

Crossing Boundaries: Filipino Teachers' Lived Experiences of Language and Culture in Teaching Physical Education in Thailand

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Abstract. This study explored the barriers to participation of students in physical education as viewed among teachers of Philippine physical education in Thailand in Academic Year 2025-2026. The research employed a qualitative phenomenological methodology, which considered the experiences, the teaching dilemmas and strategies of Filipino PE teachers in the selected schools in Thailand, i.e. Samchaiwitaedsuksa School, Saint Joseph Bangna School, Assumption College School, and Sarasas Witaed Suvarnabhumi School. Findings revealed that the major barriers to student participation were language and cultural differences. Teachers reported that limited student understanding of English affected communication, instruction, and classroom management, while cultural traits such as shyness, modesty, and reluctance to perform in front of others reduced active participation. To address these barriers, teachers emphasized the importance of creating an emotionally safe, culturally sensitive, and supportive learning environment. Effective strategies included the use of empathy, patience, flexibility, visual aids, clear instructions, and positive reinforcement. Three major themes emerged from the data: emotional safety, cultural awareness, and collaborative learning. Based on these findings, the study proposed the TEACH Framework, which highlights emotional support, acceptance of mistakes, friendly feedback, emotional regulation, cultural sensitivity, and collaborative learning as essential elements in improving student engagement. The research finds that inclusive, adaptive, and empathetic practices of teaching are the way to overcome the language and cultural obstacles. The result can be used to make interventions, culturally responsive pedagogies and policy suggestions to improve physical education among Thai students.

Introduction

Physical education (PE) is a core subject intended to foster students' physical health, social development, and wellbeing (Uraipong et al., 2025). It is also one of the strategies utilized by the Thai government in its commitment to upholding the wellbeing of its young citizens through its National Physical Activity Plan (Widyastari et al., 2022). Despite PE's fundamental role in schools worldwide, ensuring full student participation remains a challenge for educators due to material inadequacies and sociocultural differences (Uraipong et al., 2025; Katewongsa et al., 2023).

One effect of globalization is migration, mainly driven by the pursuit of better opportunities. This is also evident in the education sector, leading to increased intercultural learning from migrants and natives alike (Palawan & Cancio, 2024). Filipino teachers, considered the largest expatriates from the Philippines, pursue their careers in nearby countries, including Thailand, due to geographic proximity and ample opportunities (Ancho, 2022). However, there have been pertinent barriers, such as distance learning and language and cultural differences, which can exacerbate issues in teaching physical education. In a multicultural environment such as that in Thailand, Filipino teachers' perceptions of barriers to

student participation is crucial, as their distinct insights from their respective educational backgrounds can help improve it.

Globally, physical education programs face numerous obstacles that affect their overall quality (Wee et al., 2021). Such barriers include inadequate administrative Support and insufficient resources and teacher training, which adversely affect student engagement and the effectiveness of physical education programs (Mercy et al., 2022; Wee et al., 2021). Awareness of these concerns is important for creating targeted policies to enhance the quality of PE teaching, especially across different student populations in different learning institutions. The significance of the physical education provided by school administrations is another aspect that needs to be considered, as it may influence the Support and resources allocated to physical education programs (Wee et al., 2021).

Negative attitudes and perceptions toward physical education among educational leaders can lead to diminished financial Support, inadequate staffing, and limited opportunities for teacher development, all of which undermine the quality of physical education offered to students (Constantinides & Constantinidou, 2021). Institutional constraints, including administrative issues in schools, have been identified as a barrier, urging teachers to adjust their educational methods to address these issues (Friskawati et al., 2020). The resolution of these systemic issues will depend on an organized push to communicate the value and importance of PE administration-wise by persuasively demonstrating the Extent to which physical education is positively linked to students' health, fitness, wellbeing, and academic capacity.

The scarcity of resources (facilities, equipment, and even funding) is a crucial challenge to the implementation of effective physical education classes (Beamish et al., 2024). Basic sports equipment and safe, functional spaces for physical activities are also among the challenges many schools, especially in developing areas, face, which directly influence the types and quality of activities that can be provided (Li et al., 2023). Teachers are frequently faced with the need to be creative with the resources available to provide engaging and effective lessons. However, these limitations may limit their teaching effectiveness and undermine student learning. Moreover, appropriate equipment will enhance the physical education experience and help prepare a safe, fun learning environment. Disparities in available resources may reinforce inequalities, with some schools offering comprehensive physical education programs and others offering none at all or only minimal ones, placing structural disadvantages on children in varying economic circumstances. Physical education teachers are one agent that may be influential in tackling these barriers, and examining their views on the obstacles they face may give useful insights into what physical education looks like in practice. It must be noted that PE supports holistic growth among children by providing unique learning opportunities while helping them improve their social skills and overall self-concept (Friskawati et al., 2020).

Most teachers express a sense of unpreparedness to meet the diverse needs of pupils, including those with disabilities or different learning styles (Bertills & Björk, 2024). Such unpreparedness may be caused by insufficient pre-service training and in-service learning (Garcia, 2021). Strong teaching effectiveness would help the professional physical education teacher train students, manage the class, and Support students' development (Garcia, 2021).

Teachers' perceptions of their own physical literacy also impact their teaching effectiveness (Stoddart & Humbert, 2021). Without continuous professional development programs, teachers may not be aware of best practices in physical education, which can be detrimental to their ability to adapt their teaching methods. Addressing such concerns in teacher training is essential so that all students have access to engaging and inclusive PE. This can ultimately promote their physical health and wellbeing.

Beyond the school environment, societal and cultural factors also affect student participation in PE. Cultural norms, parental attitudes, and societal perceptions of physical activity may encourage or even discourage student engagement. Physical education may be considered "unimportant," which can act as a barrier to full participation. Additionally, gender stereotypes also act as barriers to student engagement in PE. For instance, girls might be pressured to reinforce traditional gender roles where they are discouraged from participating in physical education. To foster supportive PE classrooms, it is essential to address these social and cultural barriers by increasing Awareness of and promoting inclusivity in physical activity for all students, regardless of differences.

PE has been observed to promote health and personality development through physical movement. However, not all students benefit equally from it (Metz et al., 2024). Students' awareness of the importance of PE has a major effect on their involvement in and commitment to PE (Iqbal et al., 2022). Motivational strategies may be used to encourage students' participation in physical education, which can be influenced by various factors (D'Anna et al., 2014). It involves advocating for inclusive Physical Education programs and activities to address the high diversity in students' needs and abilities (Arora & Wolbring, 2022). It is important to create an environment that encourages engagement in a non-intimidating, nonjudgmental atmosphere, even if they are not proficient at the level or experience-wise. Teachers can contribute significantly to establishing such an environment through the use of inclusive teaching practices, the provision of personalized support, and the encouragement of a sense of community among proficient students.

