gorospe, 2024). It is the predominant language used in trade, law, and education (Cabigon, 2015). The Philippines' English proficiency is widely recognized as a significant advantage in the global market, particularly as the country endeavors to compete with India in the profitable business process outsourcing industry, which generates billions of dollars in revenue (Torreces & Brillantes, 2022).

Parental involvement in teaching the English language becomes a phenomenon in the Philippines. Filipino parents have a high level of role building, indicating that they understand their role in their children's reading skills (Garcia & Ancheta, 2022). For example, Melencion and Alferez (2023) noted that educated parents use their advanced language abilities to help their children develop and grow. Chavez, Adalia and Alberto (2023) found out that Filipino parents recognize their role in shaping their children's language development, inspired by the impact of English on their children's goals and enthusiasm. This explains why Filipino parents exposed their child in learning the English language at early age.

However, it becomes a concern about the decline of linguistic skills of students in Filipino language because of the early introduction of English. Labrador (2017) have observed a decline in the current state of the Filipino language among the new generation as students are displaying a decreasing interest in the language. Similarly, Ranque et al. (2024) argued that Filipino students preferred to use other languages rather than their own. In an online article of Montemayor (2018) it explained that Filipino words are be-coming obsolete due to a lack of practical application which can be attributed to factors such as colonial mentality and globalization influencing language usage and preference.

2.2 Alternative teaching strategies in education

'Innovation' refers to improving or replacing something with a fresh concept or method (Frolova et al., 2018). In education, innovation is addressing a real-world issue in a novel and straightforward manner that promotes equal and meaningful learning (Karolčík & Marková, 2023). It is most advantageous to conceptualize pedagogical innovation as a dynamic process rather than a static outcome developed by innovative teachers (Gilbert et al., 2021).

Essentially, this study described alternative teaching strategies as innovative approaches to education differed from traditional methods, aiming to enhance student engagement and academic achievement by addressing their learning needs and preferences.

Innovative teachers use revolutionary strategies and approaches to engage students, improve academic achievement, and add value to the learning process (Lim et al., 2021; Lin et al., 2022; Tan et al., 2022; Zhu et al., 2013). The introduction of a new educational approach enhances teaching effectiveness by satisfying the needs of students, fostering learning autonomy, encouraging lifelong learning, developing creative thinking, and creating a positive learning environment (Ariaso, 2020; Shermukhammadov, 2022).

Innovative teachers implement alternative teaching strategies by leveraging creativity and adaptability to meet student needs (Livingston et al., 2023). These educators might utilize technology, integrating digital tools and resources to enhance the learning experience and provide students with real-world applications of their knowledge (Inoferio et al., 2024; Uzumcu & Acilmis, 2023). Teaching strategies have long been recognized as essential to classroom learning, with variations depending on factors such as subject matter, target competencies, student level, age, and learning styles (Santos et al., 2022). Teachers employ various strategies, including direct translation, code-switching, and metalinguistic comparison and contrast, using linguistic and semiotic resources to facilitate efficient teaching, active participation, and enhanced learning (Perfecto, 2022). It was clear that innovative teachers implement student-centered strategies to develop the linguistic skills of their students.

Teaching strategies relate to various approaches or methods employed by teachers to encourage learning and support students in attaining their educational goals (Espmaker & Tedenby, 2020). Effective teaching strategies are essential for facilitating the teaching and learning process, enabling teachers to successfully meet their learning objectives (Suwartono et al., 2019). Implementing effective teaching strategies can greatly enhance students' learning experience, keeping them engaged and motivated to achieve their academic goals (Hayati et al., 2021).

Innovative teaching practices are designed to provide students with a dynamic and collaborative learning environment (Serdyukov, 2017). This can be accomplished through group work, project-based learning, and problem-based learning, which encourage students to collaborate and engage in meaningful projects (Paragae, 2023). For example, Ulug'bekovna (2024) believed that online collaboration tools, such as chat rooms, social media groups, and specialist language learning web pages, offer English as foreign language (EFL) students an online environment to engage, discuss ideas, and practice their writing in real time. Innovative strategies are extremely helpful in improving students' language skills because they allow students to use the language in real-life circumstances while receiving valuable feedback from both peers and teachers (Juneau et al., 2022).

Krupko (2022), Tsurkan (2020), and Zinkevych (2019) highlighted the necessary circumstances for the successful adoption of innovative strategies. Among these, teachers might consider use of different techniques, fostering a sense of motivation in students, incorporating individual, pair, and group activities, adopting a personalized teaching approach, considering learners' cognitive abilities and preparedness for interactive tasks, and leveraging information and communication technologies (ICT).

In teaching the Ukrainian language, for example, teachers could utilize creative lesson patterns to use new approaches because they establish certain requirements for the instructional structure. Specifically, Kharitonenko (2022) discovered that innovative lesson in teaching the Ukrainian language includes a motivational stage, an overview of learning objectives, a description of new material, hands-on activities, assessment, and a conclusion. Similar context was present in the study of Honeycutt & Sears (2022) among students in United States learning the Spanish language. Ap-

parently, even in online learning, it remains essential for a professor to demonstrate social presence and ensure their availability to students. Their appearance through video conferencing technology naturally facilitates a personal interaction with students. Consequently, there is an increase in the level of trust and assurance between the individuals involved, which leads to the development and expansion of the student's ability to act independently and their inclination towards what they are studying.

However, it came to this analysis that there was limited understanding on some innovative strategies teachers employed in teaching the Filipino language, most especially to Filipino students with strong background on English language at early ages. Studies conducted about language learning in the Philippines emphasized the importance of the English language, and less focus had been made for Filipino language. When students attempt to use the Filipino language as a means of conveying their own thoughts, they encounter difficulties in identifying suitable vocabulary options, as their range of expression is significantly constrained (Bajenting, 2024). Innovative teachers developed their alternative strategies to address student's challenges. Hence, this study attempted to explore some important characteristics of innovative teaching in the context of learning the Filipino language.

