

Culturally Responsive Pedagogy in Elementary English Instruction

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Abstract. This study explores the adoption of culturally responsive pedagogy (CRP) in elementary English instruction in Lutayan District II, focusing on how it reflects students' languages, traditions, and their English proficiency. One hundred eighty participants, including English teachers and Grade 4–6 students, were involved. Using a 5-point Likert scale (1 = Not at all, 5 = To a very great extent), results showed that teachers implement CRP to a *very great extent* ($M = 4.885$). This indicates that teachers fully embrace CRP by making students' cultural identities central to instruction, designing lessons that reflect students' backgrounds, and creating classroom environments where students feel valued and represented. Regarding adapting lessons to students' English proficiency, results showed a *great extent* of implementation ($M = 3.92$), meaning that teachers frequently include students' languages, traditions, and experiences in lessons, design culturally relevant activities, and promote multilingual learning. Despite these efforts, challenges remain in addressing proficiency gaps, particularly in reading and writing. Students' English proficiency is generally high, with listening skills rated the strongest ($M = 4.344$), while vocabulary and grammar showed moderate proficiency ($M = 3.948$). A statistically significant positive correlation was found between the extent of CRP implementation and students' engagement and comprehension ($r = 0.61$, $p < 0.01$), suggesting that CRP enhances language learning. The study underscores the value of CRP in improving English instruction and recommends further refinement of lesson adaptation to accommodate varying proficiency levels better.

Keywords: Culturally responsive pedagogy; English instruction; Multilingual strategies; Philippines.

1.0 Introduction

Education is a fundamental mechanism for shaping students' learning experiences, and understanding the influence of cultural diversity is essential for fostering meaningful classroom engagement. Integrating students' cultural backgrounds in elementary English instruction is imperative to creating inclusive and effective learning environments. Culturally responsive pedagogy (CRP) is an educational approach that acknowledges and values students' cultural identities, incorporating their linguistic and cultural experiences into teaching strategies to enhance learning outcomes (Paris & Alim, 2014; Sleeter, 2018).

Globally, education systems increasingly recognize CRP as a response to growing classroom diversity. Countries such as the United States, Canada, and Australia have embedded CRP into educational policies, reporting gains in student engagement, academic performance, and cultural inclusion (Banks & Banks, 2020). Similarly, Europe and Africa have demonstrated efforts to align curricula with students' cultural contexts, from promoting

intercultural education to integrating indigenous knowledge systems (Gay, 2018). In Asia, countries like Japan, South Korea, China, Malaysia, and Indonesia are advancing bilingual and multicultural education to honor students' cultural heritages.

In the Philippines—a multilingual and multicultural society—the Department of Education has implemented the Mother Tongue-Based Multilingual Education (MTB-MLE) program under the K to 12 curriculum. This initiative contextualizes instruction and promotes inclusivity through culturally relevant teaching practices. However, while national policy promotes CRP, its application in specific subject areas like English remains inconsistent. Many teachers struggle to adapt lessons to their students' diverse linguistic and cultural backgrounds, especially in linguistically complex and rural settings.

In Lutayan District II, a culturally diverse and multilingual area in the Philippines, limited research exists on how CRP is practically implemented in elementary English instruction. While national frameworks encourage contextualized learning, little is known about how teachers in this district integrate students' cultural and linguistic identities into their English lessons, the specific challenges they face, and how these practices influence students' language learning outcomes. This gap in literature and practice calls for an in-depth investigation into local CRP strategies to inform more responsive and equitable teaching approaches.

This study aims to explore the implementation of culturally responsive pedagogy in elementary English instruction within the context of the K to 12 education system in Lutayan District II. Specifically, it seeks to (1) identify the strategies teachers employ to integrate CRP, (2) examine the challenges they face in doing so, and (3) assess the impact of CRP on students' English language proficiency. By addressing a local gap in knowledge and practice, this research intends to offer actionable insights that will help educators design more inclusive and effective English instruction tailored to students' diverse cultural realities. Ultimately, it contributes to advancing an educational framework where all learners feel valued, respected, and empowered (Villegas & Lucas, 2022; Howard & Rodriguez-Minkoff, 2021).

2.0 Methodology

2.1 Research Design

This study used a quantitative-correlational research design to examine the relationship between teachers' extent of culturally responsive pedagogy (CRP) and students' English language proficiency. This approach aimed to describe current CRP practices and assess whether a statistical relationship exists between teacher practices and learner outcomes.

2.2 Research Locale

The research was conducted in ten public elementary schools under Lutayan District II, Sultan Kudarat, chosen for their diverse cultural and linguistic student populations.

2.3 Research Participants

One hundred eighty participants—including English teachers and Grade IV–VI students—were selected using **purposive sampling**, a non-random technique in which participants are intentionally chosen based on their direct involvement in English instruction and linguistic and cultural diversity exposure. This method ensures relevance and meaningful input for the study.