Furthermore, physical education should not be seen as a singular subject but as part of a larger school-wide approach to improve wellbeing. This includes working with teachers, administrators, parents, and communities to establish a culture that supports physical activity and enables students to adopt a physically active lifestyle. Motivated students will develop favorable attitudes toward physical activity, leading to lifelong health and fitness (He et al., 2023).

Despite the existing literature on barriers to student participation in physical education, there remains a research gap regarding Filipino teachers' perspectives in Thailand. To fill this gap, it is necessary to conduct qualitative research focused on the specific issues faced by such teachers and to support it with quantitative data. In Thailand, Filipino PE teachers struggle with specific issues in encouraging student engagement due to cross-cultural elements that require adjustment to Thai culture and norms (Palawan & Cancio, 2024; Bierwiazzonek & Kunst, 2021). This is further compounded by long-term issues with physical education, including disparities in the classroom and problems with resources and facilities. Nevertheless, the cultural disparities among Filipino PE teachers may offer insights into overcoming obstacles that can be used to increase student participation and make physical education more accommodating to everyone.

Consistent with this, this study aims to investigate the challenges of encouraging student engagement in physical education from the perspective of Filipino teachers in Thailand. By analyzing their experiences, instructional issues, and creative pedagogical practices, the study will yield subtle insights into the complex forces that limit student involvement in PE in this specific school setting. The results of the study will then provide evidence for interventions, inform culturally contextualized pedagogical strategies, and influence policy changes.

Methodology

This study employed a qualitative phenomenological research design to examine the lived experiences of Filipino Physical Education teachers teaching in Thailand. Phenomenology was selected because it allows for an in-depth exploration of participants' experiences and the meanings they attach to those experiences.

The study involved eleven Filipino PE teachers from four selected schools in Thailand: Saint Joseph Bangna School, Samchaiwitaedsuksa School, Sarasas Witaed Suvarnabhumi School, and Assumption College School. Participants were selected through purposive sampling based on the following criteria: Filipino citizenship, licensed professional teacher, at least one year of teaching experience in Thailand, and current employment as a PE teacher in the selected schools.

Data were collected through semi-structured interviews designed to elicit participants' experiences regarding language barriers, cultural differences, coping strategies, institutional support, reflections, and recommendations. Interviews were conducted in English, audio-recorded with participants' consent, and transcribed verbatim for analysis.

Thematic analysis following Braun and Clarke's six-phase framework was used to analyze the data. Themes were identified through coding, categorization, and interpretation of recurring patterns within participants' narratives. Member checking was employed to enhance the credibility and trustworthiness of the findings. Ethical principles, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the study.

Results and Discussion

Theme 1. Patience and Flexibility in Teaching

Participant 6 reiterated this notion: *"The factor that challenged me the most is language. I've been having a hard time communicating with some students because their comprehension of English is not that good."* Lack of proficiency in a language limits communication and disrupts the entire lesson. As noted by Vázquez-Manrique and García-Fariña (2024), teachers must also be flexible in their instruction, offering different styles. Teachers need to change the way they communicate in a multilingual class by using demonstrations, visual aids, or simpler language so that all students can understand what is being taught, regardless of language differences.

Participant 7 similarly went on to explain, *"Language barriers were a challenge, especially when explaining rules, instructions, and safety guidelines. Some students had limited English proficiency, which made verbal explanations difficult."* This reinforces the idea that language difficulties can directly affect how well students follow directions, especially in PE, where a student's physical safety is important. Charlina et al. (2024) supported this by emphasizing the use of effective communication (both verbal and nonverbal) as an intervention to help students learn about the activities and how to keep themselves safe when completing PE.

The comments from these participants strongly indicate that teachers should exhibit patience when students are unable to comprehend directions and flexibility in adjusting their instruction to meet the diverse needs of every student. Furthermore, Charlina et al. (2024) emphasized the importance of providing clear, ongoing communication methods to create an inclusive environment for all children, regardless of their language abilities.

Theme 2. Building Trust and Promoting Confidence in Students

The quotes from the participants show that building trust with students and fostering their confidence are vital to successfully delivering classroom instruction, including teaching in a physical education (PE) environment. Participant 3 reiterated the following, *"One cultural challenge I encountered when teaching PE in Thailand is students' shyness and reluctance to express themselves, especially in physical activities."* This quotation demonstrates that there are many cultural differences among students regarding behaviors, especially in cultures where students may demonstrate shyness or modesty (declining to participate because of a lack of confidence in their ability to express themselves through physical activity effectively), and how teachers need to consider these cultural behaviors so that they can provide an environment that is conducive to participation.

Each participant's testimony continues to illustrate some of the challenges associated with teaching PE classes; for example, Participant 4 stated, *"The main challenges that I encountered here are the language barrier, and aside from this, I also encounter cultural sensitivity around physical contact."* This shows how culturally defined roles exist among young women (or females) in PE, where contact between them may occur during certain physical activities. Therefore, to create an environment where students feel comfortable, respected, and supported in their participation in physical activities, teachers must demonstrate cultural competence and sensitivity in their strategies. Li et al. (2025) also emphasized the importance of using culturally relevant pedagogy to create an inclusive educational setting that helps all students feel confident participating in physical activities, regardless of cultural or gender expectations.

Participant 5 elaborated, *"As a teacher in Thailand, one challenge I've faced in PE is that many students are shy or afraid to make mistakes in front of others."* This statement reflects the impact that shyness and fear of making mistakes can have on a student's ability to participate in PE. A supportive and safe environment can decrease that fear for the student. Providing a classroom climate where students feel able to openly try new things and make their own mistakes will help them be more confident to engage in physical activity (Cantos et al., 2024).

Participant 8 comments on how students can be quiet in class, *"The kids' quiet attitude was one of the biggest social challenges I faced. Thai students are often friendly, quiet, and respectful, which occasionally made them hesitant to participate actively, particularly in activities that call for self-assurance or expressive movement."* This statement also reflects how shy students may feel culturally blocked from expressing themselves in a physical activity that requires them to be expressive. The teacher should build trust with students gradually (using reassurance) and have activities available for students to do when they feel more comfortable and confident in themselves.

Participant 7 mentioned, *"Yes, there were gender-related considerations, especially when activities required physical contact or mixed-gender grouping."* In PE classes, gender roles and modesty play a huge part in how students view themselves when participating in certain activities where they will be challenged culturally and by personal boundaries. The teacher must recognize cultural and gender-related issues to encourage students to be confident and engaged; therefore, teachers must modify activities so that students feel empowered to be active without fear of an uncomfortable experience. Muthohar (2024) emphasized that cultural and gender considerations require a flexible, respectful strategy to teaching in PE settings.

