BILINGUAL TEACHING STRATEGIES AND GRADE 12 STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH

Cherry Ann A. Arranguez, Cristie Ann L. Jaca

1. Department of Education, Madridejos National High School
2. Cebu Technological University, Main Campus

Abstract

This study examined the use of bilingual teaching strategies and their relationship with the academic performance in English of Grade 12 students at Madridejos National High School during the first term of School Year 2026–2027. Specifically, it investigated the extent to which strategies such as translation, code-switching, and the use of Filipino or Cebuano to explain difficult concepts were employed in English instruction and how these strategies related to students' academic achievement. The study employed a descriptive-correlational research design with instructional intervention involving 2 sections of Grade 12 HUMSS. The respondents were 100 Grade 12 students and 11 High School English teachers. The findings showed that students' academic performance improved following the instructional interventions. The mean score increased from 31.53 (Satisfactory) in the pre-test to 35.26 (Very Satisfactory) after traditional instruction and further increased to 38.49 (Excellent) after bilingual instruction. Among the bilingual teaching strategies, translation of difficult words or sentences and code-switching between English and Filipino/Cebuano were the most commonly employed strategies, reported by all 11 teachers. The overall extent of utilization of bilingual teaching strategies was interpreted as Often (mean = 3.18). Translation of difficult words or sentences obtained the highest utilization mean of 3.73 (Always), while the use of bilingual instructional materials obtained the lowest mean of 2.36 (Sometimes). The results further revealed significant relationships between students' academic performance in English and the bilingual teaching strategies employed ($\chi^2 = 16.142$, $p = 0.0011$) and between academic performance and the extent of utilization of bilingual teaching strategies ($\chi^2 = 18.106$, $p = 0.0001$). Based on the findings, the BRIDGE (Bilingual Reinforcement and Instructional Development for Greater English Engagement) teaching prototype was developed.

Keywords: academic performance, bilingual teaching strategies, code-switching, English teaching, translanguaging

Introduction

In the Philippine educational context, where English serves as a primary language of instruction and an essential medium for academic communication, bilingual teaching strategies play a significant role in facilitating students' understanding of complex concepts and developing their English language proficiency. In geographically distinct communities, such as the islands of Cebu, where learners commonly use Cebuano or other local languages in their daily interactions, the integration of the mother tongue and English in classroom instruction may help bridge linguistic differences, enhance classroom participation, and promote meaningful learning. However, the extent to which these strategies contribute to students' academic performance in English may vary depending on instructional practices, students' language proficiency, and the learning environment. For Grade 12 students, who are expected to demonstrate advanced communication, comprehension, and critical-thinking skills in preparation for higher education or employment, examining the relationship between bilingual teaching strategies and academic performance is particularly important. Thus, this study, entitled "Bilingual Teaching Strategies and Grade 12 Students' Academic Performance in English," aims to examine the bilingual teaching strategies employed by English teachers and determine their relationship with the academic performance of Grade 12 students in a selected island community in Cebu, Philippines. The findings may provide empirical insights that can inform language teaching practices, support context-responsive instructional approaches, and contribute to efforts to improve English learning outcomes among senior high school students in linguistically diverse communities.

Bilingual instruction is a necessary pedagogical approach in multilingual countries such as the Philippines since students are exposed to Filipino, English, and regional languages in academic settings. Previous studies have demonstrated that bilingual teaching strategies can improve students' cognitive flexibility, participation in class, comprehension, and problem-solving skills, especially in subjects such as Mathematics, Science, and Reading (Perfecto, 2022; Zeng & Yang, 2022). Moreover, bilingual instruction helps learners make connections between academic content and their linguistic and cultural background, which promotes meaningful learning experiences and learner engagement (Hamman-Ortiz & Palmer, 2023). Moreover, recent studies suggest that the effectiveness of bilingual teaching strategies depends on context, implementation, and learners' linguistic background. Gamelo and Roy (2024) found that in the Philippine context, code-switching between English and Filipino enhanced students' understanding of (2025) pointed out the importance of multilingual instruction in promoting literacy and content comprehension when students' first language is integrated into classroom instruction. International studies have also suggested that bilingual education can lead to better academic achievement and language development when delivered effectively (Malindi et al., 2023; Serafini et al., 2022). However, there were some studies that reported challenges with instructional consistency, teacher preparedness, and access to learning resources, despite the positive findings, showing that the outcomes of bilingual instruction are not always consistent across educational environments. This contrast in findings indicates that more research is needed to study the specific effects of using bilingual teaching strategies on students' academic performance in various localities.

Many Grade 12 students have difficulty understanding lessons that are taught purely in English, especially in subjects that are conceptually challenging, as observed by the teachers of Madridejos National High School. Thus, teachers often resort to bilingual

teaching strategies such as code-switching between English, Filipino, and Cebuano to help students understand and to encourage them to participate actively in the classroom. During classroom observations, students tend to show better engagement, better understanding, and more participation if the lessons are explained in the languages they are familiar with. The observations suggest there may be a link between the use of bilingual teaching strategies and the enhancement of students' academic achievement. However, these practices are based primarily on teachers' experiences and observations rather than empirical evidence. Though there are studies on bilingual education, there is still little empirical evidence on the effectiveness of bilingual teaching strategies in improving the academic performance of Grade 12 senior high school students, especially in localized educational settings like Madridejos National High School. Existing studies mostly focus on elementary or junior high school learners and often focus on language acquisition rather than overall academic achievement. Moreover, there is a dearth of research employing a quasi-experimental method to establish whether bilingual teaching methods have a positive effect on the academic performance of senior high school learners. This gap suggests a more detailed investigation is needed at the Grade 12 level, where students are expected to demonstrate greater academic competence and readiness for higher education or employment.