2.4 Research Instrument

The research instrument for this study was administered through a researcher-made survey questionnaire. It was designed to collect quantitative data and structured to capture both descriptive and correlational information. It focused on the extent of culturally responsive pedagogy and its relationship to English language proficiency. The researcher used a 5-point Likert scale to rate the extent of the factors that influence learners' engagement. To ensure the validity and reliability of the instrument, it was validated by master teachers with expertise in elementary education. It underwent pilot testing to assess its clarity, relevance, and effectiveness in measuring the intended variables. The data gathered from the pilot testing underwent validity and reliability testing, which resulted in a reliability coefficient of 0.96, indicating excellent internal consistency.

2.5 Data Collection

Data were collected using a structured, researcher-developed questionnaire designed to measure the extent of culturally responsive pedagogy employed by teachers and the English language proficiency of Grades IV to VI pupils across ten public elementary schools in Lutayan District II. The instrument, which included teacher-related indicators, instructional environment indicators, and student proficiency metrics, utilized a 5-point Likert scale to ensure quantifiable responses. Before implementation, the instrument underwent expert validation by master teachers in elementary education and was pilot-tested with a sample of non-participating respondents. The pilot test yielded a Cronbach's alpha 0.96, indicating excellent internal consistency and reliability.

After securing ethical clearance and formal approval from the Schools Division Office, the researcher coordinated with school administrators to facilitate in-person data collection. Informed consent was obtained from all participating teachers. The questionnaires were self-administered but supervised, with the researcher present to provide clarification and ensure completeness of responses. Teachers also assessed their students' English language proficiency in reading, writing, speaking, listening, vocabulary, and grammar, based on classroom observations and academic performance records. All responses were collected, encoded, and subjected to data cleaning before statistical analysis.

2.6 Data Analysis

This study utilized descriptive correlational statistics. Descriptive correlational methods were employed to identify the relationships between the extent of teachers' culturally responsive pedagogy and the learners' English language proficiency. This included calculating measures such as mean, median, and standard deviation for the variables related to the extent of culturally responsive pedagogy and the learners' English language proficiency. The correlation statistic was used to determine the relationship between the factors influencing learners' engagement and their academic performance in Social Studies using Pearson's *r*.

2.7 Ethics

Ethical protocols were strictly observed throughout the study. Prior to data collection, informed consent was obtained from all participants. The study's purpose, scope, and nature—including potential benefits and minimal risks—were clearly explained, ensuring that participation was voluntary and based on complete understanding. Confidentiality and data protection were prioritized. All responses were anonymized, and data were securely stored to prevent unauthorized access. Participants were assured that their identities would remain confidential and that their information would be used solely for research purposes. Voluntary participation was emphasized, and respondents were allowed to withdraw from the study at any time without penalty. Measures were taken to minimize potential risks or discomfort, and no physical, psychological, or emotional harm was anticipated or observed. The researcher adhered to principles of fairness and impartiality, ensuring that no bias or discrimination influenced the research process or its outcomes. Complete transparency was maintained in documenting the methodology, data collection, and analysis procedures, supporting the study's credibility and reproducibility. Potential conflicts of interest were disclosed, and intellectual property rights were respected through proper citation and acknowledgment of all referenced works. These ethical standards guided the research process and upheld the integrity and professionalism of the study.

3.0 Results and Discussion

3.1 Culturally Responsive Pedagogy

Table 1 shows the Teacher Adoption of Culturally Responsive Pedagogy to Reflect Students' Language in Elementary English Instruction. Results revealed that multilingual strategies such as translanguaging are the highest-rated indicator, with a mean of 4.77. This suggests that teachers in Lutayan District II frequently employ teaching practices that allow students to use their home languages and English in the classroom. This practice supports García and Wei's (2014) perspective that translanguaging fosters dynamic bilingualism by enabling learners to draw from their complete linguistic resources to strengthen English proficiency. This implies that teachers effectively promote language inclusion and responsiveness, making learning more accessible and meaningful for linguistically diverse students.

However, the lowest-rated indicator, with a mean of 3.20 interpreted as “Moderate extent,” is the adaptation of assessment practices to reflect students’ cultural backgrounds. This means that while some culturally relevant elements are present in assessments—such as the use of local languages or references to cultural traditions—these are not consistently applied. The implication is that assessments may not fully represent the linguistic and cultural diversity of the learners. Paris and Alim (2017) emphasized that culturally sustaining assessments are essential for equitable evaluation.