These comments convey the understanding that teachers face a common barrier: shyness and a lack of cultural knowledge, as they try to build a supportive relationship with their students and instill confidence in them. Some of the strategies that need to be used by teachers to create a safe and supportive physical education environment for all of their students include adapting activities to students' abilities, providing encouragement and positive reinforcement to students when they are learning a new skill, and being sensitive to the individual needs and cultural background of all of their students. These strategies are essential for creating an environment where students feel comfortable, supported, and confident enough to participate fully in physical education classes.

Theme 3. Adapting Classroom Management to Cultural Norms

Testimonies from participants reinforce that cultural expectations and language barriers require teachers to adapt to manage their classrooms. For example, Participant 3 reported, *"I learned to be patient, use demonstrations, simple instructions, and respect Thai cultural values, which helped me manage my classes effectively."* The comments support the need to respect Thai students' cultural values and to be patient in managing the language barrier, so that all students feel respected and comfortable in the English classroom. This is consistent with Muthohar's (2024) research, which found that cultural awareness and understanding are critical components for successful classroom management in a foreign setting.

Another participant, Participant 5, also emphasized the importance of encouraging group work in the classroom, stating, *"I've learned to use fun group activities and give lots of encouragement to help them feel more confident and involved."* He further emphasized that creating an environment free of judgment enables students to succeed. In addition, when teachers create opportunities for students to work together in a culturally sensitive way, this will help minimize some of the anxiety students may experience when participating in activities that require physical movement. This was supported by Vázquez-Manrique and García-Fariña (2024), who stated that the use of positive reinforcement and collaborative learning strategies can help reduce communication barriers and promote student participation.

Moreover, Participant 4 provided another example of how a practical adaptation can work: *"I learned basic words and sentences of Thai language to help me in my class especially in my classroom management."* The importance of adapting your language is demonstrated in this testimony: the teacher was able to connect better with the students and give clear directions, helping make their learning experience more enjoyable. The ability to communicate using the local language improves communication and classroom management, making classes more effective and inclusive (Friskawati et al., 2020).

The account provided by Participant 6, *"I had to adjust my standards on teaching and base my strategy on the curriculum given by the school."* It shows how flexible teaching must be to teach in a different cultural context. It is also about adapting

to the school's curriculum while integrating inclusive strategies to create an engaging learning environment. According to Uraipong et al. (2025), adapting the curriculum will not only ensure that the lesson is relevant but also culturally responsive, improving engagement and learning outcomes.

The experience of Participant 8 provides more info about how to adapt to a Thai classroom: *"I became more open-minded, flexible, and observant in my teaching style as a result of cultural differences."* The above points clearly show how teachers develop personally as they work in a new culture. Being flexible and open-minded will help teachers adapt their strategies to meet the needs of pupils from diverse cultural backgrounds. The quote presents the results of Basabe et al. (2024), who found that institutional support, including professional development workshops and the availability of resources, is essential to enable teachers to adjust and succeed in new settings. These shared experiences also clearly demonstrate that teachers must be culturally sensitive, patient, and adaptable to manage a classroom effectively in Thailand. Teachers can use demonstrations, simple directions, and group activities that cater to students' cultural and language differences to foster a positive atmosphere that encourages student participation and involvement in physical education.

Theme 4. Innovative Teaching Methods to Overcome Language Barriers

The insights from participants in the event clearly illustrate how unique teaching strategies, such as demonstrations, visual aids, and classmates' support, were instrumental in breaking down language barriers that hindered effective communication in the classroom. Participant 1 indicated, *"I make video or presentation where they can see it for themselves and imitate or copy it their self instead."* This comment discusses the significance of the teacher providing a visual model through demonstrations and video presentations, assisting students by offering visual support rather than relying solely on verbal explanations to complete the activity. Vázquez-Manrique and García-Fariña (2024) support this concept by showing how demonstrations and visual aids facilitate breaking down language barriers, keeping students engaged, and helping them complete the assigned task.

Participant 2 made a similar comment about the importance of demonstrating how to perform an activity to provide clarity regarding a more complicated concept that may be difficult to comprehend due to language limitations, saying, *"My strategies and techniques that I implemented for me to overcome the language-related challenges is every time I have an activity after my discussion I need to demonstrate in front of the student what to do and how to do the activity."* Demonstration-based instruction has been shown to increase student understanding and promote engagement (Charlina et al., 2024) in all content areas; however, this is especially true in PE, where physical activity is involved.

In addition, the remaining participant (Participant 3) shared that using demonstrations, gestures, and peer support helped minimize language barriers. *"I overcome language challenges by demonstrating skills, using simple commands in Filipino or English, showing gestures, and pairing students to help each other."* The findings of this study demonstrate that nonverbal communication (gestures) and mutual assistance (peer support) can be useful ways to help close the gap between students with and without sufficient language abilities. The authors note the enhancement of student involvement through peer collaboration, along with the ability for all students to learn when using a combination of verbal and non-verbal communication.

Participant 4 provided their experiences with making the learning experience an interactive one, saying, *"I will learn the Thai language and they will learn the English language. It makes our class fun and interactive."* This statement illustrates the value of language exchange and learning from one another, creating both a means of overcoming the language barrier and a more inclusive, engaging classroom environment. The authors found that using the notion of language exchanges can improve communication among peers in a multilingual classroom, creating a more collaborative environment for students.

Participant 5 provided a similar example when they explained: *"I began using clear, short sentences and repeated key points. I also acted out movements and used body language to show what I meant."* Using smoother, repetitive language, along with nonverbal forms of communication, can help overcome some of the language-related obstacles students may

face when receiving instruction. The authors found that repetition and visual examples of how to complete a task will make it easier for students who may have some difficulty following verbal instructions.

Participant 7 said, *"I use clear demonstrations, visual aids, and simple English instructions to help students understand the lesson."* It means combining demonstrations with visual aids and simple instructions helps all students understand the material, regardless of their level of English. According to Gidei (2022), visual aids and simple communication help build relationships between teachers and students in situations with language barriers.

Participant 8 also discussed using pictures, step-by-step activity modeling, and demonstrations to help students understand what they are supposed to do without needing advanced English, stating, *"I mostly used pictures, step-by-step activity modeling, and demonstrations to get past language-related difficulties."* According to Muthohar (2024), using culturally responsive teaching with visual and hands-on materials will help address language diversity challenges in the classroom.

Participant 10 explained that using demonstrations to demonstrate the activity is an important way to help students overcome language barriers, saying, *"I used clear demonstrations and modeled the activities so students could learn by watching."* Brynko and Kravchenko (2023) noted that when teachers model behavior through demonstrations, students can learn independently, regardless of their English level, leading to higher levels of confidence and participation.

