

Linguistic Competencies and Challenges of Migrant Filipino Elementary English Teachers in Bangkok, Thailand

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ABSTRACT

This study investigated the linguistic competence and challenges experienced by Filipino elementary English teachers working in Bangkok, Thailand. Employing a descriptive–correlational approach, data were collected from 133 teachers and 92 immediate supervisors through structured questionnaires. Findings revealed that most teachers were female, aged 36 or older, married, experienced (11–20 years), holding bachelor’s or master’s degrees, and professionally licensed, and frequently participated in development programs. Teachers generally rated their own linguistic competence as “high” across speaking, writing, listening, and reading, while supervisors consistently assessed them as “very high”. Challenges, particularly in instructional strategies and classroom management, were perceived as “sometimes serious”. Teaching experience, certification status, and educational attainment were significantly associated with specific language domains, and notable differences were observed between teacher self-ratings and supervisor evaluations. Linguistic competence was not significantly correlated with the severity of challenges, indicating that difficulties are largely contextual and systemic rather than language-dependent. The study suggests capacity-building programs, culturally responsive teaching practices, and policy measures to address systemic barriers and support teacher effectiveness in international EFL contexts.

Keywords: *migrant Filipino teachers, linguistic competence, English language teaching, teacher migration, teaching challenges, Thailand*

INTRODUCTION

The global movement of Filipinos has become a significant social and economic phenomenon, with over 10 million residing and working in more than 200 countries, contributing to host societies in multiple ways (Eslit, 2023). Among these overseas migrants, Filipino educators increasingly pursue opportunities abroad to seek better career prospects and professional development (Acosta et al., 2020; Oca & Malaga, 2025; Yeh, 2025). Thailand has emerged as a prominent destination for English as a Foreign Language (EFL) teachers, reflecting the growing demand for English teachers (Ulla, 2019; Nomnian et al., 2023).

Despite these opportunities, Filipino teachers in Thailand encounter numerous challenges. At the classroom level, teachers face language barriers, student disengagement, and diverse learning needs, while interpersonal interactions with colleagues may be complicated by cultural misunderstandings and differing communication styles (Deguma, 2022; Ulla, 2019). Limited access to professional development, cultural adjustment difficulties, and prolonged separation from family further complicate teaching abroad.

Linguistic competence is a key factor influencing teaching effectiveness in EFL settings (Sattorova, 2021). Migrant teachers are required not only to master English but also to navigate the linguistic and cultural norms of their host country (Yip & Saito, 2024; Dzerviniks et al., 2024; Botirovna, 2025). For Filipino educators in Thailand, this entails understanding Thai language conventions, adapting to culturally diverse classrooms, and delivering instruction effectively in a second-language context (Nañez & Viray, 2023; Derrah et al., 2024; Perales et al., 2025). These demands can affect both professional performance and personal well-being, underscoring the importance of examining linguistic competencies alongside the challenges encountered.

Although the presence of Filipino teachers in Thailand is growing, research has yet to fully explore the connection between their linguistic competence and the challenges they face, particularly from both teacher and supervisor perspectives. Addressing this gap is critical for developing effective policies and programs that enhance teacher preparedness, improve student outcomes, and support professional adjustment abroad. This study addresses this gap by investigating the linguistic competencies of migrant Filipino elementary English teachers in Bangkok, Thailand, and the challenges they face in delivering effective instruction.

Specifically, it seeks to answer:

1. What is the profile of migrant Filipino elementary English teachers in Bangkok, Thailand?
2. How do teachers and their immediate supervisors perceive teachers' linguistic competencies in speaking, writing, listening, and reading?
3. What is the level of seriousness of the challenges teachers encounter in linguistic, cultural, classroom management, instructional, and curriculum adaptation areas?
4. Are selected profile variables significantly related to teachers' linguistic competencies?
5. Is there a significant relationship between teachers' linguistic competencies and the seriousness of challenges they encounter?
6. Are there significant differences between teachers' self-perceived and supervisor-rated linguistic competencies?
7. What capacity-building interventions can be proposed to enhance teachers' linguistic competencies?