Table 1. *Teacher Adoption of Culturally Responsive Pedagogy to Reflect Students’ Language in Elementary English Instruction*

Indicators	Mean	Interpretation
1. I use students’ home languages to support their understanding of English vocabulary and grammar.	4.37	Very Great Extent
2. I allow students to express their ideas in their home languages before translating them into English.	4.67	Very Great Extent
3. I use multilingual teaching strategies like translanguaging to bridge students’ home languages and English.	4.77	Very Great Extent
4. I incorporate bilingual or multilingual texts in English lessons.	4.40	Great Extent
5. I encourage students to compare the structure of their home language with English to enhance learning.	4.60	Great Extent
6. I provide explanations in students’ home languages when necessary to aid comprehension.	4.63	Very Great Extent
7. I use culturally relevant examples to teach English language concepts.	4.47	Very Great Extent
8. I validate students’ use of code-switching as a natural part of learning English.	4.57	Very Great Extent
9. I adapt English assessments to consider students’ linguistic backgrounds.	3.20	Moderately Extent
10. I integrate songs, poems, and stories from students’ home languages into English instruction.	4.60	Great Extent
Grand Mean	4.88	Very Great Extent

Overall, the grand mean of 4.88 indicates that teachers implement culturally responsive pedagogy in elementary English instruction to a very great extent. The teacher fully embraces culturally responsive pedagogy, making students’ cultural identities central to teaching. Lessons are designed to reflect their backgrounds, and students feel valued and represented in the classroom. This approach shows that teachers value their students’ cultural backgrounds and use them as tools to make learning more meaningful and engaging. By doing so, they help students feel included and understood, which can lead to better participation and academic success. According to Gay (2010), culturally responsive teaching uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them.

Table 2 shows the Teacher Adoption of Culturally Responsive Pedagogy to Reflect Students’ Experience in Elementary English Instruction. Results revealed that the highest-rated indicator, also with a mean of 4.77, interpreted as a very great extent. This means the teacher fully embraces culturally responsive pedagogy, centralizing students’ cultural identities in teaching. Lessons are designed to reflect their backgrounds, and students feel valued and represented in the classroom. This implies that this practice aligns with Ladson-Billings’ (2014) assertion that culturally relevant teaching bridges home and school experiences, enhancing student engagement and comprehension.

Table 2. *Teacher Adoption of Culturally Responsive Pedagogy to Reflect Students’ Experience in Elementary English Instruction*

Indicators	Mean	Interpretation
1. I design English lessons based on students’ real-life experiences to make learning more meaningful.	4.27	Very Great Extent
2. I encourage students to share my personal experiences when practicing speaking and writing in English.	4.00	Very Great Extent
3. I use examples and scenarios from students’ daily lives to explain English concepts.	4.77	Very Great Extent
4. I create storytelling activities allowing students to narrate their experiences in English.	4.45	Very Great Extent
5. I incorporate students’ community experiences into reading and writing exercises.	4.61	Very Great Extent
6. I design classroom discussions that connect English lessons to students’ personal and family backgrounds.	4.35	Very Great Extent

7. I use project-based learning activities that allow students to explore topics related to their experiences.	4.47	Very Great Extent
8. I encourage students to relate English literature and texts to their life experiences.	3.21	Moderately Extent
9. I provide opportunities for students to reflect on their past experiences and express them in English.	3.20	Moderately Extent
10. I adapt my teaching strategies based on students' prior knowledge and lived experiences.	4.60	Very Great Extent
Grand Mean	4.19	Great Extent

In contrast, the lowest-rated indicators, with means of 3.21 and 3.20, respectively, are interpreted as both of a moderately extensive extent. This means that the teacher integrates students' cultural backgrounds in some lessons, allowing the use of local languages and incorporating relevant traditions, but not consistently. This implies that students are not consistently given opportunities to critically engage with texts or express themselves through reflection, which could otherwise enhance their language development and self-awareness. Paris and Alim (2017) highlighted the importance of sustaining students' cultural narratives to promote empowerment and inclusivity in the learning process.

Overall, the grand mean of 4.19 is interpreted as a great extent. The teacher frequently includes students' languages, traditions, and experiences in lessons. They design culturally relevant activities and encourage multilingual learning. This implies that most educators in Lutayan District II effectively integrate learners' real-life and community contexts into English instruction. Such practices align with the principles of culturally responsive pedagogy, emphasizing the importance of connecting academic content to students' cultural backgrounds to enhance understanding and engagement (Gay, 2010). However, greater attention to reflective and critical engagement could further enrich the cultural responsiveness of teaching practices.

Table 3 shows the Teacher Adoption of Culturally Responsive Pedagogy to Reflect Students' Traditions in Elementary English Instruction. The result revealed that the highest-rated indicator, with a mean of 4.80, was interpreted to a great extent. This means the teacher fully embraces culturally responsive pedagogy, centralizing students' cultural identities in teaching. Lessons are designed to reflect their backgrounds, and students feel valued and represented in the classroom. This implies that teachers include traditional songs, dances, and games in English lessons. This shows that teachers make learning more engaging and culturally meaningful by incorporating students' cultural expressions into the classroom. This approach aligns with Gay's (2018) assertion that integrating culturally familiar practices into instruction enhances student participation and reinforces a sense of belonging.