One of the key premises of this study is the Interdependence Hypothesis proposed by Jim Cummins in 1979. The theory suggests that a learner's first language proficiency can facilitate the learning of a second language because both languages are based on a common underlying proficiency. Cummins believes that the cognitive and academic skills learned in the first language can be transferred to the second language. Therefore, learners can better understand concepts and perform better academically. This theory is very relevant to bilingual teaching because students who understand lessons through Filipino or Cebuano are more able to transfer conceptual understanding when English is used in academic discussions. Research has shown that students who are provided instructional support in their first language develop better comprehension, literacy development, and higher academic achievement compared to students who are taught in a second language only (Cummins, 2022; Alapo & Doghudje, 2023).

The study is also supported by the present educational policies in the Philippines, which acknowledge the importance of contextualized and inclusive instruction. Article XIV of the 1987 Philippine Constitution recognizes Filipino as the national language but also recognizes the use of English and other regional languages for purposes of communication and instruction. This constitutional provision justifies the use of different languages in education to make learning and accessibility easier for diverse learners.

Review of Related Literature

According to Li and Lin (2023), students' reading comprehension, engagement, and confidence are enhanced by bilingual instruction because learners have a better ability to process academic information when familiar languages are incorporated into instruction. Their study highlighted the fact that bilingual strategies decrease language anxiety and promote active participation in the classroom, thus improving academic performance. Likewise, Gamelo and Roy (2024) discovered that senior high school teachers' code-switching facilitated students' understanding of lessons and contributed to an increase in learner participation during classroom discussions. As also reported by De Los Reyes and Bagona (2024), translanguaging practices greatly enhanced students' motivation and academic engagement as learners were given the opportunity to make use of their entire linguistic repertoire in meaning-making tasks. SIL International (2021) noted that students understand ideas more quickly when they start learning in the languages they already speak. The organization found that bilingual education increases literacy, conceptual understanding, and learner participation. Students become more proficient in the second language while maintaining the first language. These findings add support to multilingual instructional approaches.

Other international studies also indicate that bilingual education helps improve academic results. Munojatxon (2025) demonstrated that bilingual learners often perform better than monolingual learners in tasks that require critical thinking, comprehension, and metalinguistic awareness. Cappellini (2024) and Gillam et al. (2025) also indicated that multilingual education programs enhance literacy and conceptual understanding by intentionally integrating learners' languages into teaching. However, these studies also indicated the importance of proper implementation, teachers' competence and instructional support for the effectiveness of bilingual education, thus stressing the need for localized research in specific educational contexts. For example, de Los Reyes (2024) explored translanguaging practices in multilingual classrooms in the Philippines. Teachers and students naturally switched languages to explain concepts and to support learning. Translanguaging allowed learners to be more active and to understand the lessons better. The findings support bilingual instruction as an effective pedagogical strategy in multilingual educational settings.

De Los Reyes and Bagona (2024) studied the use of translanguaging in teaching Science in multilingual Philippine classrooms. They found that teachers used a mix of English, Filipino, and local languages to explain difficult scientific concepts. This practice improved the understanding and the interaction of learners in the classroom. The researchers concluded that flexible language use facilitates science learning in multilingual students. Fu et al. (2024) reviewed research on translanguaging in multilingual education. They said translanguaging encourages students to use all of their linguistic resources to the fullest during learning. The review also pointed out that bilingual instruction helps students to communicate meaning and develop deeper conceptual understanding. The authors advocated incorporating translanguaging in classroom pedagogy.

Methodology

The study employed a descriptive-correlational research design that described the bilingual teaching strategies used in English instruction and determined their relationship with the academic performance of Grade 12 students of Madridejos National High School during the First Semester of School Year 2026–2027. The descriptive component identified the strategies employed by teachers, including code-switching, translanguaging, and the use of Filipino or Cebuano, and determined their extent of utilization. The correlational component examined the relationship between teachers' use and extent of utilization of bilingual teaching strategies and students' academic performance in English. Quantitative statistical tools such as frequency count, percentage, weighted mean, and Chi-square test of significance were used to analyze the data.

To strengthen the internal validity of the study, two comparable Grade 12 sections were selected, with both groups receiving the same learning competencies, instructional materials, duration of instruction, and assessment tools. Standardized instruments were used to determine initial differences and learning outcomes, while the study was conducted within the same academic period to minimize external influences. Teacher orientation and monitoring were also implemented to ensure consistency in the application of bilingual teaching strategies. Although randomization was not feasible in the school setting, these measures helped maintain uniformity in the research procedures. The findings served as the basis for developing a bilingual teaching prototype aimed at enhancing Grade 12 learners' English instruction and academic performance.