METHODS

This study employed a descriptive–correlational research design to examine the profiles, linguistic competencies, and challenges of Filipino elementary English teachers working in Bangkok, Thailand, and to explore the relationships among these variables. A total of 133 teachers and 92 immediate supervisors participated in the study. Teachers were selected based on their current engagement in elementary English classrooms,

while supervisors were included because of their direct oversight of these teachers, ensuring that both self-perceptions and external evaluations could be captured.

Data were collected using three researcher-developed instruments. The Profile Questionnaire gathered information on demographic and professional characteristics, including sex, age, civil status, years of teaching experience, educational attainment, certification status, and participation in professional development programs. The Linguistic Competence Scale assessed teachers' skills in writing, speaking, listening, and reading using a five-point Likert scale, with 1 indicating "Novice" and 5 indicating "Master." Supervisors completed a parallel version to evaluate the teachers' competencies. The Challenges Encountered Scale measured the frequency and seriousness of difficulties teachers faced in areas such as linguistic demands, cultural adaptation, pedagogical strategies, and technology integration, using a five-point scale ranging from "Never" to "Always." All instruments underwent content validation by experts and reliability testing to ensure consistency and accuracy of measurement.

Questionnaires were administered to teachers and supervisors separately. Participants received clear instructions and assurances of confidentiality, and teachers were asked to self-assess their linguistic competence and professional challenges, while supervisors independently evaluated teachers' linguistic competence.

Data analysis involved both descriptive and inferential statistics. Descriptive statistics—including frequencies, percentages, and weighted means—were used to summarize the teachers' profiles, linguistic competencies, and challenges encountered. Inferential statistics included chi-square tests with Cramer's V to examine relationships between teacher profile variables and linguistic competence, paired-samples t-tests to determine differences between teacher self-assessments and supervisor evaluations, and Pearson correlation coefficients to explore relationships between linguistic competence and the severity of challenges faced. For all statistical analyses, a significance level of $\alpha = 0.05$ was maintained to ensure rigorous and valid results.

RESULTS AND DISCUSSION

The study presented the results of the data analysis and the corresponding discussion based on the data gathered.

Table 1. *Profile of Migrant Filipino Elementary English Teachers in Bangkok, Thailand (n=133)*

Variable	Category	f	%
Sex	Male	54	40.6
	Female	79	59.4
Age	Below 25 years	14	10.5
	25–35 years	57	42.9
	36 years and above	62	46.6
Civil Status	Single	58	43.6

	Married	62	46.6
	Widowed/Widower	13	9.8
Length of Teaching Experience	10 years and below	29	21.8
	11–20 years	73	54.9
	21 years and above	31	23.3
Highest Educational Attainment	Bachelor's degree	75	56.4
	Master's degree	48	36.1
	Doctorate degree	10	7.5
Teaching Certification Status	With teaching license	89	66.9
	Without a teaching license	44	33.1
Professional Development Trainings	0–5 trainings	54	40.6
	6 or more trainings	79	59.4

Table 1 shows that migrant Filipino elementary English teachers in Bangkok, Thailand, were predominantly female (59.4%), aged 36 years and above (46.6%), and mostly married (46.6%). A majority had 11–20 years of teaching experience (54.9%) and held bachelor's or master's degrees (92.5%). Most teachers were licensed (66.9%) and had participated in six or more professional development trainings (59.4%), indicating a workforce that is experienced, professionally engaged, and well-prepared for the challenges of teaching abroad. This profile is consistent with previous research showing that Filipino teachers in Thailand are experienced and professionally engaged EFL educators who negotiate intercultural and communicative demands in their host classrooms (Perales et al., 2025; Nañez & Viray, 2023; Ulla, 2019).