Table 3. *Teacher Adoption of Culturally Responsive Pedagogy to Reflect Students' Traditions in Elementary English Instruction*

Indicators	Mean	Interpretation
1. I integrate students' traditional customs and practices into English lessons.	4.43	Very Great Extent
2. I use stories, folktales, and legends from students' cultural backgrounds to teach English concepts.	4.76	Very Great Extent
3. I encourage students to share their family traditions through speaking and writing activities.	4.77	Very Great Extent
4. I incorporate local festivals and celebrations into classroom discussions and learning materials.	4.45	Very Great Extent
5. I design activities where students compare their traditions with those from English-speaking cultures.	4.06	Great Extent
6. I use proverbs, idioms, and expressions from students' cultures to explain English concepts.	3.63	Great Extent
7. I allow students to present projects that showcase their cultural traditions using English.	4.47	Very Great Extent
8. I respect and acknowledge students' traditional ways of communicating and expressing ideas in English class.	4.75	Very Great Extent
9. I include traditional songs, dances, and games in English lessons to make learning more engaging.	4.80	Very Great Extent
10. I create assignments encouraging students to write about or research their cultural traditions in English.	4.12	Great Extent
Grand Mean	4.42	Very Great Extent

In contrast, the lowest-rated indicators show areas for further growth. Designing activities where students compare their traditions with those from English-speaking cultures received a mean of 4.06, and using proverbs, idioms, and expressions from students' cultures to explain English language concepts received the lowest mean of 3.63. While both are still interpreted as a "great extent," the teacher frequently includes students' languages, traditions, and experiences in lessons. They design culturally relevant activities and encourage multilingual learning. This implies that these practices are not as consistently implemented. The implication is that while teachers are incorporating students' traditions into instruction, there is an opportunity to deepen the reflective and comparative aspects of culturally responsive teaching. Paris and Alim (2017) highlight the importance of helping students make cross-cultural connections to enhance critical thinking and intercultural competence.

Overall, the grand mean of 4.42 is interpreted to a great extent. This means that teachers fully embrace culturally responsive pedagogy, centralizing students' cultural identities in the teaching and learning process. Lessons are thoughtfully designed to reflect learners' backgrounds, allowing students to feel valued and represented in the classroom. This highlights the district's commitment to fostering a culturally inclusive learning environment. According to Gay (2010), culturally responsive teaching affirms students' cultural heritages while building bridges to academic success. However, there is still room to further enrich students' learning experiences by strengthening practices promoting cultural comparisons and using culturally rooted expressions. Doing so may enhance language development and nurture a deeper appreciation of cultural identity and diversity.

Table 4 shows the Teacher Adaptation to Reflect Students' English Language Proficiency in Elementary English Instruction. The result revealed that the highest-rated indicator, with a mean of 4.23, was interpreted as a very great extent. This means that teachers fully embrace culturally responsive pedagogy, centralizing students' cultural identities in the teaching and learning process. Lessons are thoughtfully designed to reflect learners' backgrounds, allowing students to feel valued and represented in the classroom. This implies that students develop listening comprehension skills effectively in natural and meaningful contexts. This finding supports Vygotsky's (1978) sociocultural theory, which emphasizes that language learning is best achieved through interaction and culturally relevant experiences.

Table 4. *Teacher Adoption to Reflect Students' English Language Proficiency*

Indicators	Mean	Interpretation
1. The student can understand spoken English in everyday conversations.	4.23	Very Great Extent
2. The student can express thoughts and ideas clearly in English.	4.10	Great Extent
3. The student can read and comprehend grade-level English texts.	3.93	Great Extent
4. The student demonstrates confidence when speaking in English.	4.00	Great Extent
5. The student can write grammatically correct sentences in English.	3.70	Great Extent
6. The student can follow instructions given in English without difficulty.	3.87	Great Extent
7. The student uses a variety of vocabulary words appropriately in English.	3.77	Great Extent
8. The student can engage in discussions and respond appropriately in English.	3.70	Great Extent
9. The student demonstrates an understanding of English grammar rules.	4.00	Great Extent
10. The student can summarize and explain stories or passages in English.	3.90	Great Extent
Grand Mean	3.92	Great Extent

In contrast, the lowest-rated indicator was students' ability to write grammatically correct sentences, with a mean of 3.70, interpreted as a great extent. Similarly, summarizing passages received a mean of 3.90, which was also interpreted to a great extent. The teacher frequently includes students' languages, traditions, and experiences in lessons. They design culturally relevant activities and encourage multilingual learning. This implies that while students progress in oral communication, they encounter more difficulties with written English tasks. Cummins (2019) recommends integrating explicit grammar instruction within culturally relevant writing activities to enhance sentence structure and coherence.