2.3 Motivation in language learning

Dörnyei (2001) presents a comprehensive motivational teaching framework with four components—(i) creating primary conditions, (ii) generating initial motivation, (iii) maintaining and protection, and (iv) encouragement of positive retrospective self-evaluation. However, Čėglytė et al. (2022) argued that these are desirable but challenging to implement in practice and that teachers have the primary responsibility for enhancing student motivation. Motivating students involves encouraging them to engage in learning activities, developing habits and needs to achieve their goals (Wardani et al., 2020).

Research on language learning motivation in schools is limited, despite the fact that it is the primary setting for learning a language (Hennebry-Leung & Lamb, 2024). Research findings indicate that there is a gradual decline in motivation for language learning as students' progress through their school career (Dörnyei & Németh, 2006; Gardner et

al., 2004). Insufficient knowledge exists regarding the characteristics of language learning motivation in school-aged learners, including the various factors related to the learner, institution, and sociocultural context that influence and guide motivation (Hennebry-Leung & Lamb, 2024). This study among grade school teachers capitalized on this limitation about the concept of language learning motivation in schools. Specifically, narrowing down the analysis among Filipino language teachers teaching students with English-dominant household backgrounds.

Past research has predominantly focused on conducting surveys to gather data on teachers' perceptions regarding the effectiveness of various motivational strategies (Hidayati & Hutami, 2023; Lamb, 2019; Ratinho & Martins, 2023). Understanding how teachers' practices intersect with student motivation is essential for informing teacher education programs, developing theories on the teacher's role in fostering motivation, and deepening knowledge about teachers' experiences and identities (Filgona et al., 2020; Kubanyiova & Crookes, 2016).

3. Objectives

The purpose of this study was to explore alternative teaching strategies employed by Filipino teachers to enhance the motivation of students from English-dominant households in learning the Filipino language. Given the Philippines' significant English proficiency and the prevalent use of English, many students showed a declining interest and proficiency in Filipino. Below are the objectives sought to be answered in this study.

(1) Identify alternative teaching strategies employed by Filipino teachers to enhance motivation in learning the Filipino language among students with dominant English language use at home.

(2) Determine the effects of alternative teaching strategies on the language learning motivation of students with dominant English language use at home.

4. Methodology

4.1 Research design

This study employed a qualitative research design to explore the alternative teaching strategies used by Filipino

teachers to enhance motivation in learning the Filipino language among students with a dominant use of English at home. Qualitative research is primarily aimed at collecting preliminary data, unveiling patterns, and generating ideas that may pave the way for more detailed and structured future investigations (Chavez, 2022; Chavez & Del Prado, 2023; Duhaylungsod & Chavez, 2023).

Specifically, this study employed exploratory design to uncover essential insights regarding the alternative teaching strategies that Filipino teachers use to develop motivation of their students having an English-dominant households. The goal was to explore new concepts of interest where little information exists, generate hypotheses, and determine patterns and relationships that might not be immediately apparent (Chavez et al., 2023). This study explored the narratives of Filipino teachers about how they employed several teaching strategies that could develop the motivation of students in learning the Filipino language.

4.2 Population and sampling

The target population for this study comprised Filipino grade school teachers from Biliran Province and Zamboanga Peninsula, Philippines, who teach students with dominant English language use at home. A sample of 20 Filipino teachers was selected through purposive sampling, ensuring that participants had relevant experience in teaching the Filipino language to the specified student demographic.

Purposive sampling is a non-probability method where the researcher deliberately chooses individuals or groups based on specific traits or qualities. Unlike random sampling, which seeks to represent the entire population, purposive sampling aims to gather a sample that can offer detailed, pertinent, and insightful information on the subject (Ceneciro et al., 2023; Chavez et al., 2023; Chavez & Ceneciro, 2023).

This study used several bases in sampling the participants (Chavez, 2020; Chavez, 2021). This study identified sampling characteristics of the Filipino teachers based on their teaching experience, educational background, school type, and class size. In this context, an initial survey was conducted to identify the characteristics of the Filipino teachers along with critical study information including open-ended questions in **Table 1**. These questions were used to identify the participants to be interviewed in the study.

Table 1. Initial sampling survey.

Teaching	Have you taught students with English-dominant households?
Teaching	Have you taught students with English-dominant households? How does it feel teaching students extensively exposed to the English language in their homes.
Challenges	What challenges do you face when teaching students from English-dominant households?
Strategies	What strategies have you found effective in teaching students from English-dominant households?

4.3 Instrument

This study developed interview questions based on the study objectives. In developing the interview questions, some principles were considered. Cicourel (1964) noted that in interviewing "we find that continuous situational imputations, strategies, and the like occur which influence how actors [interviewee/interviewer] treat each other and manage their presence before each other." Based on this account, Rapley (2001) argued that interviewing is a form of social interaction because it involves reading through interview writings.

How the researchers interpret the participant's experience can undergo changes and be influenced by subsequent knowledge, which may include the events that take place during the interview (Roberts, 2020; Rubin & Rubin, 2011). Roberts (2020) has proposed that the interviewer and interviewee collaborate during the interview process in order to address the research question at hand.

The development process involved reviewing relevant literature and previous studies to ensure that the questions were both comprehensive and specific to the research context. This approach helped in identifying key areas of interest and potential challenges that participants might face, ensuring that the questions were relevant and meaningful. The development of interview questions was guided by the study's objectives, principles of effective interviewing and a thorough review of existing literature. This comprehensive approach ensured that the questions were well-constructed to elicit rich, informative responses while facilitating a smooth and interactive interview process. **Table 2** presents the output of critical assessments for interview questions.

4.4 Data gathering procedure

Interviews were carried out to gather the narratives from the sampled Filipino teachers. Several papers discussed about how to conduct systematic and organized inter-views with the study participants. In conducting an interview, Doody & Noonan (2013) suggested that researchers should carefully ask suitable questions, prompt participants, examine their responses, and must actively listen and take note of any new or interesting information the participants share. Following this, a preparation of interview questions was made. Interview questions were developed based on systematic and conceptual aspects described in the instrument section.