Table 2. *Level of Linguistic Competence of Migrant Filipino Teachers as Perceived by Themselves and Their Immediate Supervisors*

Linguistic Domain	Teachers (M)	Description	Supervisors (M)	Description
Writing	4.06	High	4.66	Very High
Speaking	4.14	High	4.59	Very High
Listening	4.12	High	4.65	Very High

Linguistic Domain	Teachers (M)	Description	Supervisors (M)	Description
Reading	4.14	High	4.41	Very High
Grand Mean	4.12	High	4.58	Very High

Note. Scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 2 shows that regarding linguistic competence, teachers rated themselves as “high” across all domains—writing, speaking, listening, and reading—while supervisors consistently rated their competencies as “very high”. This difference suggests that supervisors may recognize subtleties in teachers’ language proficiency that teachers themselves underestimate. This finding is supported by research showing that Filipino EFL teachers generally perceive themselves as confident in their professional and language competencies, often self-rating highly across core teaching domains (Runes & Mercado, 2025). They also view their roles abroad positively, gaining valuable experience in multicultural classrooms that further reinforces their teaching effectiveness (Ulla, 2019). Moreover, Thai administrators recognize Filipino teachers’ linguistic and instructional strengths, which may explain why supervisors tend to rate their competencies higher than the teachers’ own assessments (Sipe et al., 2025).

Table 3. *Level of Seriousness of Challenges Encountered by Migrant Filipino Teachers*

Challenge Area	Weighted Mean	Description
Teaching Thai students using English	3.37	Sometimes
Cultural differences with Thai students and colleagues	3.27	Sometimes
Pedagogical strategies employed	3.61	Very Often
Integration of technology in teaching English	3.14	Sometimes
Grand Mean	3.35	Sometimes

Note. Scale: 4.51-5.00 Always (A) 3.51-4.50 Very Often (VO) 2.51-3.50 Sometimes (S) 1.51-2.50 Rarely (R) 1.00-1.50 Never (N)

Table 3 shows that the challenges they encountered were generally “sometimes serious”, with difficulties in pedagogical strategies being most frequently noted. Cultural challenges were present but not perceived as severe, indicating that teachers have developed coping mechanisms to function effectively in a foreign teaching context. This is supported by research showing that Filipino teachers working in Thailand experience intercultural communication difficulties such as language barriers and cultural

differences, but actively use coping strategies that include code switching and communicative adaptation to manage these challenges in their daily teaching and interactions abroad (Ulla, 2019; Deguma, 2022; Nañez & Viray, 2023).

Table 4. *Significant Relationship Between Teachers' Profile Variables and Linguistic Competence as Perceived by Themselves*

Profile Variable	Writing χ^2 (p)	Speaking χ^2 (p)	Listening χ^2 (p)	Reading χ^2 (p)
Sex	0.53 (.912)	3.12 (.682)	3.32 (.345)	1.99 (.575)
Age	4.11 (.662)	10.91 (.364)	4.68 (.586)	5.65 (.463)
Civil Status	7.74 (.258)	13.23 (.211)	8.08 (.232)	10.60 (.102)
Teaching Experience	5.54 (.477)	7.12 (.714)	12.65 (.049*)	9.94 (.127)
Educational Attainment	7.12 (.310)	8.10 (.619)	5.11 (.529)	3.88 (.693)
Certification Status	4.07 (.254)	7.70 (.173)	7.02 (.041*)	7.36 (.031*)
Professional Trainings	0.21 (.976)	5.46 (.362)	4.19 (.241)	1.36 (.714)

Note. χ^2 = Chi-square value. $p < .05$ indicates a significant relationship

Table 4 shows that most characteristics, such as sex, age, and civil status, were not significantly associated with self-perceived linguistic competence. However, the length of teaching experience was significantly related to listening competence, suggesting that years of classroom practice enhance receptive language skills. Additionally, teaching certification status was associated with listening and reading proficiency, emphasizing the role of professional licensure in promoting language proficiency and teaching effectiveness (Ruiz de Castilla, 2018; Wang, 2021).

Table 5. *Significant Relationship Between Teachers' Profile Variables and Linguistic Competence as Perceived by Immediate Supervisors*

Profile Variable	Writing χ^2 (p)	Speaking χ^2 (p)	Listening χ^2 (p)	Reading χ^2 (p)
Sex	0.03 (.872)	4.70 (.030*)	1.61 (.446)	0.11 (.737)
Age	0.04 (.982)	0.08 (.960)	1.13 (.889)	6.94 (.031*)
Civil Status	0.27 (.875)	2.61 (.271)	3.35 (.501)	2.43 (.296)