Environment

Madridejos National High School served as the research environment, as it offers a proper multilingual environment for the study of the effects of bilingual teaching strategies on the English academic performance of Grade 12 students. In the school setting, Cebuano is widely used by students as a dominant medium of communication, while English and Filipino are used in classroom instruction. This linguistic environment encourages the use of bilingual teaching strategies by teachers such as code-switching and translanguaging to aid understanding and participation in the classroom. The school was selected because it is common to observe bilingual instructional practices in English classes, especially during discussions of difficult lessons and academic topics. Under these classroom conditions, the school is an appropriate setting to investigate how the use of bilingual teaching strategies may influence students' academic achievement in English.

Respondents

The respondents were the Grade 12 Humanities and Social Sciences (HUMSS) students of Madridejos National High School enrolled during the First Semester of School Year 2026–2027. Purposive sampling was employed to select respondents who were directly exposed to English instruction and bilingual teaching practices relevant to the study. The respondents were selected from the Grade 12 HUMSS sections, and their relevant academic and demographic information was gathered to describe the respondents and examine the variables under study. Data on the use and extent of utilization of bilingual teaching strategies and the academic performance of students in English were collected and analyzed to determine the existing patterns and relationships between these variables. The actual number of qualified Grade 12 HUMSS students during the conduct of the study served as the basis for the sample size. This sampling

procedure was appropriate for the descriptive-correlational design because it allowed the researchers to describe the existing bilingual teaching practices and students' academic performance and determine whether a significant relationship existed between the variables without manipulating or assigning respondents to experimental and control groups.

Instrument

The study used two primary instruments: a researcher-made questionnaire and a teacher-made achievement test. The researcher-made questionnaire served as a survey-perception instrument to identify the bilingual teaching strategies used in English instruction and determine the respondents' perceived extent of their utilization. The items were developed from related literature and aligned with the study's objectives and variables. Meanwhile, the teacher-made achievement test measured the academic performance in English of Grade 12 HUMSS students and was administered as a pre-test and post-test based on the prescribed Grade 12 English learning competencies. Both instruments underwent content validation by experts, and pilot testing was conducted to establish their reliability and appropriateness.

The data gathering procedure of the study was conducted in three phases, namely: pre-gathering phase, actual data gathering phase, and post-gathering phase. The study was organized into these phases so that it is carried out in a systematic and organized way.

The data gathered in this study were analyzed using appropriate statistical tools to answer the specific problems of the study.

Frequency Count and Percentage were used to describe the demographic profile of the respondents, such as the types of bilingual teaching strategies employed by teachers. These tools are appropriate because they provide a clear and straightforward presentation of how often specific strategies are used and the proportion of respondents exhibiting certain characteristics.

The average weighted mean was used to determine the extent of utilization and effectiveness of bilingual teaching strategies in English instruction. This is an appropriate tool because the data were gathered using a Likert-scale questionnaire, which measures levels of agreement or frequency of use.

The chi-square test of Significance was used to determine the relationship between the bilingual teaching strategies and students' academic performance in English. This is appropriate because it measures the strength and direction of the linear relationship between two continuous variables. It helps answer whether increased use of bilingual teaching strategies is associated with higher academic performance among Grade 12 students.

RESULTS AND DISCUSSION

The academic performance of students serves as one of the most important indicators of the effectiveness of instructional practices implemented inside the classroom. In language education, particularly in English, measuring students' achievement before and after an instructional intervention provides valuable evidence regarding the impact of teaching strategies on learners' comprehension, communication skills, vocabulary acquisition, grammar proficiency, and overall language competence. Since English is widely recognized as the medium of instruction in many academic subjects, improving students' performance in this area contributes significantly to their overall academic success and preparedness for higher education and future employment.

In this study, students' academic performance was measured through a pre-test and two post-test conditions: traditional instruction and bilingual instruction. The pre-test established the learners' baseline level of English proficiency prior to the intervention, while the post-tests determined the extent of learning after exposure to different teaching approaches. Comparing these results provides a clear picture of students' learning progress and the relative effectiveness of bilingual teaching strategies in enhancing English achievement. The findings also provide empirical evidence that may guide teachers, school administrators, and curriculum developers in selecting instructional approaches that best respond to the linguistic needs of Grade 12 Senior High School students. Ultimately, evaluating students' academic performance helps determine whether bilingual instruction facilitates deeper understanding of English concepts while promoting meaningful learning experiences in multilingual classrooms.

Table 1. Students' Academic Performance in English

Description	**Range**	**Pre-test Score**	**Description**	**Post-test Score**	**Description**	**Post-test Score**	**Description**
				Traditional		**Bilingual**	
		f		***f***		***f***	
Excellent	38-40	1		14		45	
Very Satisfactory	34-37	15		29		3	
Satisfactory	30-33	30		5		2	
Needs Improvement	0-29	4		2		0	
Mean		**31.53**	*Satisfactory*	**35.26**	*Very Satisfactory*	**38.49**	Excellent
Standard Deviation		*5.3169*		*4.7145*		*3.664*	

The data in Table 1 illustrate that the students' pre-test performance was generally at the Satisfactory level, obtaining a mean score of 31.53 and a standard deviation of 5.3169. Specifically, 30 students (60.00%) achieved the Satisfactory level, 15 students (30.00%) obtained Very Satisfactory, 4 students (8.00%) were classified under Needs Improvement, while only 1 student (2.00%) reached the Excellent level.