Participants exhibit a willingness to provide information; however, they express a need for explicit instructions regarding the level of detail expected. Probes or prompts have been found to be effective in stimulating individuals to provide more detailed and comprehensive responses by encouraging them to elaborate or provide further explanation (Holloway & Wheeler, 2010). During the interview, participants were initially asked primary questions designed to elicit broad, open-ended responses. These primary questions served as the foundation for the conversation, allowing the participants to share their experiences, perspectives, and general thoughts on the topic. Following their initial responses, the researcher utilized probes and prompts to discover specific areas of interest. For example, if a participant mentioned a particular teaching strategy, the researcher might prompt them to explain how they implemented it, what challenges they faced, and how effective it was in their classroom.

To ensure the accuracy and reliability of the data collected, all interviews were audio-recorded with the participants' consent. Recording the interviews allowed the researcher to capture the participants' entire and accurate responses, including details that might otherwise be lost when writing notes. This method also enabled the researchers to focus fully on the conversation during the interview, rather than dividing attention between the discussion and taking notes.

Table 2. Interview guide questions.

Objectives	Interview questions
Identify alternative teaching strategies employed by Filipino teachers to enhance motivation in learning the Filipino language among students with dominant English language use at home.	a. What alternative strategies have you implemented to boost motivation in learning the Filipino language among students who primarily use English at home? b. Why do you think there is a need to strategize for enhancing motivation in learning the Filipino language among students with dominant English language use at home? c. Can you share any success stories or examples of students who have shown significant improvement in their motivation and proficiency in the Filipino language due to the teaching strategies you have employed?
Determine the effects of alternative teaching strategies on the language learning motivation of students with dominant English language use at home.	a. What are some observable effects of your alternative strategies on the motivation levels of students who predominantly speak English at home? b. How do you ensure that alternative teaching strategies has effect on the motivation of students who predominantly speak English at home? c. How can teachers effectively motivate English-dominant students to learn Filipino through alternative teaching strategies?

4.5 Data analysis

The primary data in this study were narratives, obtained through semi-structured interviews with the selected teachers. The data analysis process involved several steps to ensure rigor and depth (Chavez et al., 2023; Chavez & Culian, 2023). Colaizzi's data analysis method was conducted to analyze the narrative data collected (Praveena & Sasikumar, 2021). **Figure 1** presents the process conducted in analyzing the narrative data.
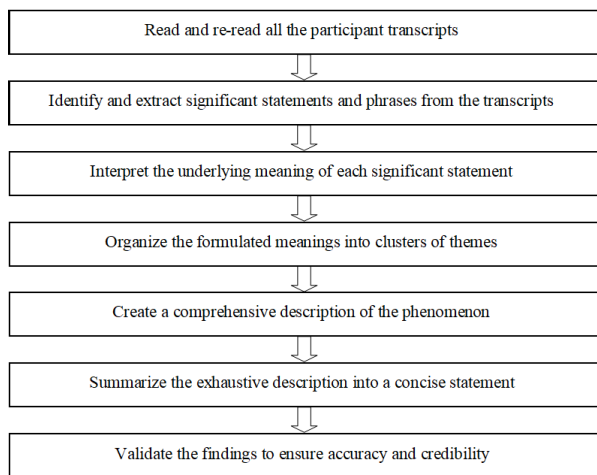

Figure 1. Colaizzi data analysis method.

Read and re-read all the participant transcripts

Identify and extract significant statements and phrases from the transcripts

Interpret the underlying meaning of each significant statement

Organize the formulated meanings into clusters of themes

Create a comprehensive description of the phenomenon

Summarize the exhaustive description into a concise statement

Validate the findings to ensure accuracy and credibility

5. Results

Objective 1: Identify alternative teaching strategies employed by Filipino teachers to enhance motivation in learning the Filipino language among students with dominant English language use at home.

Filipino teachers developed alternative teaching strategies to encourage their students to learn the English language. Interactive language learning in classrooms has proven to be significant method for engaging students and enhancing their Filipino language learning. Aside from the traditional learning processes (i.e., assessments, discussions), Filipino teachers considered several strategies that they believe could greatly encourage their students to learn the Filipino language.

In the context of Filipino teachers working with grade schoolers from English-dominant households, various strategies have been identified to facilitate this interactive learning environment. They develop simple strategies e.g., Filipino word of the day, games, and role playing, to induce the motivation of students in learning the language.

5.1 Filipino word of the day

Twelve Filipino teachers emphasized the value of incorporating a "Filipino word of the day" strategy to enrich vocabulary and cultural understanding among students heavily exposed to English language within their households. They believed that introducing a new Filipino term daily allows students to expand their vocabulary which slowly enhances their motivation to learn the language.

> "For I have witness the changes of the students who predominantly speak English at home starting to learn and talk Filipino at school by continuously exposing them to Filipino words

each day."

"Filipino word of the day. Using this, it can help them to be more engaged in learning Filipino Language."

"I present a Filipino word every single day that will be translated by them."

"I give them daily Filipino words which I encouraged them to use for the day during their conversations."

5.2 Language gamification

Eight Filipino teachers highlighted the importance of language games, such as vocabulary quizzes or word association activities, in creating an engaging learning environment conducive to language acquisition. These activities not only reinforce language skills but also encourage active participation and deeper learning outcomes among students.

"One of my strategies is language game for them to be exposed in Filipino."

"Pictionary. In this game, I write a Filipino word on the board, and students take turns drawing pictures that represent the word while their classmates guess what it is. It's a great way to reinforce vocabulary and encourage students to think creatively."

"Using language games each day helps bridge the gap between students' current knowledge and new language concepts, enabling them to better understand and achieve the learning objectives."

"Through language games, their motivation has increased in learning Filipino words than before."

5.3 Role playing

Twelve participants endorsed the integration of role-playing activities into language instruction to develop motivation among students. They highlighted that role-playing not only makes learning more engaging but also provides students with the opportunity to apply language skills in real-life contexts. By acting out various scenarios, students can practice speaking and listening in a way that feels relevant and exciting, which significantly boosts their motivation to

learn.