Profile Variable	Writing χ^2 (p)	Speaking χ^2 (p)	Listening χ^2 (p)	Reading χ^2 (p)
Teaching Experience	3.87 (.145)	1.45 (.484)	2.09 (.719)	1.94 (.379)
Educational Attainment	0.01 (.996)	4.46 (.108)	11.05 (.026*)	0.52 (.770)
Certification Status	0.72 (.397)	0.15 (.702)	0.37 (.831)	0.09 (.762)
Professional Trainings	0.04 (.845)	0.93 (.336)	1.66 (.436)	1.21 (.271)

Note. χ^2 = Chi-square value. $p < .05$ indicates a significant relationship

Table 5 shows that from the supervisors' perspective, selected profile variables were significantly related to teachers' linguistic competence. While some differences were observed, such as sex being associated with speaking competence, and age and educational attainment with reading and listening, supervisors still generally rated teachers as competent across all areas. This is supported by research with EFL teachers showing that age, gender, and teaching experience can influence aspects of language proficiency and teaching performance, but overall, teachers perform effectively in the classroom (Alavi, Ghafournia, & Sadeghi, 2025).

Table 6. *Difference in Linguistic Competence Ratings Between Teachers and Supervisors*

Area	Teachers (M)	Supervisors (M)	Mean Difference	<i>t</i>	<i>p</i>
Writing	4.06	4.66	-0.60	-10.35	< .001
Speaking	4.14	4.59	-0.45	-7.62	< .001
Listening	4.12	4.65	-0.53	-8.65	< .001
Reading	4.14	4.41	-0.27	-4.24	< .001

Note. Significant at $\alpha = .05$.

Table 6 presents the paired-samples t-test results, which indicate statistically significant differences between teachers' self-ratings and supervisors' ratings across all linguistic domains. Notably, supervisors consistently rated teachers' linguistic competence higher than the teachers rated themselves. This finding is consistent with research in EFL contexts, which shows that teachers' self-assessments do not always align with external evaluations. Self-ratings are shaped by individual beliefs, self-efficacy, and reflective practices, whereas external evaluations tend to focus on observable performance criteria (Huang, 2022). Furthermore, previous studies have shown that demographic and professional factors such as age, teaching experience, and educational

background can influence teachers' self-perceived language proficiency and self-efficacy, which may help explain the discrepancies observed between teachers' and supervisors' ratings (Zhang, 2019).

Table 7. *Relationship Between Linguistic Competence and Seriousness of Challenges Encountered*

Challenge Area	Writing <i>r</i> (<i>p</i>)	Speaking <i>r</i> (<i>p</i>)	Listening <i>r</i> (<i>p</i>)	Reading <i>r</i> (<i>p</i>)
Teaching Thai students using English	-0.14 (.111)	-0.11 (.230)	-0.04 (.657)	-0.08 (.366)
Cultural differences	0.05 (.606)	-0.06 (.509)	-0.00 (.964)	0.02 (.823)
Pedagogical strategies	0.03 (.753)	0.03 (.723)	0.10 (.237)	0.14 (.102)
Technology integration	-0.06 (.515)	0.01 (.930)	-0.03 (.696)	0.10 (.276)

Note. *r* = Pearson correlation coefficient. *p* < .05 indicates significant relationship.

Table 7 presents the relationship between linguistic competence and the seriousness of challenges encountered by migrant Filipino teachers. The Pearson correlation results show no significant relationships across all linguistic domains (writing, speaking, listening, and reading), suggesting that higher linguistic competence does not necessarily mitigate the challenges faced in teaching English in a foreign educational context. This finding aligns with previous research showing that Filipino teachers in Thailand often encounter contextual and systemic challenges, such as curriculum constraints, classroom dynamics, and cultural adaptation, that persist regardless of teachers' English proficiency (Ulla, 2019; Nañez & Viray, 2023; Perales et al., 2025). In other words, even linguistically competent teachers may still face difficulties implementing pedagogical strategies, integrating technology, and managing culturally diverse classrooms, underscoring the complexity of teaching in a foreign educational environment.