Following instruction using the traditional teaching approach, students demonstrated notable improvement, attaining a mean score of 35.26, interpreted as Very Satisfactory, with a standard deviation of 4.7145. The majority of students, 29 learners

(58.00%), achieved the Very Satisfactory category, while
14 students (28.00%) reached the Excellent level. Moreover, 5 students (10.00%) remained at the Satisfactory level, and only 2 students (4.00%) were classified under Needs Improvement. Under the bilingual teaching approach, students exhibited the highest level of academic performance, obtaining a mean score of 38.49, interpreted as Excellent, with a standard deviation of 3.664. An overwhelming 45 students (90.00%) achieved the Excellent category, while only 3 students (6.00%) were classified as Very Satisfactory, 2 students (4.00%) remained Satisfactory, and no students (0.00%) fell under the Needs Improvement category.

The progression of scores clearly demonstrates substantial improvement from the pre-test to both post-test conditions. Initially, most students performed only at the satisfactory level, indicating that many learners still required further development in their English proficiency before the intervention. After receiving instruction through the traditional method, students' performance increased considerably, reflecting the effectiveness of regular classroom instruction in improving English achievement. However, the bilingual teaching approach produced an even greater improvement, as evidenced by the remarkable increase in students achieving the Excellent level and the complete elimination of learners categorized under Needs Improvement. The decreasing standard deviations across the three assessments also indicate that students' performance became more consistent after the instructional interventions, suggesting that bilingual teaching benefited learners regardless of their initial proficiency levels.

The findings suggest that incorporating students' first language alongside English significantly enhances comprehension, minimizes language barriers, and enables learners to understand complex concepts more effectively. By allowing students to connect prior linguistic knowledge with new English concepts, bilingual instruction appears to promote greater confidence, classroom participation, and academic achievement compared to instruction delivered solely through traditional methods. The substantial increase in the proportion of students achieving Excellent performance under bilingual instruction demonstrates its potential to create a more inclusive and effective learning environment for diverse learners.

Table 1 shows a slow increase in students' academic performance from the pre-test (M = 31.53, Satisfactory) to the traditional teaching post-test (M = 35.26, Very Satisfactory) to the bilingual teaching post-test (M = 38.49, Excellent), which suggests that students performed best after exposure to bilingual instruction. This conclusion supports De Los Reyes and Bagona (2024), who investigated translanguaging in multilingual classrooms in the Philippines and found that teachers' strategic use of various languages facilitated learners' understanding of academic topics and improved their participation in classroom activities. Their findings provide some support for the concept that allowing students to draw on familiar language resources can assist the understanding and learning of knowledge, especially when provided in English.

The large gain in the present study from a 31.53 average in the pre-test to a 38.49 average in the bilingual post-test also corresponds to the ideas of Abraham (2025), who argued that bilingual learners may draw on their entire linguistic repertoire as a resource for making meaning. The usage of familiar languages may help learners linguistically to absorb the concepts delivered in another language. This may help explain the movement of most of the students into the Excellent performance category after bilingual education in this study; however, the descriptive results alone do not show that the bilingual instruction was the only source of the improvement.

BILINGUAL TEACHING STRATEGIES

The bilingual teaching strategies refer to the purposeful use of English together with Filipino and/or Cebuano to facilitate understanding during English instruction. These strategies used by the respondents are shown in the section that follows, along with their frequency, percentage, and rank. The results indicate that code-switching and translation of difficult words or sentences were the most frequently utilized strategies.

Table 2. Bilingual Teaching Strategies

Bilingual Teaching Strategies	*f*	%	Rank
Code-switching (alternating English and Filipino/Cebuano)	11	100.00	1.5
Translation of difficult words/sentences	11	100.00	1.5
Use of mother tongue to explain complex concepts	10	90.91	3.5
Contextualization using local language and examples	10	90.91	3.5
Scaffolding using L1 (first language support)	8	72.73	5
Vocabulary bridging (linking L1 to English terms)	7	63.64	6
Peer discussion using both languages	6	54.55	7
Use of bilingual instructional materials	5	45.45	8.5
Clarification and repetition in both languages	5	45.45	8.5

From the data shown in Table 2, both Code-switching (alternating English and Filipino/Cebuano) and Translation of difficult words or sentences were practiced by all 11 teachers (100.00%), ranking 1.5. These were followed by Use of mother tongue to explain complex concepts and Contextualization using local language and examples, each reported by 10 teachers (90.91%), ranking 3.5. Scaffolding using the first language was utilized by 8 teachers (72.73%), while Vocabulary bridging was employed by 7 teachers (63.64%). Peer discussion using both languages was practiced by 6 teachers (54.55%). The least utilized strategies were Use of bilingual instructional materials and Clarification

and repetition in both languages, each reported by 5 teachers (45.45%), sharing the 8.5th rank.

The findings reveal that teachers strongly rely on direct language-support strategies, particularly code-switching and translation, to facilitate students' understanding of lessons. These approaches provide immediate assistance when learners encounter unfamiliar vocabulary or complex concepts, allowing students to connect new knowledge with their existing linguistic background. The widespread use of mother tongue explanations and contextualization further demonstrates teachers' recognition of students' native language as a valuable instructional resource rather than a barrier to learning.