"I've noticed that role-playing significantly boosts my students' confidence. They're more willing to take risks, speak up in class, and even make mistakes because they see that those mistakes are part of the learning process."

"Story telling or role playing based on experience but let them deliver using Filipino language."

"I encourage them to speak the Filipino language through role playing."

"In every roleplay project, I strictly encourage them to use language."

5.4 Filipino-to-English translation

Eight participants noted the effectiveness of their alternative strategies as they observed their English students willingly engaging in learning Filipino through translation into English for clarity. They highlighted that this approach facilitated language comprehension and promoted cross-linguistic understanding and appreciation.

"Translation. With the strategy I employed, my students find time to learn Filipino language. I translate it in English for her to understand it well. Now, my student is participating the activities given and she quite understand directions and situations in Filipino."

"One of my English proficient students used to whisper at me every time she heard a word in Filipino and tries to ask for its meaning in English."

"Also, translation. For me, teachers can effectively motivate students by exposing them to their interest or habits and give a supportive and interactive learning environment."

Objective 2. Determine the effects of alternative teaching strategies on the language learning motivation of students with dominant English language use at home.

Filipino teachers observed changes on the language learning patterns of their students. These observations highlighted improvements in motivation, engagement, and proficiency in the Filipino language among students who primarily spoke English at home.

Teachers have noticed a noticeable increase in students' willingness and enthusiasm to learn Filipino. This improvement in motivation can be attributed to various factors, such as the implementation of engaging teaching strategies, the use of culturally relevant materials, and the creation of a supportive learning environment. Students are more eager to participate in activities related to Filipino language and culture, which indicates a positive shift in their attitude towards language learning.

5.5 Frequent use of Filipino language

Nine Filipino teachers reported that their strategies led to significant changes in how students used the Filipino language in communication and class recitation. They noticed that students began incorporating Filipino into their daily interactions, which facilitated greater language proficiency and cultural integration.

> "During Filipino time and other subjects with Filipino content, they will use the Filipino language in communicating when it comes to activities, reporting, sharing ideas and writing their thoughts in their activity sheets."

> "Students are getting used to talk in Filipino whenever they are with their friends and classmates."

5.6 Reading Filipino contents

Eight participants emphasized their observations of students reading Filipino books, dictionaries, and stories. This behavior indicated that students were not only motivated to read but were also taking proactive steps to understand and internalize new vocabulary and concepts. Their use of dictionaries and willingness to seek clarification showed a commitment to learning, driven by intrinsic motivation.

> "I've noticed that students are starting to read Filipino stories and books more frequently. They use dictionaries to look up meanings or ask me and their classmates for clarification."

> "Sometimes they read Filipino books or stories then they would enthusiastically ask me the meaning of it."

6. Discussion

Objective 1. Identify alternative teaching strategies employed by Filipino teachers to enhance motivation in learning the Filipino language among students with dominant English language use at home.

Several strategies in teaching the Filipino language among students living in English-dominant households appeared to be effective. Filipino teachers employ alterative strategies like 'Filipino Word of the Day,' language gamification, roleplaying, translation, and monitoring. For them, these strategies might have relevant effect on the motivation of their students in learning the Filipino language. Previous studies indicated that these strategies were known to have long-tern influence on the motivation and learning engagement of the students.

One Filipino teacher explained that *"...I have witnessed the changes of the students who predominantly speak English at home starting to learn and talk Filipino at school by continuously exposing them to Filipino words each day."* The introduction of 'Filipino word of the day' highlights its importance in language learning with mastering new vocabulary and grammar is crucial for understanding Filipino concepts and ideas (Napil & San Jose, 2020). Regular exposure to new words enhances linguistic proficiency, aiding in both comprehension and communication (Kepinska et al., 2017) as well as motivating students to learn the language (Lee et al., 2022). Using familiar and contextually appropriate materials ensures that translation exercises are relevant, which can enhance understanding and retention (Langga & Alico, 2020). Among those students living with English-dominant household, this mechanism can be also applicable for them. For example, this strategy might encourage curiosity and active participation as students look forward to learning and using a new word each day. The daily introduction of new vocabulary also helps students see tangible progress, which can be particularly motivating and rewarding.

A Filipino teacher suggested that *"...using language games each day helps bridge the gap between students' current knowledge and new language concepts."* Another teacher was positive that *"through language games, their motivation has increased in learning Filipino words."* Gamification in language education aims to boost students' motivation, engagement, and familiarity with instructional resources, which can be perceived as boring by some students (Thu-

rairasu, 2022). Individuals who engage in regular gameplay have been observed to exhibit enhanced problem-solving skills and may even experience improvements in their performance when faced with real-life challenges (Bukit et al., 2023; Luo, 2023; Thurairasu, 2022). Using language games, teachers can assist learners in using English effectively in real-world situations through games, rather than solely focusing on language structure (Kaur & Aziz, 2020). This strategy might also work among Filipino students living in English-dominant households. Filipino teachers noted that language games create an interactive and dynamic learning environment that captures students' interest and keeps them engaged. By turning language learning into a fun and interactive, students are more likely to participate actively and stay focused.

Roleplaying might also work in catalyzing the motivation of students in learning the Filipino language. For example, one Filipino teacher explained that with roleplaying, *"...[students] are more willing to take risks, speak up in class, and even make mistakes because they see that those mistakes are part of the learning process."* Engaging activities like role-play significantly boost students' motivation (Lutfi et al., 2018). Neupane (2019) noted that establishing role plays, especially scripted ones, can be beneficial for students with limited language proficiency. Findings of Tamayo (2022) indicated that role-playing has been found to have a substantial effect on the development of students' communicative skills by encouraging cooperative interactions among students. Faqih (2017) found out that role plays is a suitable technique in speaking activities for enhancing students' motivation to engage in English conversation. Following this logic, it can be an opportunity for Filipino teachers to establish roleplaying activities as a fundamental component in teaching their students predominantly exposed to English language at home. Essentially, when students work together in roleplay activities, they must communicate, negotiate, and support each other, which enhances their engagement and motivation. This social aspect of learning through role-play can make the process more enjoyable and less intimidating.