Lastly, Participant 11 spoke about how they used peer support to overcome language barriers: *"I asked the leader of the class to translate and explain to her class what to do about the given activity."* Utilizing student leaders as translators fostered an overall supportive class environment and ensured that teachers could ensure all students received instruction and were able to be actively involved. In Palawan and Cancio (2024), they discuss a well-supported peer-based translation method and its effectiveness in improving communicative success with language barriers in the classroom.

The evidence demonstrates that innovation and flexibility are necessary when attempting to overcome language barriers in physical education. The integration of demonstrations, visuals, simple instructions, and peer assistance helped teachers create inclusive classroom experiences for every student, regardless of language, with opportunities for participation.

Theme 5. Culturally Responsive and Inclusive Lesson Planning

Participant 3 states, *"I try to find common ground on our topic and their cultural beliefs."* The previous statement was meant to emphasize that educators in Thailand should understand local cultural values and be patient when managing their classrooms. Respect for students' cultural values helped educators overcome language barriers, making class management easier.

Participant 3 stated they used Filipino cultural games and examples when adapting lessons so students could better understand them and see how they related to their lives: *"I adapt lessons by integrating games and activities familiar to Filipino culture, using examples that relate to students' daily lives, and respecting different cultural norms."* The use of this strategy supports Catahan et al.'s (2025) assertion that culturally responsive pedagogy can create a stronger bond between students and the material by making it relatable, thereby making the lessons more interesting to students.

Participant 5 stated they tried to promote teamwork among all their students rather than competition, thereby allowing all their students to have a sense of respect for one another. For themselves, especially in mixed-gender classrooms: *"I choose activities that focus on teamwork, not just winning. I also make sure students feel safe and respected, especially in mixed groups."* Promoting teamwork rather than competition is an effective way to develop a collaborative, inclusive classroom environment, helping all students feel they can be part of the classroom without fear of being judged by their

peers. Muthohar (2024) states that in teaching situations where cultural and gender issues must be considered, promoting cooperation is one way to include all students and to minimize Exclusion and/or discomfort.

Participant 8 indicated they made changes to their lessons to respect students' cultural values: *"I modify my lessons by choosing activities, timing, and expectations in a way that is sensitive to cultural differences."* A teacher who takes into account their students' different cultures when developing their lessons helps provide culturally relevant and appropriate education by ensuring that both the content and the way they teach are culturally sensitive. According to Muthohar (2024), providing culturally responsive instruction serves a critical purpose in ensuring equity and access to the curriculum and in increasing participation from all students, especially when their culture may create discomfort with a particular activity.

Thus, all three testimonies emphasize the importance of culturally responsive and inclusive lesson planning. When planning lessons with a culturally relevant focus, using cooperative learning activities, and modifying lessons to integrate students' cultural values, teachers can foster an environment in which all students are treated with respect and valued in the learning process.

Theme 6. Promoting Active Participation through Support and Encouragement

The following examples from various participants revealed how important support and encouragement can be for helping young people become more involved in their PE classes: Participant 1 addressed the motivational side of exercising through linking it with real life: *"I try to use that perspective to show them why it is important to do exercise so they can live longer, just like those people who run around the park."* This will help students understand that being physically active is not only beneficial for their bodies but also for their overall health, and therefore provide an incentive to become more motivated to participate in PE and to recognize the value of exercising beyond the physical aspects. In support of this, Vázquez-Manrique and García-Fariña (2024) state that connecting the benefits of PE with real-life benefits will enhance student engagement and motivation and make it more appealing for students to participate actively in PE.

According to Participant 3, peer support is also very important in promoting participation: *"I first demonstrated the game, used simple Filipino instructions, and paired experienced students with beginners. By the second round, almost everyone was actively participating."* With peer support, students worked collaboratively to create a sense of belonging in the learning environment where they could support one another. Snodin et al. (2021) confirm this claim, stating that peer support significantly reduces language barriers and enhances student engagement in PE.

According to the experience of Participant 5, the teacher did not apply competition but cooperative groups as the way to alter the activity to facilitate participation: *"I changed the activity into a fun team challenge where everyone had to work together. After that, more students joined in, smiled, and looked more confident."* Moving away from traditional individualistic competition toward group cooperation helped lower stress and foster a friendly atmosphere, making learners more likely to participate. As Aivazova et al. (2024) noted, group-based interventions have increased learners' connectedness (belongingness) and motivation to engage in physical activity.

Participant 4 articulated that using Thai as a means of communication with his learners improved classroom engagement: *"Since I learned Thai language, most of my class has improved well when it comes to participation."* By attempting to communicate with his learners in their own language, he was able to create connections and bridge the communication gap between learners and himself. This is further supported by Charlina et al. (2024), who contend that developing culturally sensitive modes of communication will help create an effective and positive learning experience.

Overall, the findings demonstrate that the best way to promote learners' active participation in physical education is to encourage peer support and collaboration through class activities that foster awareness of culture and cultural sensitivity. By incorporating class activities, promoting teamwork, and developing connections with learners based on

their cultural heritage, the lecturer(s) created an environment where learners were supported, valued, and willing to participate; thus improving their engagement and confidence in their physical abilities.

Theme 7. Holistic Institutional Support for Overcoming Barriers

The stories told by participants in this study indicate that holistic institutional Support has been a highly effective strategy for helping teachers address their language and cultural barriers. As stated by participant 1, *"Our school is very focused on teaching our students how to speak English; most of our subjects are in the English language."* This emphasis by the institution on English as the primary means of communication between the school and home is critical to facilitating teaching and enabling students and teachers to communicate effectively. The institution's emphasis on English language teaching aligns with the findings of Vázquez-Manrique and García-Fariña (2024), who found that an organization's strong commitment to English language development is important for overcoming communication barriers, especially for teachers working internationally.

Participant 3 shared how the school's support extended beyond just language training, saying, *"I've received support from my school through teacher training on inclusive teaching, access to visual and instructional materials, and encouragement to use Filipino and local dialects alongside English."* The institution has also provided me with support beyond just language training. The institution has assisted in areas such as marketing, curriculum development, and professional development, and has provided me with financial support to acquire additional resources to support my teaching efforts. Participant 3's experience demonstrates the need for institutions to provide a comprehensive strategy to train teachers and provide support to teachers in their respective teaching contexts, as demonstrated by the use of culturally responsive pedagogical practices (inclusive of local dialects) as well as an English language model to provide access to lessons from different cultural backgrounds. This finding aligns with Friskawati et al. (2020), who emphasized the importance of inclusive training and access to resources for improving teaching effectiveness.

Participant 4 expressed the value in having institutional support when saying, *"They send me to seminars and training and arrange special classes with some students in my school. They also give me Thai assistants to manage the students and help me in teaching."* The schools offering training seminars and an assistant are a clear demonstration of the institution's provision of superordinate resources to help teachers manage cultural and language barriers. A teacher's ability to navigate cultural barriers with the help of Thai assistants helps them manage their own struggles with the language and classroom behavioral dynamics. Therefore, it helps teachers communicate with their students more seamlessly and creates enhanced opportunities for successful learning outcomes.