Overall, the grand mean of 3.92 is interpreted as a great extent. The teacher frequently includes students' languages, traditions, and experiences in lessons. They design culturally relevant activities and encourage multilingual learning. This implies that the teachers implement effective strategies that help students comprehend and express themselves in English. However, while listening and speaking skills show strong development, writing and grammar remain areas that require additional instructional focus.

3.2 Students' English Proficiency

Table 5 shows the Students' English Proficiency in Reading Skills. Results revealed that the highest-rated indicator was students' ability to answer questions about what they have read, with a mean of 4.29, interpreted as very high proficiency. This means the student can express ideas fluently and accurately, understand abstract concepts, and confidently engage in discussions. Their English skills are near-native for their age. This implies that when lessons reflect students' cultural backgrounds, they become more engaged and better able to comprehend reading materials. Students can fluently and confidently express ideas, understand abstract concepts, and participate in discussions, suggesting that their English comprehension skills are strong and well-developed for their level. These findings support Vygotsky's (1978) sociocultural theory and Paris and Alim's (2017) view that culturally relevant learning experiences improve comprehension.

Table 5. Students' English Proficiency in Reading Skills

Indicators	Mean	Interpretation
1. I understand the main idea of a short English text. (Naiintindihan ko ang pangunahing ideya ng isang maikling teksto sa Ingles.)	4.27	Very High Proficiency
2. I can answer questions about a text I have read. (Nakakasagot ako ng mga tanong tungkol sa nabasa kong teksto.)	4.29	Very High Proficiency
3. I can recognize new words and understand their meaning in a sentence. (Nakikilala ko ang mga bagong salita at nauunawaan ang kanilang kahulugan sa isang pangungusap.)	3.99	High Proficiency
4. I can explain the meaning of unfamiliar words using context clues. (Naipaliliwanag ko ang kahulugan ng mga hindi pamilyar na salita mula sa konteksto.)	3.92	High Proficiency
5. I can summarize the key points of a longer English text. (Naibuod ko ang mga pangunahing punto ng isang mas mahabang teksto sa Ingles.)	3.85	High Proficiency
Grand Mean	4.06	High Proficiency

In contrast, the lowest-rated indicator was students' ability to summarize key points from longer texts, with a mean of 3.85, interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students generally demonstrate the ability to identify important information, and the slightly lower mean suggests a need for more explicit instruction in summarization techniques. According to Cummins (2019), summarizing is a complex skill that requires practice and support, especially for multilingual learners. Teachers can improve this skill by using structured reading strategies such as guided questions, summary maps, and culturally relevant texts that are both meaningful and instructional.

Overall, the grand mean of 4.06 is interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students have developed a solid foundation in English, which can be further strengthened through continuous practice and exposure. According to Nunan (2014), language proficiency involves using language accurately and fluently across various situations and adapting language for effective communication in diverse contexts.

Table 6 shows the Students' English Proficiency in Writing Skills. Results revealed that the highest-rated indicator was students' proficiency in proper punctuation, spelling, and capitalization, with a mean of 4.17, interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students possess a firm grasp of basic writing mechanics, reflecting the impact of explicit instruction on writing accuracy. This supports the findings of García and Kleifgen (2018), who emphasize that focused teaching on language conventions contributes significantly to students' writing development. The implication is that culturally responsive classrooms engage students and provide structured learning environments where

technical writing skills can flourish. Next to this was students' ability to clearly express their thoughts in English writing, with a mean of 4.13, also rated as high proficiency. This indicates that students can convey their ideas with clarity and coherence, which aligns with Vygotsky's (1978) sociocultural theory. When students engage in meaningful and culturally relevant writing experiences, they develop both fluency and confidence, as also supported by Gay (2018). Such writing environments validate student identity and encourage authentic expression.

Table 6. Students' English Proficiency in Writing Skills

Indicators	Mean	Interpretation
1. I can write complete and grammatically correct sentences in English. (Nakakapagsulat ako ng mga kumpleto at tamang pangungusap sa Ingles.)	4.03	High Proficiency
2. I can clearly express my thoughts in writing English. (Naipapahayag ko ng malinaw ang aking mga saloobin sa pagsulat ng Ingles.)	4.13	High Proficiency
3. I use proper punctuation, spelling, and capitalization. (Nagagamit ko ang tamang bantas, baybay, at malalaking titik)	4.17	High Proficiency
4. I organize my writing logically and cohesively. (Naiayos ko ang aking mga sulatin nang lohikal at magkakaugnay.)	3.95	High Proficiency
5. I adjust my writing style to suit different purposes (e.g., formal vs. informal). (Naiibahagi ko ang aking istilo ng pagsulat upang umangkop sa iba't ibang layunin (halimbawa, pormal vs. impormal).	3.94	High Proficiency
Grand Mean	4.04	High Proficiency

On the other hand, the lowest-rated indicator was students' ability to adjust their writing style for different purposes, with a mean of 3.94, interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students can adapt their writing; this area suggests room for growth. This finding highlights the need for more structured exposure to various writing formats and audiences. Cummins (2019) states that multilingual learners benefit from scaffolded instruction that connects writing tasks to real-world and culturally relevant contexts. Closely related was the rating for logical organization of writing, with a mean of 3.95, which also suggests a need to reinforce further how ideas are sequenced and developed across different types of writing tasks.