Some teachers simply translate Filipino words into English to help students. One teacher said that *"I translate [Filipino words] in English for her to understand it well. Now, my student is participating the activities given and she quite understand directions and situations in Filipino."*

Considering students learn English at home, it appears that they lack basic linguistic skills in the Filipino language. With translanguaging approach, which involves embracing and encouraging learners to utilize their entire linguistic repertoires, is widely believed to have a positive impact on learners' motivation and engagement in language learning (Nie et al., 2022; Rajendram, 2023; Walker, 2018). Translanguaging is communicating using all semiotic resources, including multimodality, rather than switching between languages (Li, 2018) that creates meaning through cognitive, and multimodal resources (Chaisiri, 2022). Although Filipino teachers perceived their teaching strategy as mere 'translation,' there could be more to that. For example, a teacher said that *"[o]ne of my English proficient students used to whisper at me every time she heard a word in Filipino and tries to ask for its meaning in English."* This interaction exemplifies how translanguaging naturally occurs in their classroom, bridging gaps between students' linguistic knowledge and the target language. Students feel more confident and motivated to engage in learning activities, as they can draw upon their existing language skills to support their understanding and learning of Filipino language.

The implementation of various alternative teaching strategies among students living in English-dominant households has shown opportunity in enhancing language learning motivation and engagement. For teachers, these strategies were observed to have a positive impact on students' motivation to learn Filipino. These methods, combined with continuous monitoring and feedback, create a dynamic and supportive learning environment that motivates students to learn the Filipino language despite their English-dominant backgrounds.

Objective 2. Determine the effects of alternative teaching strategies on the language learning motivation of students with dominant English language use at home.

This study observed on the narratives of Filipino teachers that motivation can manifest in different mechanisms. Motivation can manifest behaviors like improvements in students' engagement, willingness to participate, seeking clarification, among others. It was challenging to deconstruct these essential components of motivation, especially in the context of language learning. However, it was still evident that although motivation manifests in different mechanisms, it generally appeared to reflect one's straightforward

behavior to something—herein, towards learning the Filipino language.

One Filipino teacher believed that with alternative teaching strategies, *"[students] will use the Filipino language in communicating when it comes to activities, reporting, sharing ideas and writing their thoughts."* It seems that students with English-dominant backgrounds were more inclined in learning the Filipino language through engaging in academic activities more often. Lynch et al. (2009) found a correlation between interpersonal ties and self-perceptions. Apparently, when important persons in a one's life support their autonomy, they are more likely to exhibit their ideal characteristics. More recently, Oga-Baldwin (2020) demonstrates the potential of the early teacher-student relationships in determining students' persistence in attending classes, ultimately leading to higher academic achievement. Davis (2020) reported that the behaviors exhibited by teachers and the decision of American university students to persist in their pursuit of learning foreign languages. The satisfaction of competence and relatedness needs exhibited a particularly significant correlation with intrinsic motivation and the determination to persist in the process of language acquisition. The explicit reasons for individuals' willingness to continue learning a foreign language include the desire to communicate with others and establish connections with different cultures. Similarly, Filipino teachers implementing their alternative teaching strategies were engaging in positive classroom interaction such as actively responding to their students, answering questions, meaning making, etc. This further established a mechanism that encouraged their students to take part in the discussion and be motivated to participate.

Alternatively, with the strategies the Filipino teachers implemented, they observed subtle changes on their student's behaviors towards learning the Filipino language. For example, *"…they read Filipino books or stories…they would enthusiastically ask me the meaning," "use dictionaries to look up meanings or ask me and their classmates for clarification."* For a person to manifest this behavior in language learning, a change in motivation must come into place. It was previously established that individuals with higher motivation tend to invest more effort and show greater persistence in learning a second language (Ushioda, 2013; Yu et al., 2023). When students possess a strong desire to learn, it

not only makes the learning process highly engaging but also has a profound impact on their attitudes and willingness to actively participate in lectures (Mandasari & Oktaviani, 2018; Pranawengtias, 2022). By introducing activities like role-playing, language games, and daily vocabulary enrichment, teachers create dynamic learning environments that stimulate critical thinking and problem-solving skills. For instance, role-playing exercises encourage students to apply language skills in practical scenarios, promoting a deeper understanding of linguistic nuances and cultural contexts. Such interactive approaches not only enhance comprehension but also instill confidence in students to use the language actively and creatively.

7. Conclusion

Exploring the alternative teaching strategies that Filipino teachers implemented revealed some remarkable insights. Strategies such as 'Filipino Word of the Day,' language gamification, role-playing, and translation support might positively influence students' motivation. Language games and role-playing activities serve as dynamic tools to bridge the gap between existing knowledge and new language concepts. By integrating these interactive elements, teachers created engaging learning environments where students can apply language skills creatively and collaboratively.

The implementation of these strategies resulted in observable shifts in student behavior towards learning Filipino. Students have shown increased engagement, initiative in seeking clarification, and a proactive approach to reading Filipino texts. These behaviors indicate a transformation in motivation, where students with heightened interest in language learning invest more effort and exhibit greater persistence.

These findings emphasized the significance of adaptive and student-centered approaches in fostering a supportive and motivating learning environment for language learning. However, there were notable limitations such as (i) reliance on narrative data, (ii) the scope of the study, and (iii) short-term impacts on motivation. Reliance on qualitative data from teacher observations and self-reported narratives may introduce subjective biases. Teachers' perceptions of student motivation and engagement could be influenced by their own

expectations and teaching experiences. The scope is limited to a specific demographic—students from English-dominant households learning Filipino. This narrow focus may not capture the linguistic differences and cultural backgrounds present in other educational settings. Most importantly, longitudinal studies are needed to assess the sustainability of these motivational changes over time and their effect on long-term language proficiency.

Author Contributions

The contributions of the authors were as follows: Conceptualization, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; methodology, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; validation, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; formal analysis, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; investigation, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; resources, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; data curation, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; writing—original draft preparation, J.M.M., R.S.I., J.V.C., B.A.G., and R.B.D.; writing—review and editing, J.M.M., R.S.I., J.V.C., B.A.G, and R.B.D. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

The authors declare no conflict of interest.