Participant 6 further reiterated that classroom support has been critical to overcoming the language barrier, stating, *"The school gave me local teaching partners to help translate instruction to students."* Having local support in the classroom has been extremely beneficial for overcoming language barriers and ensuring students receive clear, correct instruction. Adding a local teaching partner to the classroom ensures that language barriers do not limit students and allows for enhanced student engagement and participation. This aligns with the conclusions of Brynko and Kravchenko (2023), who found the importance of joint work in the academic setting for successfully addressing the needs of students with language barriers.

In conclusion, the findings indicate that full institutional support for teachers, in terms of training, materials, and cultural orientation, is essential to successfully addressing the issues caused by the language barrier and cultural differences. Provision of practical resources, such as Thai assistants, and integration into the local language ensure the institution provides effective teaching for all teachers and an inclusive and supportive atmosphere for both teachers and students. The assistance provided to teachers helps them effectively cope with their teaching situations and overcome cultural and language barriers.

Theme 8. Supportive Relationships and Professional Growth

The powerful testimonials from the participants clearly indicate how supportive relationships between colleagues facilitate each other's professional development and their ability to overcome challenges as teachers, particularly language barriers and cultural differences. For instance, Participant 1 stated, *"Some of my fellow teachers who stay longer and have more experience give some tips on how to handle my students in different situations."* The statement exemplifies the importance of peer mentoring and collaboration among teachers to form a supportive network that helps new teachers learn from the experiences of teachers who have been teaching in that context longer than they have. By exchanging ideas and strategies for teaching with experienced colleagues, a new teacher can feel more confident and effectively manage their students.

Likewise, Participant 3 emphasized the importance of collaborative support, as illustrated in their comments: *"My fellow teachers support me by sharing strategies like using simple language, gestures, or peer pairing."* Strategies used to assist students with language barriers and enhance their engagement in Physical Education classes included using simple language, providing nonverbal cues, and pairing them with a partner. The findings of Vázquez-Manrique and García-Fariña (2024), which state that teacher collaboration is important for both optimizing the instructional process and improving student participation, provide additional support for this perspective.

Participant 4 substantiated the concept of colleague support in relation to classroom management: *"Some teachers help me to translate and manage the students, especially on student discipline inside the class."* Colleagues who provide support with translation and advice on classroom behavior and discipline are an incredibly useful resource for teachers (especially those who may have just transitioned into a new cultural and linguistic setting). Providing translation support and classroom behavior advice enhances teachers' ability to manage their classrooms and provide a more effective teaching experience for both teachers and students.

In support of the importance of collaboration, Participant 5 stated: *"My fellow teachers have been very helpful. They often give me advice on how to handle cultural differences and share simple Thai phrases I can use."* The ability to learn and understand cultural practices and to assist with communication through basic Thai phrases has allowed me to manage my classroom much more effectively. Moreover, these findings align with those of Charlina et al. (2024), who stressed that cultural explanations and the use of a shared language assistance have a positive impact on teachers' teaching outcomes in a cross-cultural and linguistic setting.

As evidenced by these findings, establishing supportive collegial relationships and collaborating to overcome linguistic and cultural barriers are critical for teachers to be successful in meeting their professional development goals. The advice, collaborative strategies, and firsthand support of fellow teachers, particularly in translation assistance, cultural explanations, and teaching techniques, are vital to an effective and enriching teaching and learning experience. The supportive relationships established through collaboration help teachers grow professionally and contribute to the overall success of the teaching and learning experience.

Theme 9. Holistic Support for Teacher Success

The facilitators described by participants demonstrate that comprehensive institutional support is one way to help teachers succeed, particularly for these Filipino teachers in Thailand. In the context of Participant 1's comments, he stated the following: *"Financial support and retirement benefits, so it can make us more motivated in educating our students."* This example supports the premise that financial assistance beyond direct classroom support, such as pension security, is essential to teacher motivation and concentration in the classroom. Such security allows teachers to focus on providing quality instruction because they are not preoccupied with financial issues.

Participant 2 provided insight into the need for institutional support to address language barriers, sharing: *"Teachers working with students who face language barriers benefit most from support that strengthens both instructional skills and*

institutional skills." Thus, institutional support is not only necessary for improving teachers' teaching skills but also for helping them effectively integrate into their institutional environment. The combination of improving instructional skills and helping teachers integrate into their institution builds teachers' confidence in their capabilities, thereby directly improving the quality of learning opportunities for students.

Participant 3 reiterated the concept of providing comprehensive support by discussing the types of support that could improve a teacher's success, indicating: *"Additional support that would help Filipino teachers includes structured Thai language training, regular cultural orientation, and more subject-specific professional development."* This framework shows that Filipino teachers in Thailand need facilitated training programs to help them overcome language barriers and cultural limitations. This is in line with the results of Friskawati et al. (2020), who found that the presence of continuous professional development opportunities may contribute to increased teacher effectiveness and reduced cross-cultural challenges during their stay in a foreign country.

Participant 4 indicated that he had received tremendous support through attending training workshops. He stated, *"Attending seminar workshops is one of the best supports that help teachers like me here abroad."* The statement illustrates that professional development workshops provide teachers with the opportunity to gain new knowledge and improve their classroom practice. It is important to note that this type of professional development is part of the overall holistic support program, as it provides teachers with access to current strategies and culture-related information.

In addition, Participant 5 suggested that providing training on Thai culture and student behavior would significantly benefit teachers. *"Teachers like me would benefit from more training on Thai culture and student behavior,"* she noted. Learning about local culture and student behavior is vital to creating an effective learning environment and developing a positive relationship with students.

Furthermore, these testimonies illustrate the significance of holistic institutional support for teachers, especially for Filipino teachers working in Thailand. Language training, culturally related seminars, and professional development seminars provide teachers with the tools they need to address cultural differences and overcome language barriers, thereby enhancing teaching and increasing student involvement. The presence of such support systems ensures teachers' success, enabling them to devote their time to delivering a sound education to their students and to adjusting to a new environment.

Theme 10. Effective Communication through Cultural Integration

The significance of cultural integration in overcoming language barriers and enabling effective communication in Physical Education (PE) classes was evident in the participants' testimonies. Participant 1 has mentioned that experiential learning plays a vital role in effective communication when one cannot explain things verbally. He stated, *"Let the students learn through experiencing it if they can't understand it vocally and theoretically."* This statement reveals one method to overcome communication difficulties: providing hands-on experiences for students increases the likelihood that they will understand and remember what they learn, even if they do not understand the language being used. This is also supported by Charlina et al. (2024), who stated that including non-verbal communication and demonstrations in PE instruction will enhance student learning and participation, particularly in multilingual classrooms.