Overall, the grand mean of 4.04 is interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies the importance of continuous writing practice and targeted instruction to enhance their skills further. Hyland (2019) states that effective writing requires accuracy and coherence and the ability to adapt language to meet the needs of various purposes and audiences.

Table 7 shows the Students' English Proficiency in Speaking Skills. Results revealed that the highest-rated indicator was students' ability to introduce themselves and discuss simple topics in English, with a mean of 4.13, interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students confidently use English for basic self-expression and everyday interactions. According to Vygotsky's (1978) sociocultural theory, students acquire language more effectively when engaged in real-life conversations in supportive and meaningful contexts. This is further reinforced by Gay (2018), who highlights how culturally responsive teaching encourages participation and helps students feel empowered to express themselves.

Table 7. Students' English Proficiency in Speaking Skills

Indicators	Mean	Interpretation
1. I can introduce myself and discuss simple topics in English. (Nakakapagpakilala ako at nakakapag-usap tungkol sa mga simpleng paksa sa Ingles.)	4.13	High Proficiency
2. I can participate in conversations in English with classmates and teachers. (Nakikilahok ako sa mga pag-uusap sa Ingles kasama ang mga kamag-aral at guro.)	3.97	High Proficiency
3. I pronounce English words accurately and clearly. (Tumpak at malinaw ang aking pagbigkas ng mga salita sa Ingles.)	3.91	High Proficiency

4. I confidently express my opinions and ideas in English. (Naipapahayag ko ang aking mga opinyon at ideya nang may kumpiyansa sa Ingles.)	3.95	High Proficiency
5. I understand and appropriately respond to different types of questions in English. (Naiintindihan ko at nasasagot ko nang naaangkop ang iba't ibang uri ng mga tanong sa Ingles.)	3.95	High Proficiency
Grand Mean	3.98	High Proficiency

Meanwhile, the lowest-rated indicator was pronunciation accuracy, with a mean of 3.91, interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students can generally pronounce words correctly, but there may be challenges with fluency, intonation, or stress patterns. García and Kleifgen (2018) support that targeted pronunciation activities, especially those reflecting students' cultural backgrounds, can improve articulation and clarity. Therefore, the implication is that additional structured speaking exercises focused on pronunciation could enhance students' overall oral proficiency.

Overall, the grand mean of 3.98 is interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students have developed strong speaking skills that can be further improved through regular practice and exposure to various speaking situations. According to Cambridge University Press (2019), speaking proficiency involves accurately using language and communicating effectively and appropriately in various contexts.

Table 8 shows the Students' English Proficiency in Listening Skills. The result revealed that the highest-rated indicator was students' ability to understand their teacher when speaking in English, with a mean of 4.47, interpreted as very high proficiency. This means the student can express ideas fluently and accurately, understand abstract concepts, and confidently engage in discussions. Their English skills are near-native for their age. This implies that students are highly capable of processing classroom instructions and explanations, which reflects a strong foundation in auditory comprehension. According to Vygotsky's (1978) sociocultural theory, learning is enhanced when language is experienced through real-life and purposeful communication. When teachers use culturally familiar contexts, students are more engaged and can better follow spoken English. Students also demonstrated exceptionally high proficiency in recognizing key words in conversations with a mean of 4.37 and following spoken instructions with a mean of 4.36, essential skills for academic success. These results align with Gay's (2018) assertion that culturally responsive teaching increases students' understanding by making the content more accessible and relevant to their lives.

Table 8. Students' English Proficiency in Listening Skills

Indicators	Mean	Interpretation
1. I understand my teacher when they speak in English. (Naiintindihan ko ang aking guro kapag nagsasalita siya ng Ingles.)	4.47	Very High Proficiency
2. I can follow spoken instructions in English. (Nasusunod ko ang mga tagubilin binibigkas sa Ingles.)	4.36	Very High Proficiency
3. I recognize key words when listening to an English conversation. (Nakikilala ko ang mga pangunahing salita kapag nakikinig sa isang pag-uusap sa Ingles.)	4.37	Very High Proficiency
4. I can recognize and understand different English accents and dialects. (Nakikilala at nauunawaan ko ang iba't ibang accent at dayalekto ng Ingles.)	4.23	Very High Proficiency
5. I understand the key points of a short audio recording in English. (Naiintindihan ko ang mga pangunahing punto ng isang maikling audio recording sa Ingles.)	4.29	Very High Proficiency
Grand Mean	4.34	Very High Proficiency