Data Availability Statement

The data supporting the findings of this study are available from the authors upon request. To access the data, interested parties should contact the corresponding author. Please note that while the data are not publicly accessible, they can be provided for research purposes upon reasonable request. Any restrictions or conditions on the use of the data will be communicated by the authors. This ensures that the data are used appropriately and ethically, in line with the study's objectives and confidentiality requirements.

Funding

Ethics statement

This study was conducted in strict adherence to ethical guidelines to ensure the protection and respect of all participants involved. Prior to data collection, informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and their right to withdraw at any time without penalty. The confidentiality and anonymity of the participants were maintained throughout the research process, with all personal information securely stored and only accessible to the research team. The study adhered to the ethical standards set forth by relevant institutional and national research bodies, ensuring that the research was conducted with integrity, transparency, and respect for the participants' rights and well-being.

Acknowledgments

References

Ariaso, R.N., 2020. Factors of Learning in Filipino and Students' Performance of Secondary Education in Eastern Visayas Philippines. Palarch's Journal Of Archaeology Of Egypt/Egyptology. 17(6).

Bajenting, L.A.G., 2024. FOSTERING ORAL COMMUNICATION SKILLS IN FILIPINO LANGUAGE: TEACHERS'PEDAGOGICAL INITIATIVES. INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE. 4(6), 1034−1047.

Bernal, A.I., 2021. The mediating effect of classroom learning environment on the relationship between Filipino language anxiety and coping strategies. International Journal of Language and Literary Studies. 3(4), 60–72.

Boo, Z., Dörnyei, Z., Ryan, S., 2015. L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. System. 55, 145–157.

Bukit, S., Marcela, E.D., Ernawati, E., 2023. Teacher's Strategy to Create Fun Learning in Elementary School.

Journal Corner of Education, Linguistics, and Literature. 2(3), 244–249.

Cabigon, M., 2015. State of English in the Philippines: Should we be concerned? British Council, Philippines. Available online: https://www.british-council.ph/teach/state-englishphilippinesshould-we-be-concerned-2 (accessed on 13 May 2024).

Čėglytė, A., Misevičiūtė, V., Balčiūnaitienė, A., et al., 2022. Language motivational theory and its implication to the classroom. Research Journal (31). 44–55.

Chaisiri, P., 2022. The potential of translanguaging for english language teaching in Thailand. Journal of Studies in the English Language. 17(2), 56–80.

Chavez, J.V., Adalia, H.G., Alberto, J.P., 2023. Parental support strategies and motivation in aiding their children learn the English language. Forum for Linguistic Studies. 5(2), 1541.

Chavez, J.V., 2021. Bilingual parents' dispositions: Precursor to developing the English language teaching curriculum. Psychology and Education. 58(5), 161–166.

Chavez, J.V., Libre, J.M., Gregorio, M.W., et al., 2023. Human resource profiling for post-pandemic curriculum reconfiguration in higher education. Journal of Infrastructure, Policy and Development. 7(2), 1975.

Chavez, J.V., 2020. The effects of English as a second language on bilingual parents' English language dispositions. International Journal of Novel Research in Education and Learning. 7(1), 12–25.

Cicourel, A., 1964. Method and Measurement in Sociology. New York: Free Press.

Co, R., 2023. When Filipino Kids Can't Speak Filipino. Hiraya Media. Available online: https://www.hirayamedia.com/articles/when-filipino-kids-cant-speak-filipino (accessed on 13 May 2024).

Davis, W.S., 2022. Encouraging continued university foreign language study: A self-determination theory perspective on programme growth. The Language Learning Journal. 50(1), 29–44.

Doody, O., Noonan, M., 2013. Preparing and conducting interviews to collect data. Nurse researcher. 20(5).

Dörnyei, Z., Németh, N., 2006. Motivation, language attitudes and globalisation: A Hungarian perspective (Vol. 18). Bristol: Multilingual Matters.

Espmarker, J., Tedenby, E., 2020. Effective Teaching Methods and Strategies in the EFL Classroom to Facilitate Students' Vocabulary Development.

Faqih, D., 2017. The Use of Role Play in Speaking Activities for the 8th Grade Students of SMP Negeri 1 Sleman. Yogyakarta: Universitas Sanata Dharma.

Filgona, J., Sakiyo, J., Gwany, D.M., et al., 2020. Motivation in learning. Asian Journalof Education and social studies. 10(4), 16–37.

Frolova, V., Chernykh, V., Bykovskaya, G., 2018. Innovative Technologies In Teaching Humanities At Tecnical Universities. European Proceedings of Social and Behavioural Sciences. Singapore: Future Academy. Volume 51.

Fuentes, N.A., Limpot, M.Y., 2022. TEACHING STYLES AND LANGUAGE ANXIETY: THE MEDIATING EFFECT OF LANGUAGE LEARNING BELIEFS. EPRA International Journal of Multidisciplinary Research. 8(2), 248–253.

Garcia, A.K.C., Ancheta, W.M.C., 2022. Parents' levels of involvement and role construction in children's reading at home. American Journal of Multi-disciplinary Research and Innovation. 1(6), 82–91.

Gardner, R.C., Masgoret, A.M., Tennant, J., et al., 2004. Integrative motivation: Changes during a year-long intermediate-level language course. Language learning. 54(1), 1–34.

Gilbert, A., Tait-McCutcheon, S., Knewstubb, B., 2021. Innovative teaching in higher education: Teachers' perceptions of support and constraint. Innovations in Education and Teaching International. 58(2), 123–134.

Gulati, M., 2020. Online learning in China during COVID-19: Some lessons. Available at SSRN 3683656.

Hayati, A.R., Afriani, Z.L., Akbarjono, A., 2021. Teacher's teaching strategies in EFL class. Jadila: Journal of Development and Innovation in Language and Literature Education. 1(3), 330–341.

Hennebry-Leung, M., Lamb, M., 2024. Language Learning Motivation in Diverse Educational Contexts. English Teaching & Learning. 1–9.