Participant 3 also supported this idea and suggested that, *"I recommend using clear demonstrations, visuals, and simple language to improve communication in PE classes."* This testimony illustrates the value of visual aids and demonstrations in effective teaching and in helping students overcome language barriers. By reducing instruction complexity and using visual aids, teachers can help all students, regardless of language status, remain engaged in the lesson. This supports the research of Vázquez-Manrique and García-Fariña (2024), who found that implementing clear instructions through the use of visual aids and demonstrations is an effective method for overcoming language barriers in PE.

In a similar manner, Participant 4 suggested that *"Teachers should adapt and embrace Thai culture and learn about their language, culture, and traditions because it will make their teaching easier."* The above quote from Participant 4 illustrates the need for teachers to adjust their teaching to reflect cultural norms. The teacher's understanding of the students' culture and language can help them form a closer (or better) relationship with the student and communicate more effectively. Integrating aspects of local culture into the lessons makes the content more relatable to students, which in turn makes them more likely to establish a relationship with the teacher. Uraipong et al. (2025) support this assertion by stating that local cultural practices in PE lessons have been shown to increase student participation/engagement greatly.

Also, the quote from participant five indicates that local games can help the students become more engaged in the lesson: *"Adding local games can make students feel more connected and interested."* The evidence listed above supports the assertion that adding culturally relevant activities to the curriculum would increase student participation. Furthermore, it is reported that teachers can create a less intimidating, more comfortable learning environment with students by integrating games they already know/are familiar with, thus helping them feel more connected to the activities and more engaged in participating. This assertion is also supported by Li et al. (2025), who reported that culturally relevant pedagogy is important for student engagement and providing occasions for students to make sense of their lessons.

To sum up, the testimonies illustrated that PE communication involved more than just language simplification. The integration of cultural aspects, such as local games or cultural understanding, must be part of a teacher's instructional strategies to be effective. By using clear demonstrations, visual aids, and local culture, teachers can develop an inclusive and stimulating learning environment through improved communication with students. This will not only help overcome language barriers but also make their lessons more appropriate and meaningful to students, thereby fully supporting their overall learning and development.

Theme 11. Preparing Filipino Teachers for Global Teaching Experiences

Participant experiences demonstrate that Filipino instructors can benefit from exhibiting patience and adaptability when preparing for overseas teaching positions. Participant 1 states, *"Be patient, versatile, and resilient."* Her words can be seen as a practical example of the importance of patience and resilience in addressing challenging circumstances or eliminating barriers, particularly when one is sent to teach in a new culture. It also emphasizes the importance of teachers adapting to the environment they teach in, as well as their students' behavior, ethnicity, and other traits, among many other factors, that a teacher needs to keep in mind when joining a new community. Friskawati et al. (2020) also reiterate that a person involved in teaching in a new cultural setting has an obligation to foster flexible thinking to succeed in facing the challenges that come with teaching in a foreign country.

Participant 2 also echoed this idea, stating, *"We need to adjust and double our patience."* This supports the notion that patience is one of the most important attributes in teaching, especially in unfamiliar cultural surroundings. The requirement for patience is much greater than just simply providing lesson plans; it also involves learning to interact appropriately within each culture, developing appropriate communication skills with students with limited English proficiency, and being able to adjust the way in which one teaches to accommodate all of the differences each student may bring to the classroom. In fact, Muthohar (2024) stresses that immense patience and flexibility are required when teaching in a foreign country due to the cultural expectations and communication barriers educators face.

Participant 3 claimed that it is essential to build a respectful relationship with the surrounding culture, stating, *"open-minded, patient, and respectful of Thai culture."* In addition to reiterating the importance of patience, this statement highlights the concept of cultural respect. Open-mindedness and respect for local culture will help the teacher connect more effectively with their student, creating a more harmonious and effective learning environment for both the teacher and the students (Li et al., 2025). Finding ways to gain the local community's respect and develop strong relationships with students will improve a teacher's ability to integrate into the community and build successful relationships with students. Also, when teachers gain a deeper understanding of the cultural nuances that drive student behavior and

learning preferences, they will be able to create more effective lesson plans and teaching strategies to meet students' goals.

Participant 4 shared the concept of cultural respect by stating, *"You should be culturally respectful and observant first."* This demonstrates that, before providing knowledge to a student, the teacher must first take the time to observe the country's culture to develop an effective lesson plan and teaching strategy for each student. When observing the local culture, the teacher can take into consideration the culture, values, and expectations of the students when developing the lesson plan and teaching strategy, thus creating a feeling of mutual respect between the teacher and student, an important part of developing a good relationship with the student, which leads to student engagement in the learning process.

Participant 5 revealed that teachers need to understand and respect the framework that the institution has, including school policies, rules, and guidelines, and school philosophies, as well as adapt their methods to match the needs of the students, and stated: *"learn to adjust to the culture and follow school rules."* According to Uraipong et al. (2025), teachers need to understand and respect institutional norms to use them to feel supported and manage the numerous challenges associated with teaching in a different cultural context.

In summary, the experiences of all participants revealed patience, respect for other cultures, and adaptability as essential characteristics of Filipino teachers beginning to teach overseas. These characteristics have enabled teachers to meet the challenges of being in a new environment, meeting their students' needs, and navigating cultural differences. Being patient, open, and culturally responsive towards students helps teachers build positive relationships with their students. It makes it easier to adapt their teaching methods to succeed in their new role. Brynko and Kravchenko (2023) believe that emotional connections and active listening to students are also important for building a positive relationship with students, which leads to effective teaching.

SOP 4: Proposed Framework Based on the Findings of the Study

This study provides a framework for explaining how Filipino Physical Education (PE) teachers in Thailand respond to language and cultural barriers when teaching using their preferred methods. The framework is based on the findings of the current study, mainly the emergent themes of using patience and flexibility in teaching, building trust, adapting to the classroom, using innovative teaching methods, culturally responsive lesson planning, giving students many opportunities for active participation, receiving institutional support, collaborating with other professionals, being a successful teacher, communicating through integration with culture and being prepared to teach globally. These themes illustrate that teaching successfully across cultures in a PE setting involves not just one strategy but the interaction among linguistic support, emotional safety, cultural responsiveness, and adaptive classroom management.