CONCLUSIONS AND RECOMMENDATIONS

The study indicates that migrant Filipino elementary English teachers in Bangkok, Thailand are predominantly female, experienced, and professionally qualified, with teaching licenses and engagement in professional development. While teachers rated their linguistic competence as "high," supervisors consistently perceived it as "very high," suggesting that external evaluations may recognize subtle proficiencies that teachers themselves underestimate.

Although teachers face challenges in teaching English abroad, these difficulties, particularly those related to pedagogical strategies, appear to be contextual and systemic

rather than language-dependent, reflecting the complex nature of teaching in a foreign educational environment. Cultural adaptation, classroom management, and institutional expectations contribute to these challenges, yet teachers' prior experience, certification, and professional development likely support effective coping and instructional performance.

Based on these insights, schools and educational institutions can enhance teacher effectiveness by implementing capacity-building programs that focus on instructional strategies, culturally responsive pedagogy, and classroom management, as well as mentoring, reflective practice, and continuous professional development. Supportive policies addressing systemic barriers such as limited resources, training opportunities, and institutional support may further reduce challenges and improve teacher outcomes.

Finally, future research should explore the long-term impact of linguistic competence, intercultural adaptation, and contextual factors on teaching performance and student learning in international EFL settings to evidence to inform policy and teacher development initiatives.

ACKNOWLEDGEMENT

This paper was made possible with the support and guidance of many people.

To my adviser, Dr. Krigher Simbulan, thank you for your guidance, expertise, and time. Your feedback strengthened every part of this paper.

To my critic reader, Mr. Gerald Pagodpod, and to the panel headed by Dr. Philip Gamol Queroda, along with Dr. Susan Tiangson, Ms. Katherine Queroda, and Ms. Melody Cabaya De Vera, thank you for your insights, suggestions, and support.

To PSU Open University System, thank you for providing guidance, resources, and assistance. Special thanks to Ms. Grace Mamaril for her help throughout this research.

To my friends and colleagues, including Mr. Harmon Recopuerto, Mrs. Krizel Joy P. Torre, and Mrs. Ofelia B. Pardos, thank you for your support and encouragement.

To my family, especially my husband, Mr. Ken M. Montano, and my son, Leel Kenazh, thank you for your love, patience, and constant support.

Finally, I am grateful to Almighty God for giving me the strength and wisdom to complete this paper.

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RESEARCH QUESTIONNAIRE**FOR TEACHERS**

Questionnaire on “Linguistic Competencies and Challenges of Migrant Filipino Elementary English Teachers in Bangkok, Thailand”

Part I. Personal Information

Directions: Please provide the needed information and put a check mark (/) in the space provided.

Name (Optional): _____

School: _____

Sex:

- ☐ Male
☐ Female

Age:

- ☐ below 25 years old
☐ 25 - 35 years old
☐ 36 years old and above

Civil Status

- ☐ Single
☐ Married

Length of Teaching Experience:

- ☐ 10 years and below
☐ 11 years to 20 years
☐ 21 years and above

Highest educational attainment:

- ☐ Bachelor's degree
☐ Masters' degree
☐ Doctorate degree

Teaching certification status

- ☐ Yes, with teaching license
☐ No, without teaching license

Number of professional development and training attended

- ☐ 0-5 professional development and training attended
☐ 6 and more professional development and training

Part II. Linguistic Competencies of Migrant Filipino Elementary English Teachers in Bangkok, Thailand Questionnaire

Direction: In a scale of 1 to 5 with 1 as the lowest and 5 as the highest, assign rating points to each item based on your own assessment of your competence in terms of in terms of writing, speaking, listening, and reading competence as a migrant Filipino elementary teacher in Thailand. Read each item carefully before you check the numeral which represents your response on the columns provided on the right side of the sheet. Please try to answer all items honestly.

- | | |
|-----------------|---|
| 1- Novice | Lacking competence and requires urgent training and development. |
| 2- Apprentice | Fairly competent but needs further training and development. |
| 3- Practitioner | Competent but would benefit from additional training and development. |
| 4- Expert | Very competent and can support other teachers' improvement. |
| 5- Master | Highly competent, proficient, and serves as a mentor for others. |

Items	Responses				
	5	4	3	2	1
Writing Competence					
As a Filipino teacher teaching English in Thailand, I am...					
1. Able to produce clear and organized lesson plans that align with curriculum objectives and incorporate diverse teaching strategies.					
2. Capable of crafting engaging and relevant instructional materials, such as worksheets, handouts, and presentations, to facilitate learning.					
3. Proficient in composing grammatically correct and coherent instructional texts, including explanations, prompts, and model compositions.					
4. Skilled in providing constructive feedback on students' writing assignments to facilitate their improvement.					
5. Competent in adapting writing tasks to suit learners' proficiency levels and individual needs.					