[Hidayati2023] Hidayati, S.F., Hutami, N., 2023. AN ANALYSIS OF STUDENTS'MOTIVATION BASED ON TEACHER STRATEGY IN TEACHING SPEAKING AT THE TENTH GRADE STUDENTS'OF SMA NEGERI 3 SUKOHARJO IN THE ACADEMIC YEAR 2022/2023 [Doctoral dissertation]. Kartosuro: UIN Surakarta.

Holloway, I., Wheeler, S., 2010. Qualitative research in nursing and healthcare, 3rd ed. Hoboken: Willey.

Honeycutt, L.S., Sears, E., 2020. Teaching Spanish in the United States in the digital age: Strategies and approaches on teaching Spanish in online and hybrid classes. Bellaterra Journal of Teaching & Learning Language & Literature. 13(2), e838.

Hong, J.C., Hwang, M.Y., Tai, K.H., et al., 2017. Intrinsic motivation of Chinese learning in predicting online learning self-efficacy and flow experience relevant to students' learning progress. Computer assisted language learning. 30(6), 552–574.

Inoferio, H.V., Espartero, M., Asiri, M., et al, 2024. Coping with math anxiety and lack of confidence through AI-assisted Learning. Environment and Social Psychology. 9(5).

Juneau, S., Sasseville, N., Fortin, M.C., 2022. The benefits of an innovative teaching pedagogy aimed at combining theory and practice in social work. Journal of Teaching in Social Work. 42(5), 469–488.

Karolčík, Š., Marková, M., 2023. How teachers perceive innovations in education. Journal of Research in Innovative Teaching & Learning. ahead-of-print. DOI: https://doi.org/10.1108/JRIT-04-2023-0039

Kaur, D., Aziz, A.A., 2020. The use of language game in enhancing students' speaking skills. International Journal of Academic Research in Business and Social Sciences. 10(12), 687–706.

Kepinska, O., de Rover, M., Caspers, J., et al., 2017. Whole-brain functional connectivity during acquisition of novel grammar: Distinct functional networks depend on language learning abilities. Behavioural brain research. 320, 333–346.

Kharitonenko, L., 2022. Analysis of innovative methods of Ukrainian language teaching at the educational institutions of general secondary education. Futurity Education. 2(2), 58–73.

Krupko, O., 2022. Distance education and innovative teaching methods in higher education of Ukraine during the coronavirus pandemic. Ukrainian Educational Journal. (1), 18–23.

Kubanyiova, M., Crookes, G., 2016. Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. The Modern Language Journal. 100(S1), 117–132.

Labrador, T.K.B., 2017. Kalagayan ng Wikang Filipino sa Makabagong Panahon. (in Filipino).

Lamb, M., 2019. Motivational teaching strategies. The Palgrave handbook of motivation for language learning. London: Palgrave Macmillan. pp. 287–305.

Langga, P.M.M., Alico, J.C., 2020. Students' proficiency and challenges in Filipino-to-English translation: The case of Filipino senior high school students in a private institution. International Journal of Linguistics, Literature and Translation. 3(4), 51–62.

Lee, J.H., Ahn, J.J., Lee, H., 2022. The Role of Motivation and Vocabulary Learning Strategies in L2 Vocabulary Knowledge: A Structural Equation Modeling Analysis. Studies in Second Language Learning and Teaching. 12(3), 435–458.

Li, W., 2018. Translanguaging as a practical theory of language. Applied Linguistics. 39(1), 9–30. DOI: https://doi.org/10.1093/applin/amx039

Lim, B.T., Moriarty, H., Huthwaite, M., 2011. "Being-in-role": A teaching innovation to enhance empathic communication skills in medical students. Medical teacher. 33(12), e663–e669.

Lin, P.H., Huang, L.R., Lin, S.H., 2022. Why teaching innovation matters: Evidence from a preversus peri-COVID-19 pandemic comparison of student evaluation data. Frontiers in Psychology. 13, 963953.

Livingston, K., O'Sullivan, C., Attard, K., (Eds.), 2023. Characteristics and conditions for innovative teachers: international perspectives. London: Taylor & Francis.

Lo, K.W., Ngai, G., Chan, S.C., et al., 2022. How students' motivation and learning experience affect their service-learning outcomes: A structural equation modeling analysis. Frontiers in Psychology. 13, 825902.

Luo, Z., 2023. The effectiveness of gamified tools for foreign language learning (FLL): a systematic review. Behavioral Sciences. 13(4), 331.

Lutfi, A.A., Sutopo, D., Rukmini, D., 2018. The effectiveness of simulation and role-play in teaching speaking for students with different levels of motivation. English Education Journal. 8(4), 489–498.

Lynch, M.F., La Guardia, J.G., Ryan, R.M., 2009. On being yourself in different cultures: Ideal and actual self-concept, autonomy support, and well-being in China, Russia, and the United States. The journal of positive psychology. 4(4), 290–304.

Mandasari, B., Oktaviani, L., 2018. English language learning strategies: an exploratory study of management and engineering students. Premise: Journal of English Education and Applied Linguistics. 7(2), 61–78.

Mariñas, J., 2021. Reasons Why the Philippines is One of the Top English Proficient Countries for Business. Cloud Employee.

Melencion, C., Alferez, R., 2023. Parents' Involvement in Learner's Reading Achievement in the New Normal. Psychology and Education: A Multidisciplinary Journal. 8(3), 233–245.

Montemayor, M.T., 2018. Filipino: A dynamic, evolving language. Philippine News Agency. Available online: https://www.pna.gov.ph/articles/1046382 (accessed on 13 May 2024).

Napil, M.C., San Jose, A.E., 2020. Beliefs and strategies in Filipino language learning and academic performance of indigenous students. International Journal of Educational Policy Research and Review.

Neupane, B., 2019. Effectiveness of Role Play in Improving Speaking Skill. Journal of NELTA Gandaki. 1, 11–18. DOI: https://doi.org/10.3126/-jong.v1i0.24454

Nie, M., Lu, J., Zheng, Y., et al., 2022. Facilitating learners' participation through classroom translanguaging:

Comparing a translanguaging classroom and a monolingual classroom in Chinese language teaching. Applied Linguistics Review.