The study quoted several documents supporting the framework and its approach to overcoming language barriers. Simplistic instructions, visual references, and demonstrations were used by Vázquez-Manrique & García-Fariña (2024), Charlina et al. (2024), and Gidei (2022) as illustrative examples of how communication plays an essential role in developing instructional techniques that address issues related to different linguistic backgrounds. Muthohar (2024), Li et al. (2025), & Uraipong et al. (2025) emphasized the importance of respecting local culture, implementing culturally responsive teaching, being cognizant of gender and sex differences, & modesty considerations. The above-mentioned documents also underscore the value of collaborating within a network to build peer support and institutional assistance, a point further supported by the work of Friskawati et al. (2020), Snodin et al. (2021), and Brynko & Kravchenko (2023). As such, the organizations cite these documents to justify using evidence-based, context-specific frameworks for teaching instruments, based on their experience and research gathered since October 2023.

The proposed TEACH Framework consists of Tailored Education for Adaptation, Culture, and Holistic Communication. The framework outlines how Filipino Physical Education (PE) teachers can improve their teaching effectiveness in diverse, multicultural, and multilingual classroom contexts through the combined use of four interrelated components: Language Support; Emotional Environment; Cultural Sensitivity and Adaptation; and Classroom Management Strategies.

The interrelationships among the four components will result in the desired outcomes of lower anxiety levels, greater involvement, and greater competence, collectively contributing to improved overall teaching effectiveness.

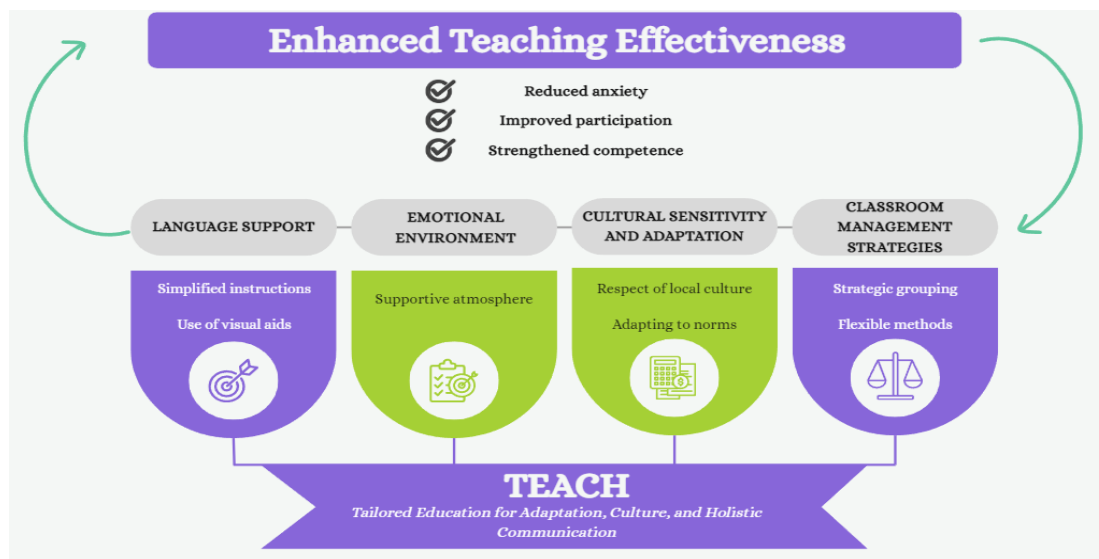


Figure 1. Tailored Education for Adaptation, Culture, and Holistic Communication (TEACH) as an Output of the Study.

Rationale of the Framework

The Study's final output will be a TEACH Framework for Physical Education Teachers Working in Thailand. It will provide an overall framework for physical education teachers working within Thai culture to understand better how to teach their subject matter effectively.

The TEACH Framework has been derived from the study's central finding: teachers in Thailand continually adjust their physical education instruction throughout the school year and their careers. This continual adjustment results in many teachers using flexible teaching methods, such as culturally responsive and supportive practices, among others. so that they can meet their students' needs and facilitate student participation in physical education.

The TEACH Framework is not based on subject knowledge, but on the physical education teacher's ability to adapt their instruction to their student's needs, provide an emotionally safe physical education environment for their students, show respect for their students' cultural differences, and manage the physical education classroom in a manner that encourages their students' participation. Stated, physical education teachers in Thailand must use a holistic teaching approach rather than isolated techniques to help ensure their students' success in physical education.

1. Language Support

Language Support: the first substantive section of the framework; lack of proficiency in English is identified as one of the main barriers to the success of Filipino physical education teachers, according to an investigation. According to respondents, physical education teachers had difficulty describing how to perform activities when some of their students could not speak or write English. This hindered all students' ability to understand and engage with the lesson and to contribute positively to the classroom atmosphere.

By using simplified directions in their lessons, teachers employed a variety of techniques to ensure their message was clear: visual aids, demonstrating how to engage in the activity, using leniency, using gestures, modeling the activity, and seeking assistance from others. The use of these strategies was evident across all responses. For example, during the

investigation, respondents described how much better their students learned and became more engaged in their lessons when they simplified their vocabulary, provided visual examples of performing the activity, and used non-verbal communication to communicate with their students.

According to the literature cited in the study, Vázquez-Manrique and García-Fariña reported that clear examples and non-verbal communication reduce communication barriers, enabling effective communication, and Charlina et al. emphasized that effective verbal and non-verbal communication strategies are needed to provide both comprehension and safety. Furthermore, Friskawati et al. and Palawan and Cancio also supported the use of peer support to reduce language barriers.

Therefore, Language Support in the framework refers to the ability of the teacher to communicate an instructional activity so that it can be understood and used by students who speak different languages than English, and is the starting point for a student's ability to participate in a classroom, because they must understand the task before they can engage in it.

2. Emotional Environment

A second factor that emerged from the results, indicating that many students are shy, hesitant, or fearful of making mistakes in front of others, was labeled as the Emotional Environment. Teacher observations identified how students' emotional comfort influenced whether they participated in PE activities, particularly regarding performance (i.e., a physical display of ability), physical expression, and fear of potential embarrassment.

Emotional Environment encompasses creating a positive atmosphere through supportive behaviors, reinforcing positive behavior, accepting mistakes, providing encouragement, and building student self-confidence over time. This component directly relates to the themes of Building Trust and Promoting Student Self-Confidence, and Promoting Student Active Participation through Supportive Behaviors and Encouragement. Findings indicated that students became more engaged by reducing their fear, by promoting cooperation among students, and by creating non-judgmental environments.

There is further evidence in the literature to support this dimension of the framework. For example, Cantos et al. (2024) found that students are more actively engaged in their learning when they feel safe and supported. Aivazova et al. (2024) also found that cooperative and group-based activities can promote a sense of belonging and motivation for students. The emphasis on emotional safety in the framework provides a basis for active engagement. The Emotional Environment element of the TEACH Framework recognizes that teaching effectiveness involves not only cognitive and instructional aspects but also relationships. An emotionally secure learning environment enables students to be more willing to try, take risks, speak out, and engage in learning.