The lowest-rated indicator was students' ability to understand different English accents and dialects, with a mean of 4.23, interpreted as very high proficiency. This implies that although students can generally comprehend diverse speech patterns, further development is needed in adapting to varied pronunciations and intonations. García and Kleifgen (2018) emphasize that regular exposure to diverse linguistic inputs improves listening flexibility and prepares students for real-world communication. Therefore, implementing listening

activities that involve multiple accents and conversational tones could enhance students' adaptability and listening accuracy. The ability to understand key points from short audio recordings, with a mean of 4.29, also indicates progress in critical listening, a skill vital for grasping important ideas from spoken texts. Cummins (2019) stresses the need for explicit instruction in listening strategies to support multilingual learners in navigating complex audio materials.

Overall, the grand mean of 4.34 is interpreted as very high proficiency. This means the student can express ideas fluently and accurately, understand abstract concepts, and confidently engage in discussions. Their English skills are near-native for their age. This implies the student can express ideas fluently and accurately, understand abstract concepts, and confidently engage in discussions. Their English skills are near-native for their age. Their strong listening skills also support their ability to express ideas fluently and confidently engage in discussions. For their age, their English listening skills are considered near-native. According to Rost (2016), listening is an active process of receiving, constructing meaning from, and responding to spoken or non-verbal messages, making it essential for effective communication and language learning.

Table 9 shows the Students' English Proficiency in Vocabulary and Grammar. The result revealed that the highest-rated indicator was students' ability to use various English words in their sentences, with a mean of 4.08, interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies that students can apply a broad range of vocabulary in both spoken and written communication. According to Vygotsky's (1978) sociocultural theory, vocabulary development is enriched when students engage with language embedded in meaningful, culturally relevant experiences. Gay (2018) also supports this by stating that culturally responsive teaching fosters richer language environments, allowing students to expand their vocabulary more effectively. Students also showed high proficiency in applying correct grammar in speaking and writing, with a mean of 4.02, and demonstrated familiarity with common English idioms and expressions, with a mean of 3.96. This indicates a firm grasp of the English language's grammatical structures and cultural elements. Cummins (2019) emphasizes that understanding idiomatic expressions reflects deeper cultural integration, essential for real-life communication and academic fluency.

Table 9. Students' English Proficiency in Vocabulary and Grammar

Indicators	Mean	Interpretation
1. I can use a variety of English words in my sentences. (Nagagamit ko ang iba't ibang mga salita sa Ingles sa aking mga pangungusap.)	4.08	High Proficiency
2. I use correct grammar when speaking or writing in English. (Nagagamit ko ang tamang balarila kapag nagsasalita o nagsusulat sa Ingles.)	4.02	High Proficiency
3. I recognize and correct my grammar mistakes. (Nakikilala ko at naitatama ang aking mga pagkakamali sa balarila.)	3.76	High Proficiency
4. I understand and correctly use different verb tenses in English (e.g., past, present, future). (Naiintindihan at nagagamit ko nang tama ang iba't ibang anyo ng pandiwa sa Inglesdw212 (hal. past, present, future).)	3.92	High Proficiency
5. I am familiar with common English idioms and expressions. (Pamilyar ako sa mga karaniwang idiom at ekspresyon sa Ingles.)	3.96	High Proficiency
Grand Mean	3.94	High Proficiency

The lowest-rated indicator, though still categorized as *high proficiency*, was students' ability to recognize and correct grammar mistakes ($M = 3.76$). This implies that while students can use grammar accurately, they may need more support in identifying and self-correcting errors independently. García and Kleifgen (2018) highlight the value of explicit grammar instruction and corrective feedback, which help learners become more self-aware and accurate in their language use. Structured practice and peer-review activities may aid students in developing stronger self-correction habits. Additionally, using different verb tenses correctly ($M = 3.92$) supports the notion that students are progressing toward advanced grammatical competence. This reflects their exposure to various tenses within relevant classroom contexts and lessons.

Overall, the grand mean of 3.94 is interpreted as high proficiency. This means that the student communicates clearly with good grammar and vocabulary. They understand longer texts and conversations but may still need help with advanced topics. This implies the importance of continued practice to develop their vocabulary and

grammar proficiency further. According to Nation (2013), vocabulary and grammar are fundamental to language proficiency, enabling effective communication and comprehension in various contexts.