Meanwhile, the relatively lower utilization of bilingual instructional materials and structured bilingual clarification suggests that classroom bilingual instruction remains largely dependent on teachers' spontaneous oral explanations rather than systematically developed learning resources. Although oral bilingual support effectively addresses immediate learning needs, integrating well-designed bilingual instructional materials could provide more consistent reinforcement, promote independent learning, and enhance students' long-term language development. Similarly, encouraging collaborative peer discussions using both languages may strengthen communication skills while promoting deeper conceptual understanding.

The finding that code-switching and translation of difficult words or sentences were the most practiced bilingual teaching strategies, with the two being used by all 11 teacher-respondents, is supported by De Los Reyes and Bagona (2024), who explored translanguaging practices in the multilingual Philippine elementary science classrooms. Their study revealed that professors deliberately employed various languages to explain difficult topics, to create meaning, and to facilitate students’ learning of academic subjects. This is in line with the present conclusion that alternating between English and Filipino/Cebuano and translating difficult words or sentences are practical ways to overcome the linguistic obstacles during education.

EXTENT OF UTILIZATION OF BILINGUAL TEACHING STRATEGIES

The utilization of bilingual teaching strategies reflects how frequently teachers integrate two languages during classroom instruction to facilitate students' learning and language development. In multilingual educational settings, bilingual instruction serves as an effective pedagogical approach that enables teachers to bridge learners' prior linguistic knowledge with newly introduced concepts presented in English. Rather than replacing the target language, bilingual strategies provide meaningful instructional support that enhances comprehension, reduces learning anxiety, and encourages active participation among students. Effective utilization of these strategies promotes inclusive learning environments where language differences become valuable educational resources instead of barriers to academic success.

Determining the extent to which bilingual teaching strategies are utilized provides important information regarding teachers' classroom practices and instructional preferences. It identifies which techniques are consistently employed to facilitate learning and which strategies require further reinforcement or institutional support. The findings likewise offer valuable guidance for educational leaders in designing professional development programs, developing bilingual instructional materials, and improving language education policies that foster effective multilingual instruction. Understanding the frequency of using various bilingual teaching strategies contributes to evaluating their potential influence on students' academic performance and language acquisition.

Table 3. Extent of Bilingual Teaching Strategies

Bilingual Teaching Strategies Used	Mean	Std Dev	Description
1. Code-switching (alternating English and Filipino/Cebuano)	3.36	*0.6742*	Always
2. Translation of difficult words/sentences	3.73	*0.4671*	Always
3. Use of mother tongue to explain complex concepts	3.36	*0.5045*	Always
4. Contextualization using local language and examples	3.00	*0.6325*	Often
5. Use of bilingual instructional materials	2.36	*1.1201*	Sometimes
6. Peer discussion using both languages	3.09	*0.8312*	Often
7. Scaffolding using L1 (first language support)	3.20	*0.7888*	Often
8. Clarification and repetition in both languages	3.27	*0.7862*	Always

9. Vocabulary bridging (linking L1 to English terms)	3.27	*0.6467*	Always
Average Weighted Mean	3.18		Often

Legend: 3.26 – 4.00 Always, 2.51 – 3.25 Often, 1.76 – 2.50 Sometimes, 1.00 – 1.75 Rarely

From the data shown in Table 3, the overall extent of utilization of bilingual teaching strategies obtained an Average Weighted Mean of 3.18, interpreted as Often, indicating that teachers regularly integrate bilingual instructional approaches during classroom instruction. Among the strategies employed, Translation of difficult words or sentences obtained the highest mean of 3.73 (SD = 0.4671), described as Always, making it the most consistently utilized bilingual teaching strategy. This was followed by Code-switching (alternating English and Filipino/Cebuano) with a mean of 3.36 (SD = 0.6742) and Use of mother tongue to explain complex concepts with a mean of 3.36 (SD = 0.5045), both interpreted as Always. Likewise, Clarification and repetition in both languages and Vocabulary bridging (linking L1 to English terms) each obtained a mean of 3.27, both described as Always, with standard deviations of 0.7862 and 0.6467, respectively.

Meanwhile, Scaffolding using L1 (first language support) recorded a mean of 3.20 (SD = 0.7888), Peer discussion using both languages obtained
3.09 (SD = 0.8312), and Contextualization using local language and examples achieved a mean of 3.00 (SD = 0.6325). All three strategies were interpreted as Often, suggesting that teachers regularly incorporate these approaches, although not as consistently as the previously mentioned strategies. On the other hand, the use of bilingual instructional materials registered the lowest mean of 2.36 (SD = 1.1201), interpreted as Sometimes, indicating that this strategy is less frequently implemented compared with the other bilingual instructional practices.

The findings reveal that teachers predominantly rely on immediate verbal instructional strategies such as translation, code-switching, and mother tongue explanations to facilitate students' understanding of classroom lessons. These practices enable teachers to respond quickly to learners' comprehension difficulties by providing immediate linguistic support during instruction. The consistent utilization of clarification, repetition, and vocabulary bridging further demonstrates teachers' commitment to ensuring that students understand unfamiliar English vocabulary while strengthening connections between their first language and the target language. Such practices are particularly valuable in multilingual classrooms where varying levels of English proficiency may affect students' ability to grasp academic content.