3. Cultural Sensitivity and Adaptation

According to the research evidence from this study, the third component, Cultural Sensitivity and Adaptation, shows that cultural beliefs, gender norms, modesty, and local practices can have a large impact on how students participate in Physical Education (PE). The study participants stated that they needed to be culturally sensitive when developing PE activities that involved physical contact between students, mixed-gender groups, free expression of movement, and competition.

The Cultural Sensitivity and Adaptation Component consists of four important ways educators can make their PE programs more culturally sensitive: showing respect for the local culture, adapting the local culture's norms to fit within their PE program, using culturally responsive teaching methods, and providing culturally relevant examples/games in their PE programs. This Component is also related to the following other Components: Culturally Responsive and Inclusive Lesson Planning, Effective Communication via Cultural Integration, and Preparing Filipino Teachers to Teach

Globally. The teachers in the study indicated that when they created lessons based on students' cultural backgrounds and comfort levels, students were more willing to participate, engaged more in the lesson, and were more confident.

A large amount of literature supports this area of development. The findings of Muthohar (2024), who stated that PE contexts should be offered in a culturally relevant and gender-sensitive manner, are also supported by Li et al. (2025) and Uraipong et al. (2025). These authors demonstrated that incorporating culturally relevant pedagogy and local culture increased student engagement in learning. The findings from these studies demonstrate that when teaching in a different culture, there is a need for more than just the ability to deliver knowledge; it also requires cultural sensitivity and responsiveness to students' needs. The TEACH Framework's Cultural Sensitivity and Adaptation component ensures that instruction is culturally relevant and appropriate to the social/cultural context in which learners live. In doing this, Cultural Sensitivity and Adaptation bridge the gap between teachers' intentions to teach and students' willingness to learn.

4. Classroom Management Strategies

The fourth component of Classroom Management Strategies emerged from data indicating that effective management in multicultural PE contexts relies on flexibility, responsiveness, and structured interaction. The study participants indicated that they had to adjust their grouping, pacing, instructions, behavioral expectations, and activity design to accommodate their students' language levels and cultural backgrounds. In addition, this component includes strategic grouping, flexible approaches, adaptable instruction, peer-assisted activities, and responsiveness to student needs. This component also relates to the following themes: Adapting Classroom Management to Cultural Norms, Holistic Institutional Support for Overcoming Barriers, Supportive Relationships, and Professional Growth. Teachers noted that using structured yet flexible group activities, working collaboratively with colleagues, and receiving support from their local teaching partners enabled them to manage their classes more effectively. There is evidence to indicate that adaptation and resource support are key elements for facilitating successful transitions as outlined in the literature examined by Friskawati et.al. (2020), Snodin et.al. (2021), Brynko & Kravchenko (2023), and Basabe et.al. (2024). These studies note the importance of collaborative teaching and local support systems, and reveal the value of flexibility in teaching strategies for working within culturally diverse classrooms. In terms of the organizational dimension of effective teaching within this framework, Classroom Management Strategies are used to provide language support, emotional support, and cultural sensitivity to develop effective instructional practice for lesson delivery and to ensure student inclusiveness.

Outcomes of the Framework

The TEACH Framework has four elements that are meant to lead to three primary outcomes identified in this research:

- **Reduced Anxiety.** When teachers implement these four principles, they reduce the level of fear, confusion, and discomfort the students feel. This was most evident in the study's findings on shyness, fear of making mistakes, and reluctance to try activities that require physical effort.
- **Improved Participation.** This framework enables students to take a more active role in their learning through lessons that are clearer, safer, more inclusive, and more culturally meaningful to the student. In this research study, the researchers found consistent evidence that students are more likely to participate when teachers use demonstrations, encourage peer support, work together as a team, provide encouragement, and use activities that are responsive to students' cultures.
- **Strengthened Competence.** As students experience a decrease in anxiety and an increase in participation, both student and teacher competence increase. Students become more confident when participating in activities and understanding instructions, while teachers become better able to work with students from different cultures or who speak another language. These findings tie back to the themes of teacher development, professional collaboration, and preparation for cross-cultural teaching. All three outcomes contribute to Enhanced Teaching Effectiveness, identified at the top of the TEACH Framework. Enhanced teaching

effectiveness in this context refers to teachers' ability to communicate, include, motivate, and manage students in a successful, multicultural physical education environment

Conclusion and Recommendations

Language differences and cultural dissimilarities present many difficulties for Filipino P.E. teachers working in Thailand, including communication, classroom management, and student engagement/participation; these issues place significant strain on the teachers' ability to do their jobs properly. To overcome these barriers, teachers must understand Thailand's cultural climate. Once there is a comprehensive understanding of the cultural context, teachers need to adapt their teaching techniques to accommodate Thai culture and create an inclusive environment that promotes student engagement. Filipino PE teachers' experiences also suggest that providing an emotionally secure environment is critical to overcoming language barriers. P.E. teachers who provide students with safe, nonjudgmental environments encourage students to take risks by making mistakes, which in turn increases participation and reduces anxiety levels, thereby enhancing their ability to engage in physical education activities. Therefore, providing students with an emotionally safe and trusting environment should be a priority for PHPE teachers if they want their students to succeed at developing language skills and improving their physical education abilities.

The emerging themes of emotional safety, cultural adaptation, and collaborative learning demonstrate the need for a holistic strategy for teaching P.E. to students from diverse cultural backgrounds and languages. A teacher's commitment to building an environment based on supportive relationships, respect for students' cultural differences, and the use of collaborative learning strategies can help them bridge language barriers and increase student participation in their classes. These themes also show that teaching in such a diverse setting can be complex and requires teachers to adapt and integrate these practices into their teaching. The TEACH Framework provides a practical and flexible way to address the language and cultural barriers that P.E. teachers from the Philippines face when teaching in foreign classrooms. The TEACH Framework combines emotional safety, cultural sensitivity, and collaborative learning to foster a supportive, nurturing climate for both language and physical education. The TEACH Framework provides teachers with practical strategies to facilitate greater student involvement and engagement, and to improve educational outcomes in their classes, resulting in a positive, inclusive educational experience for all students.

The findings of this study imply that culturally responsive and inclusive teaching practices are essential in addressing language and cultural barriers in multicultural Physical Education settings. Filipino PE teachers may benefit from continuous adaptation of instructional strategies, while school administrators may strengthen support systems through language training, cultural orientation, and professional development programs. Curriculum developers may integrate culturally relevant and collaborative learning approaches into Physical Education programs to enhance student participation and engagement. Furthermore, policymakers and educational institutions may use the findings and the TEACH Framework as a basis for developing support programs that promote effective teaching and inclusive learning environments for overseas Filipino teachers.

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The authors declare no conflict of interest regarding the publication of this study.

Data Availability Statement

The qualitative data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to ethical and confidentiality considerations.

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Appendices

No appendices are attached to this study.