3.3 Relationship between Teachers' Adaptation of Culturally Responsive Pedagogy and Learners' English Proficiency

Table 10 shows the Coefficient of Correlation between the adaptation of Culturally Responsive Pedagogy and the students' English proficiency. The results revealed that the grand mean of 4.18 (*"Very Great Extent"*) for CRP adaptation and 4.06 (*"High Proficiency"*) for learners' English proficiency. These results suggest that culturally responsive teaching practices positively impact students' language development. A Pearson correlation analysis was conducted to understand this relationship further, yielding a correlation coefficient of $r = 0.68$, with a significance level of $p < 0.05$. This indicates a moderate to strong positive relationship, confirming that students' English proficiency significantly improves as teachers adopt more culturally responsive strategies. Among the CRP strategies, translanguaging ($M = 4.77$) received the highest rating, showing that teachers allow students to draw on their home languages to make sense of English content.

Table 10. *Coefficient of Correlation between the Adaptation of Culturally Responsive Pedagogy Relates to the English Proficiency of the Students*

Variable	Mean	(r)	r ²	Interpretation
Teachers' Adaptation of Culturally Responsive Pedagogy	4.18	0.68	0.4624	Substantial
Students' English Proficiency	4.06			

This supports the work of García and Otheguy (2020), who emphasize that translanguaging bridges linguistic gaps and supports bilingual learners' academic growth. Additionally, the use of bilingual/multilingual texts ($M = 4.40$) and integration of students' cultural backgrounds into lessons ($M = 4.20$) were highly rated, aligning with Paris and Alim's (2017) assertion that culturally sustaining pedagogy increases learner engagement and promotes more profound understanding. Project-based learning using culturally relevant themes ($M = 4.47$) was also widely practiced and is shown to boost student motivation and comprehension. On the other hand, adapting English assessments to reflect students' linguistic backgrounds received the lowest rating ($M = 3.20$). This suggests a challenge in assessing bilingual learners equitably, as traditional assessments may not account for language diversity. Assessing bilingual learners equitably, as traditional assessments may not account for language diversity. Nieto (2017) advocates for inclusive assessment tools that recognize linguistic variation without penalizing students. Additionally, areas of student proficiency, such as summarizing English texts ($M = 3.85$) and writing grammatically correct sentences ($M = 3.70$), were among the lowest, highlighting a need for continued focus on writing instruction and grammar support, as suggested by Cummins (2019).

Finally, the study confirms a significant positive relationship between teachers' use of culturally responsive pedagogy and students' English proficiency. Teachers foster a more engaging and supportive learning environment by integrating students' cultural and linguistic identities into English instruction. However, further efforts are needed to develop inclusive assessments, strengthen grammar and writing instruction, and expand bilingual teaching practices to sustain students' long-term academic growth. This study explores how teachers' adaptation of Culturally Responsive Pedagogy relates to the English proficiency of Grade 4 to 6 students in Lutayan District II, which was correlated using the Pearson r correlation to determine the coefficient of correlation.

4.0 Conclusion

The present study enriches the existing body of literature on culturally responsive pedagogy (CRP) by providing empirical evidence on its positive correlation with students' English language proficiency in the context of elementary education. Conducted in Lutayan District II, Philippines—a region marked by rich linguistic and cultural diversity—the findings affirm that teachers who integrate students' languages, traditions, and experiences into English instruction foster higher student engagement and proficiency levels, particularly in listening, speaking, and reading.

The results have significant implications for teaching practice. Teachers must have varied pedagogical tools and cultural competence to adapt instruction to their learners' backgrounds. Classroom strategies that embrace

translanguaging, community-based narratives, and local traditions should be systematically integrated into teaching grammar, writing, and comprehension to address the identified learning gaps. Continuous professional development programs should emphasize differentiated instruction, inclusive assessment practices, and reflective pedagogy rooted in the students' cultural contexts.

From a policy standpoint, the study highlights the need to institutionalize CRP in the national education system. Curriculum developers and education leaders should embed culturally responsive frameworks into teacher training standards and instructional guidelines. Additionally, policy reforms must prioritize the development and distribution of culturally and linguistically appropriate learning materials, particularly in under-resourced rural schools. Addressing these gaps can help foster equitable access to quality education and close the proficiency divide between diverse learner populations.

Future research should build on these findings by exploring the longitudinal impact of CRP on academic performance and learner identity development. Studies employing mixed methods can yield more profound insights into how students perceive and respond to culturally relevant instruction. Furthermore, experimental research on teacher training interventions in CRP would help establish evidence-based practices. With the rise of digital learning, investigations into how CRP principles can be applied in online and blended classrooms could also offer promising directions for inclusive and practical instruction.

5.0 Contributions of Authors

Author 1 provided essential contributions by conceptualizing the study, designing the methodology, curating and analyzing the data, drafting the original manuscript, creating visualizations, and managing the overall research project. Authors 2 and 3 contributed by conducting the investigation and data collection, validating the results, reviewing and editing the manuscript, securing necessary resources, and supervising the research process.

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7.0 Conflict of Interests

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