6. Able to integrate technology effectively to enhance writing instruction and facilitate students' digital literacy skills.					
7. Capable of fostering a supportive writing environment that encourages creativity, critical thinking, and risk-taking.					
8. Proficient in assessing students' writing proficiency through various assessment methods, such as rubrics, portfolios, and peer evaluation.					
9. Skilled in scaffolding writing tasks to help students develop their skills incrementally and achieve success.					
10. Competent in fostering a positive attitude towards writing by providing authentic and meaningful writing experiences.					
Speaking Competence					
As a Filipino teacher teaching English in Thailand, I am...					
1. Able to model clear and accurate pronunciation of English sounds, words, and sentences.					
2. Capable of designing interactive speaking activities that promote fluency, accuracy, and confidence.					
3. Proficient in facilitating pair and group discussions that encourage active participation and collaboration among students.					
4. Skilled in providing effective feedback on students' spoken language performance to address pronunciation, grammar, and fluency issues.					
5. Competent in creating a supportive and inclusive classroom environment that fosters oral communication skills development.					
6. Able to integrate authentic materials, such as videos, podcasts, and role-plays, to enhance speaking practice.					
7. Capable of adapting speaking tasks to accommodate learners' diverse linguistic backgrounds and communication styles.					
8. Proficient in using technology tools, such as audio recording software and speech recognition apps, to assess and improve speaking skills.					
9. Skilled in organizing speaking assessments that evaluate students' ability to express					

ideas coherently and communicate effectively.					
10. Competent in promoting language fluency through structured practice activities, such as debates, presentations, and storytelling.					
Listening Competence					
As a Filipino teacher teaching English in Thailand, I am..					
1. Able to select authentic listening materials that are relevant to students' interests and learning objectives.					
2. Capable of designing pre-listening activities that activate students' background knowledge and set listening goals.					
3. Proficient in implementing a variety of listening strategies, such as predicting, summarizing, and inferencing, to enhance comprehension.					
4. Skilled in using visual aids, gestures, and other non-verbal cues to support listening comprehension.					
5. Competent in differentiating listening tasks to accommodate learners' proficiency levels and learning styles.					
6. Able to scaffold listening activities by providing vocabulary support and clear instructions.					
7. Capable of incorporating listening comprehension checks throughout the lesson to monitor students' understanding.					
8. Proficient in integrating technology tools, such as audio recordings and interactive multimedia, to enhance listening practice.					
9. Skilled in assessing students' listening comprehension through authentic tasks, such as note-taking, summarizing, and responding to questions.					
10. Competent in promoting active listening skills through engaging and interactive listening tasks, such as role-plays, interviews, and simulations.					
Reading Competence					
As a Filipino teacher teaching English in Thailand, I am...					
1. Able to select and adapt authentic reading materials that cater to students' interests, proficiency levels, and cultural backgrounds.					

2. Capable of designing pre-reading activities that activate prior knowledge, set purposes for reading, and introduce key vocabulary.					
3. Proficient in teaching a range of reading strategies, such as skimming, scanning, predicting, and inferencing, to enhance comprehension.					
4. Skilled in providing explicit instruction on reading skills, such as identifying main ideas, making inferences, and analyzing text structures.					
5. Competent in guiding students through the process of reading comprehension by modeling and scaffolding strategies.					
6. Able to facilitate discussions that promote critical thinking and analysis of reading texts.					
7. Capable of integrating supplementary materials, such as audio recordings, video clips, and online resources, to support reading comprehension.					
8. Proficient in assessing students' reading comprehension through a variety of tasks, such as quizzes, summaries, and written responses.					
9. Skilled in fostering a love for reading by exposing students to a wide range of genres and authors.					
10. Competent in promoting independent reading habits and providing opportunities for students to explore texts independently.					