Oga-Baldwin, W.Q., 2020. Show them how, but don't intrude: Autonomy support promotes EFL classroom attendance and achievement, teacher control hinders it. Language Teacher. 44(3).

Paragae, I.P.N.S., 2023. Innovative teaching strategies in teaching English as a foreign language. English Teaching and Linguistics Journal (ETLiJ). 4(1), 1–9.

Perfecto, M.R.G., 2022. English language teaching and bridging in mother tongue-based multilingual education. International Journal of Multilingualism. 19(1), 107–123.

Pranawengtias, W., 2022. UNDERGRADUATE STUDENTS'MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSI-TAS TEKNOKRAT INDONESIA. Journal of English Language Teaching and Learning. 3(2), 27–32.

Praveena, K.R., Sasikumar, S., 2021. Application of Colaizzi's method of data analysis in phenom-enological research. Med Leg Updat. 21(2), 914–918.

Rajendram, S., 2023. Translanguaging as an agentive pedagogy for multilingual learners: Affordances and constraints. International Journal of Multilingualism. 20(2), 595–622.

Ranque, K.M.I., Liwanan, R.B., Nieva, L.J.D.S., et al., 2024. Students' Proficiency in Using Filipino Language in Academic Communication. IN-TERNATIONAL JOURNAL OF INNOVATIVE RE-SEARCH IN MULTIDISCIPLINARY EDUCATION. 3(3), 307–314.

Rapley, T.J., 2001. The art (fulness) of openended interviewing: some considerations on analysing interviews. Qualitative research. 1(3), 303–323.

Ratinho, E., Martins, C., 2023. The role of gamified learning strategies in student's motivation in high school and higher education: A systematic review. Heliyon.

Roberts, R.E., 2020. Qualitative Interview Questions: Guidance for Novice Researchers. Qualitative Report. 25(9).

Rubin, H.J., Rubin, I.S., 2011. Qualitative interviewing: The art of hearing data. Sage.

Santos, A., Fernandez, V., Ilustre, R.A.M.I.L., 2022. English language proficiency in the Philippines: An overview. International Journal of English Language Studies. 4(3), 46–51.

Serdyukov, P., 2017. Innovation in education: what works, what doesn't, and what to do about it?. Journal of research in innovative teaching & learning. 10(1), 4–33.

Shermukhammadov, B., 2022. Creativity of a Teacher in an innovative educational environment. Journal of Higher Education Theory and Practice. 22(12).

Skinner, E.A., Pitzer, J.R., 2012. Developmental dynamics of student engagement, coping, and everyday resilience. In Handbook of research on student engagement. Boston, MA: Springer US. pp. 21−44.

Soliman, C., Gorospe, J.D., 2024. Learner Autonomy, Language Learning Strategies and English Language Proficiency of Filipino Senior High School Students. International Journal of Language and Literary Studies. 6(2), 330−359.

Sulis, G., Philp, J., 2021. Exploring connections between classroom environment and engagement in the foreign language classroom. Student engagement in the language classroom. 101−119.

Sun, Y., Gao, F., 2020. An investigation of the influence of intrinsic motivation on students' intention to use mobile devices in language learning. Educational Technology Research and Development. 68(3), 1181−1198.

Suwartono, T., Kariri, Z., Pungki, O.D., 2019. Teacher Strategies in a Large EFL Classroom.

Tamayo, B.A.S., 2022. Role-playing as a teaching-learning strategy to improve speaking skills in senior students at Abelardo Moncayo high school from Atuntaqui during 2021−2022 [Bachelor's Thesis].

Tan, X., Chen, P., Yu, H., 2022. Potential conditions for linking teachers' online informal learning with innovative teaching. Thinking skills and creativity. 45, 101022.

Thurairasu, V., 2022. Gamification-based learning as the future of language learning: An overview. European Journal of Humanities and Social Sciences. 2(6), 62−69.

Torreces, R.C., Brillantes, M.F.L., 2022. Degree of acquisition of the English language, attitude, and speaking proficiency of pre-service teachers in a state university in Iloilo, Philippines. International Journal of Research Publication and Reviews.

Tsurkan, M.V., 2020. Interactive methods of studying of Ukrainian language by foreign medical students. Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. 1(100), 141–150.

Ulug'bekovna, S.D., 2024. The Power of Online Collaboration For EFL Learners' Writing Skills. Miasto Przyszłości. 48, 710−714.

Ushioda, E., 2013. Motivation matters in mobile language learning: A brief commentary. Language Learning & Technology. 17(3), 1–5.

Uzumcu, O., Acilmis, H., 2023. Do innovative teachers use AI-powered tools more interactively? A study in the context of diffusion of innovation theory. Technology, Knowledge and Learning. 1–20.

Walker, U., 2018. Translanguaging: Affordances for collaborative language learning. New Zealand Studies in Applied Linguistics. 24(1), 18–39.

Wardani, A.D., Gunawan, I., Kusumaningrum, D.E., et al., 2020. Student learning motivation: a conceptual paper. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020). Amsterdam: Atlantis Press. pp. 275–278.

Xu, W., Zhang, H., Sukjairungwattana, P., et al., 2022. The roles of motivation, anxiety and learning strategies in online Chinese learning among Thai learners of Chinese as a foreign language. Frontiers in Psychology. 13, 962492.

Yu, Z., Xu, W., Sukjairungwattana, P., 2023. Motivation, learning strategies, and outcomes in mobile English language learning. The Asia-Pacific Education Researcher. 32(4), 545–560.

Zhu, C., Wang, D., Cai, Y., et al., 2013. What core competencies are related to teachers' innovative teaching?. Asia-Pacific Journal of Teacher Education. 41(1), 9–27.

Zinkevych, A., 2019. Idea of implementation communicative approach (supported by 3Ps method) in Ukrainian student language training. Slavonic Pedagogical Studies Journal. 8(1), 139–150.