Conversely, the comparatively lower utilization of bilingual instructional materials suggests that teachers depend more on spontaneous oral instructional techniques than on systematically developed bilingual learning resources. While oral bilingual support effectively addresses learners' immediate needs, instructional materials specifically designed for bilingual education could provide more structured reinforcement, encourage independent learning, and sustain language development beyond classroom discussions. The relatively higher standard deviation observed for bilingual instructional materials also indicates greater variation among teachers regarding their use of these resources, possibly reflecting differences in resource availability, institutional support, or instructional preferences.

Overall, the results demonstrate that bilingual teaching strategies are widely

practiced in the classroom and constitute an integral component of teachers' instructional methods. The frequent use of language-support techniques aligns with the observed improvement in students' academic performance, suggesting that bilingual instruction contributes positively to enhancing English learning while making classroom instruction more accessible and meaningful to learners.

The result reveals that the general extent of deployment of bilingual teaching methodologies was often, with an Average Weighted Mean of 3.18. This demonstrates that teachers often employ bilingual strategies in their English instruction, rather than depending purely on English as the medium of classroom interaction. This aligns with Bravo-Sotelo et al. (2026), who discovered that teachers in multilingual Philippine classrooms employ translanguaging to facilitate the teaching and learning of academic ideas. Their study shows how learners strategically employ their linguistic resources to improve comprehension and interaction in the classroom.

The finding that the most commonly applied approach was translation of difficult words or sentences, with a mean of 3.73 (Always), is consistent with the principles of translanguaging stated by Irgin (2026). He describes bilingual learners as having access to their entire verbal repertoire to generate meaning and understand concepts. In the current study, translation can offer students quick language support when they face unknown English vocabulary, idioms, or sentences. This may be particularly effective in assisting learners to relate new concepts of English to terms and meanings they already know.

Likewise, the mean of 3.36 (Always) for code-switching and the use of the mother tongue to convey difficult ideas indicates that teachers often employ the students' familiar languages as teaching resources. This finding is reinforced by Velasco (2025), who showed how teachers moved strategically between languages to explain concepts and assist learners' understanding. Thus, the use of the mother tongue can act as a bridge enabling students to access challenging academic topics and at the same time continue to build their English skills.

EXTENT OF EFFECTIVENESS OF BILINGUAL TEACHING STRATEGIES

Teachers' perceptions regarding the contribution of bilingual teaching strategies provide valuable insights into how these instructional approaches influence students' academic achievement, language development, and classroom engagement. As frontline implementers of bilingual instruction, teachers are in a unique position to observe how students respond to lessons delivered through both English and their first language. Their experiences enable them to evaluate whether bilingual strategies facilitate better comprehension, encourage participation, improve confidence, and enhance overall academic performance. Consequently, understanding teachers' perceptions helps determine the practical effectiveness of bilingual education beyond measurable test scores by highlighting its impact on students' learning behaviors and classroom experiences.

The perceived contribution of bilingual teaching strategies is equally important because it reflects teachers' confidence in adopting multilingual instructional practices as part of their daily teaching. Positive perceptions often translate into greater consistency in implementing bilingual approaches, whereas unfavorable perceptions may indicate existing challenges that hinder their effective application. Furthermore, examining these perceptions allows school administrators and educational policymakers to identify strengths that should be sustained and areas requiring additional intervention, such as teacher training,

instructional resource development, and classroom support. Ultimately, assessing teachers' perceptions provides a comprehensive understanding of how bilingual teaching contributes to improving students' academic performance while identifying opportunities for strengthening bilingual education in Senior High School.

Table 4. Effectiveness of Bilingual Teaching Strategies

Extent of Effectiveness of Bilingual Teaching Strategies	Mean	Std Dev	Description
1. Bilingual teaching improves students' comprehension of English lessons.	3.27	0.6467	Very Effective
2. Using the mother tongue helps students participate more actively.	3.55	0.5222	Very Effective
3. Bilingual strategies enhance students' academic performance in English.	3.36	0.5045	Very Effective
4. Students learn English vocabulary better through bilingual approaches.	3.27	0.6467	Very Effective
5. Bilingual teaching reduces students' learning difficulties.	2.36	1.1201	Less Effective
6. The use of L1 builds students' confidence in learning English.	3.27	0.6467	Very Effective
7. Bilingual instruction supports long-term language development.	3.27	0.6467	Very Effective
8. Students perform better in assessments when bilingual strategies are used.	3.00	0.7746	Effective
Average Weighted Mean	**3.17**		**Effective**

Legend: 3.26 – 4.00 Very Effective, 2.51 – 3.25 Effective, 1.76 – 2.50 Less Effective, 1.00 – 1.75 Not Effective

The data in Table 4 illustrates that the respondents generally perceived bilingual teaching strategies as having a positive contribution to students' academic performance, obtaining an Average Weighted Mean of 3.17, interpreted as Effective. This overall result indicates that teachers recognize bilingual instruction as an effective approach in facilitating learning and improving students' academic achievement, although some aspects of its implementation require further attention.