Part III. Challenges of Migrant Filipino Elementary English Teachers in Bangkok, Thailand Questionnaire

Direction: In a scale of 1 to 5 with 1 representing minimal struggle and 5 representing severe struggle, assign rating points to each item based on your own assessment of the struggles encountered as a migrant Filipino teacher in Bangkok, Thailand. Read each item carefully before you check the numeral which represents your response on the columns provided on the right side of the sheet. Please try to answer all items honestly.

- 5 Always
- 4 Very Often
- 3 Sometimes
- 2 Rarely
- 1 Never

Items	Responses				
	5	4	3	2	1
Teaching Thai students using English					
As a Filipino teacher teaching English in Thailand, I...					
1. have difficulty in effectively conveying complex concepts in English to Thai students.					
2. have challenges in adapting teaching materials to suit the English proficiency level of Thai students.					
3. struggle in ensuring comprehension and engagement among Thai students during English lessons.					
4. have issues with pronunciation and accent differences impacting communication with Thai students.					
5. have difficulty in addressing language barriers and facilitating meaningful interactions in the classroom.					
Cultural difference with Thai students and colleagues					
As a Filipino teacher teaching English in Thailand, I...					
1. experience misunderstandings arising from differences in cultural norms and communication styles.					
2. have challenges in building rapport and establishing trust with Thai students due to cultural differences.					
3. have difficulty in navigating hierarchical structures within the school environment.					
4. have struggles in adapting to Thai cultural practices and expectations in educational settings.					
5. have issues with integrating Filipino cultural perspectives into teaching practices while respecting Thai cultural sensitivities.					
Pedagogical strategies employed					

As a Filipino teacher teaching English in Thailand, I...					
1. have difficulty in finding effective teaching strategies that resonate with both Filipino and Thai students.					
2. have challenges in balancing traditional teaching methods with innovative pedagogical approaches.					
3. struggle in meeting the diverse learning needs and preferences of students from different cultural backgrounds.					
4. have issues with aligning pedagogical strategies with curriculum requirements and educational standards.					
5. have difficulty in assessing and addressing gaps in students' English language proficiency levels.					
Integration of technology in teaching English					
As a Filipino teacher teaching English in Thailand, I...					
1. have challenges in accessing and utilizing technology resources effectively due to limited resources or infrastructure.					
2. struggle in incorporating technology tools into English lessons in a culturally relevant and engaging manner.					
3. have difficulty in ensuring equal access to technology for all students, particularly those from disadvantaged backgrounds.					
4. have issues with technical glitches or disruptions hindering the smooth integration of technology into teaching practices.					
5. have challenges in keeping up-to-date with advancements in educational technology and integrating them into English instruction.					

FOR IMMEDIATE SUPERVISOR**Questionnaire on “Linguistic Competencies and Challenges of Migrant Filipino Elementary English Teachers in Bangkok, Thailand”****Part I. Personal Information**

Direction: Please provide the needed information and put a check mark (/) on the space provided.

Name (Optional): _____

School: _____

Part II. Linguistic Competencies of Migrant Filipino Elementary English Teachers in Bangkok, Thailand Questionnaire

Direction: In a scale of 1 to 5, with 1 as the lowest and 5 as the highest, assign rating points to each item based on your assessment of the writing, speaking, listening, and reading competence of migrant Filipino elementary teachers who are under your direct supervision. Please read each item carefully before selecting the numeral that represents your response in the columns provided on the right side of the sheet. Please try to answer all items honestly.