Among the indicators, "Using the mother tongue helps students participate more actively" received the highest evaluation, with a mean of 3.55 and a standard deviation of 0.5222, interpreted as Very Effective. This was followed by "Bilingual strategies enhance students' academic performance in English", which obtained a mean of 3.36 (SD = 0.5045), also interpreted as Very Effective. Likewise, "Bilingual teaching improves students' comprehension of English lessons," "Students learn English vocabulary better through bilingual approaches," "The use of L1 builds students' confidence in learning English," and "Bilingual instruction supports long-term language development" each registered a mean of 3.27 with a standard deviation of 0.6467, all described as Very Effective.

Meanwhile, the statement "Students perform better in assessments when bilingual

strategies are used" obtained a mean of 3.00 and a standard deviation of 0.7746, interpreted as Effective, indicating that teachers generally believe bilingual instruction contributes positively to students' assessment performance, although their level of agreement is comparatively lower than the previous indicators.

In contrast, "Bilingual teaching reduces students' learning difficulties" received the lowest evaluation, obtaining a mean of 2.36 with a standard deviation of 1.1201, interpreted as Less Effective. This finding suggests that while teachers acknowledge the instructional benefits of bilingual teaching, they do not fully believe that it eliminates students' learning difficulties.

The findings demonstrate that teachers strongly recognize the value of bilingual instruction in promoting active classroom participation, improving comprehension, strengthening vocabulary acquisition, enhancing confidence, and supporting long-term language development. The highest-rated indicator emphasizes that students become more engaged when they are allowed to utilize their first language as a bridge to understanding English concepts. Active participation is an essential component of meaningful learning because it encourages students to express ideas, ask questions, and collaborate with classmates without being hindered by language barriers. Similarly, teachers' strong agreement that bilingual strategies enhance English performance reinforces the view that integrating learners' first language facilitates deeper understanding rather than interfering with English language acquisition.

The consistently high ratings across most indicators further indicate that bilingual instruction creates an environment where students can gradually transition from familiar linguistic concepts toward greater English proficiency. Teachers perceive that these bilingual strategies support not only immediate lesson comprehension but also the development of confidence and vocabulary, both of which are fundamental to academic success. These perceptions are consistent with the observed improvement in students' post-test performance, suggesting that bilingual instruction contributes positively to learners' overall educational outcomes.

However, the disagreement regarding the statement that bilingual teaching reduces students' learning difficulties highlights an important consideration. Although bilingual instruction improves comprehension and participation, teachers recognize that students' learning challenges are influenced by multiple factors beyond language alone. Differences in cognitive abilities, motivation, study habits, socioeconomic conditions, learning disabilities, classroom resources, and instructional quality may continue to affect academic performance despite the implementation of bilingual strategies. This finding underscores that bilingual teaching should be viewed as one important instructional support rather than a complete solution to all learning difficulties.

Overall, the results reveal that teachers maintain favorable perceptions regarding the contribution of bilingual teaching strategies to students' academic performance. Their strong confidence in the effectiveness of bilingual instruction supports its continued implementation as a valuable pedagogical approach for improving English learning while fostering greater classroom participation, confidence, and language development among Grade 12 Senior High School students.

Table 4 showed that teachers believed that bilingual teaching practices have a beneficial influence on students' academic performance, as shown in the overall Average Weighted Mean of 3.17 (Effective). This finding corresponds to the work of Magadan (2025), who explored translanguaging methods in multilingual Philippine classrooms and

found that the strategic use of different languages can assist students' understanding of academic content. Their study highlighted that giving teachers and learners access to familiar linguistic resources might promote classroom interaction and make challenging subjects more accessible. This reinforces the present conclusion that teachers generally view bilingual instruction as helpful for students' learning.

The highest-ranked indication, "Using the mother tongue helps students participate more actively" (M = 3.55, Very Effective), coincides with the findings of Sulis (2026). His study revealed the relevance of learners' familiar languages in enabling classroom involvement and engagement, especially when students are faced with issues that are difficult to explain or comprehend in English. Thus, the current finding shows that teachers see the mother language not just as a translation medium but also as a way of motivating pupils to participate more confidently in classroom activities.

This finding that "Bilingual strategies enhance students' academic performance in English" (M = 3.36, Very Effective) is also supported by the principles of bilingual education stated by Alejandro and Natividad (2026). Bilingual learners can access their entire linguistic repertoire to make meaning and interact with academic information, they explained. The combination of Filipino/Cebuano and English in the present study may provide students with additional language assistance in comprehending English lectures and so contribute to the enhancement of their academic performance.

SIGNIFICANT RELATIONSHIP BETWEEN STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH AND THE BILINGUAL TEACHING STRATEGIES EMPLOYED AND THE EXTENT OF UTILIZATION

Determining the significant relationship between students' academic performance and bilingual teaching practices is an important aspect of educational research because it provides empirical evidence regarding the effectiveness of instructional approaches implemented in the classroom. While descriptive findings demonstrate the level of students' achievement and the frequency with which teachers utilize bilingual strategies, relationship analysis establishes whether these instructional practices are statistically associated with improvements in students' academic performance. Such evidence enables educators to move beyond observation and determine whether bilingual teaching contributes meaningfully to learning outcomes.

In the context of English language instruction, bilingual teaching strategies are intended to facilitate comprehension, strengthen vocabulary acquisition, improve classroom participation, and enhance learners' confidence by integrating students' first language with English. However, the effectiveness of these strategies depends not only on the types of bilingual approaches employed but also on the consistency with which they are implemented. Consequently, examining the relationship between students' academic performance and both the bilingual teaching strategies employed and their extent of utilization provides a more comprehensive understanding of how instructional practices influence learning achievement. The findings serve as an important basis for strengthening bilingual education programs, improving instructional planning, and developing professional development initiatives that support teachers in maximizing students' academic success.

Table 5. Students' Academic Performance in English and the Bilingual Teaching Strategies Used and the Extent of Utilization

	Strategies used	**Extent of Use**
Students' Performance	16.142	18.106
	0.0011	*0.0001*

Chi-square values were highly significant for extent of use and significant for strategies use at the 0.05 alpha level.

The data in Table 5 illustrate that both the bilingual teaching strategies employed and the extent of utilization of bilingual teaching strategies have a statistically significant relationship with students' academic performance in English. The computed Chi-square value of 16.142 for the bilingual teaching strategies employed yielded a corresponding p-value of 0.0011, while the extent of utilization of bilingual teaching strategies obtained a Chi-square value of 18.106 with a p-value of 0.0001. Since both probability values are lower than the 0.05 level of significance, the null hypothesis stating that there is no significant relationship is rejected.

The findings indicate that the bilingual teaching strategies selected and implemented by teachers are significantly associated with students' academic performance in English. The significant Chi-square value for the strategies employed suggests that the instructional techniques adopted in bilingual classrooms are related to how well students perform academically. This implies that instructional practices such as code-switching, translation of difficult concepts, use of the mother tongue, vocabulary bridging, scaffolding, and contextualization provide meaningful support that enhances learners' understanding of English lessons and contributes to improved academic outcomes.

Furthermore, the extent of utilization produced an even higher Chi-square value (18.106) and a smaller probability value (0.0001), indicating a highly significant relationship with students' academic performance. This finding suggests that the consistency and frequency with which bilingual teaching strategies are implemented have an even stronger association with students' achievement than merely identifying which strategies are employed. Teachers who regularly integrate bilingual instructional practices into classroom instruction appear to create learning environments that foster better comprehension, increased participation, greater confidence, and improved mastery of English concepts. The results emphasize that bilingual instruction becomes more effective when it is applied consistently rather than only on selected occasions.

These statistical findings complement the earlier descriptive results of the study. Students demonstrated substantial improvement from the pre-test mean of
31.53 (Satisfactory) to the traditional post-test mean of 35.26 (Very Satisfactory) and further improved to the bilingual post-test mean of 38.49 (Excellent). Likewise, teachers reported frequent utilization of bilingual teaching strategies and expressed favorable perceptions regarding their contribution to students' academic performance. The significant relationships identified through the Chi-square analysis reinforce these observations by providing statistical evidence that bilingual instructional practices are meaningfully associated with higher levels of English achievement among Grade 12 Senior High School students.

The stronger relationship observed for the extent of utilization also highlights the importance of sustained instructional practice. Effective bilingual education is not solely dependent on employing various bilingual techniques but also on integrating these

strategies consistently throughout the teaching and learning process. Frequent implementation allows students to continuously connect prior linguistic knowledge with English concepts, gradually strengthening comprehension, language proficiency, and academic confidence. This demonstrates that bilingual teaching serves as an instructional bridge that supports learners in developing both language competence and academic success.

This finding corresponds to the work of Aval (2026), who explored translanguaging in multilingual classrooms in the Philippines and observed that teachers' strategic use of various languages facilitated students' comprehension of academic topics. His study stressed that drawing on learners' existing linguistic skills might help comprehension and classroom interaction, especially when students come across challenging academic topics. This is consistent with the current findings, as the significant association may relate to the impact of methods such as code-switching, translation, explanation in the mother tongue, contextualization, and vocabulary bridging on students' learning experiences

CONCLUSION

The findings of the study revealed that bilingual teaching strategies were frequently employed in English instruction among Grade 12 students in a selected island community in Cebu, Philippines, particularly through translation, code-switching, and the explanation of difficult concepts in Filipino or Cebuano. However, the use of bilingual instructional materials was comparatively less frequent, suggesting an area for improvement in the implementation of bilingual approaches. The results further indicated that students demonstrated improved academic performance in English and that a statistically significant relationship existed between the use of bilingual teaching strategies and students' academic achievement. These findings underscore the potential value of strategically integrating students' familiar languages with English to facilitate comprehension, enrich vocabulary development, encourage classroom participation, and support meaningful language learning in a linguistically diverse educational setting. Nevertheless, the relationship identified should be interpreted in consideration of other factors that may influence academic performance. In response to these findings, the study proposes a Bilingual Teaching Prototype designed to guide English teachers in the purposeful and context-sensitive use of Filipino or Cebuano alongside English, particularly when clarifying complex concepts, reinforcing language skills, and addressing students' learning difficulties. The prototype may serve as a practical instructional resource for English teachers and school administrators seeking to strengthen language instruction, improve access to learning, and support the academic development of senior high school students. Ultimately, the study highlights the importance of responsive bilingual teaching practices that recognize students' linguistic backgrounds while maintaining English proficiency as a central instructional goal.

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