- | | |
|-----------------|---|
| 1- Novice | Lacking competence and requires urgent training and development. |
| 2- Apprentice | Fairly competent but needs further training and development. |
| 3- Practitioner | Competent but would benefit from additional training and development. |
| 4- Expert | Very competent and can support other teachers' improvement. |
| 5- Master | Highly competent, proficient, and serves as a mentor for others. |

Items	Responses				
	5	4	3	2	1
Writing Competence					
Filipino teachers teaching English under my supervision are...					
1. Able to produce clear and organized lesson plans that align with curriculum objectives and incorporate diverse teaching strategies.					
2. Capable of crafting engaging and relevant instructional materials, such as worksheets, handouts, and presentations, to facilitate learning.					
3. Proficient in composing grammatically correct and coherent instructional texts, including explanations, prompts, and model compositions.					
4. Skilled in providing constructive feedback on students' writing assignments to facilitate their improvement.					
5. Competent in adapting writing tasks to suit learners' proficiency levels and individual needs.					
6. Able to integrate technology effectively to enhance writing instruction and facilitate students' digital literacy skills.					
7. Capable of fostering a supportive writing environment that encourages creativity, critical thinking, and risk-taking.					
8. Proficient in assessing students' writing proficiency through various assessment methods, such as rubrics, portfolios, and peer evaluation.					
9. Skilled in scaffolding writing tasks to help students develop their skills incrementally and achieve success.					
10. Competent in fostering a positive attitude towards writing by providing authentic and meaningful writing experiences.					
Speaking Competence					
Filipino teachers teaching English under my supervision are...					
1. Able to model clear and accurate pronunciation of English sounds, words, and sentences.					

2. Capable of designing interactive speaking activities that promote fluency, accuracy, and confidence.					
3. Proficient in facilitating pair and group discussions that encourage active participation and collaboration among students.					
4. Skilled in providing effective feedback on students' spoken language performance to address pronunciation, grammar, and fluency issues.					
5. Competent in creating a supportive and inclusive classroom environment that fosters oral communication skills development.					
6. Able to integrate authentic materials, such as videos, podcasts, and role-plays, to enhance speaking practice.					
7. Capable of adapting speaking tasks to accommodate learners' diverse linguistic backgrounds and communication styles.					
8. Proficient in using technology tools, such as audio recording software and speech recognition apps, to assess and improve speaking skills.					
9. Skilled in organizing speaking assessments that evaluate students' ability to express ideas coherently and communicate effectively.					
10. Competent in promoting language fluency through structured practice activities, such as debates, presentations, and storytelling.					
Listening Competence					
Filipino teachers teaching English under my supervision are...					
1. Able to select authentic listening materials that are relevant to students' interests and learning objectives.					
2. Capable of designing pre-listening activities that activate students' background knowledge and set listening goals.					
3. Proficient in implementing a variety of listening strategies, such as predicting, summarizing, and inferencing, to enhance comprehension.					
4. Skilled in using visual aids, gestures, and other non-verbal cues to support listening comprehension.					

5. Competent in differentiating listening tasks to accommodate learners' proficiency levels and learning styles.					
6. Able to scaffold listening activities by providing vocabulary support and clear instructions.					
7. Capable of incorporating listening comprehension checks throughout the lesson to monitor students' understanding.					
8. Proficient in integrating technology tools, such as audio recordings and interactive multimedia, to enhance listening practice.					
9. Skilled in assessing students' listening comprehension through authentic tasks, such as note-taking, summarizing, and responding to questions.					
10. Competent in promoting active listening skills through engaging and interactive listening tasks, such as role-plays, interviews, and simulations.					
Reading Competence					
Filipino teachers teaching English under my supervision are...					
1. Able to select and adapt authentic reading materials that cater to students' interests, proficiency levels, and cultural backgrounds.					
2. Capable of designing pre-reading activities that activate prior knowledge, set purposes for reading, and introduce key vocabulary.					
3. Proficient in teaching a range of reading strategies, such as skimming, scanning, predicting, and inferencing, to enhance comprehension.					
4. Skilled in providing explicit instruction on reading skills, such as identifying main ideas, making inferences, and analyzing text structures.					
5. Competent in guiding students through the process of reading comprehension by modeling and scaffolding strategies.					
6. Able to facilitate discussions that promote critical thinking and analysis of reading texts.					
7. Capable of integrating supplementary materials, such as audio recordings, video clips, and online resources, to support reading comprehension.					

8. Proficient in assessing students' reading comprehension through a variety of tasks, such as quizzes, summaries, and written responses.					
9. Skilled in fostering a love for reading by exposing students to a wide range of genres and authors.					
10. Competent in promoting independent reading habits and providing opportunities for students to explore texts independently.					