

LIVED EXPERIENCES AND LINGUISTIC POSITIONING OF FILIPINO ENGLISH EDUCATORS IN THE GLOBAL CLASSROOM

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Abstract: Filipino English Educators have become increasingly visible in the global English as a Foreign Language (EFL) industry due to the growing demand for online English instruction among international students. While previous studies have documented various aspects of Filipino English Educators experiences within the global EFL industry, the use of English has often appeared as part of broader discussions rather than as the primary phenomenon of inquiry. This study examined the phenomenon of using English in the Global Classroom through two analytically distinct yet complementary dimensions: lived experiences and linguistic positionings. Specifically, it sought to uncover the essence of the shared lived experiences of Filipino English Educators and identify the linguistic positionings constructed through classroom utterances. The study employed a qualitative multi-method research design utilizing Transcendental Phenomenology (Moustakas, 1994) and Positioning Analysis grounded in the Positioning Theory of Harré and Moghaddam (2003). Three Filipino English Educators participated in the study. Data were gathered through semi-structured interviews and classroom recording transcriptions. Interview data were analyzed using phenomenological procedures, while classroom recordings were analyzed through the positioning triangle of speech acts, positions, and storylines. The findings revealed that the essence of using English in the Global Classroom is a continuous process of adjustment, negotiation, adaptation, and heightened self-awareness within multilingual and multicultural online teaching environments, shaped by communicative flexibility, cultural responsiveness, institutional expectations, and professional identity negotiation while sustaining participation, communication, and professionalism in the Global Classroom. Furthermore, the linguistic positionings constructed by Filipino English Educators reflected their enactment as Language Models, Meaning Negotiators, Language Scaffolds, Instructional Authorities, and Confidence Builders during classroom interaction. Together, these findings demonstrate that using English in the Global Classroom is both internally experienced and externally enacted through discourse, interaction, and pedagogical practice. The study concludes that examining both lived experiences and linguistic positionings provides a more comprehensive understanding of the phenomenon of using English among Filipino English Educators in the Global Classroom, revealing how it is experienced, negotiated, and enacted within multilingual and multicultural online teaching environments.

Keywords: *Global Classroom, Filipino English Educators, Linguistic Positioning, Lived Experiences, Global EFL Industry.*

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Introduction

Filipino English Educators working as online EFL teachers have become increasingly visible in the global English as a Foreign Language (EFL) industry due to the growing demand for English language courses for international students. The rapid expansion of the education sector, which reflects this demand, is driven not only by their proficiency in English but also by the increasing demand for affordable online learning (Salazar, n.d.; Morales, 2020). For instance, many schools in Asian countries like China, Japan, and Korea consistently employ Filipinos (Pablo, 2023). Additionally, the curricular mandates imposed on international students in these countries, including Vietnam, have contributed to the surge of demands (Sabidalas et al., 2022). As a result, this expansion has generated accessible professional opportunities for Filipinos with varied academic credentials and qualifications, allowing both education and non-education graduates to enter the field through demanding platform-based procedures (Aporbo, 2023; Pontillas, 2021). Yet, despite their growing prominence, Filipino English Educators work in an industry where standard Englishes (e.g.,

British, American, etc.) are often highly preferred, which influences how they are evaluated within the global EFL industry.

In this environment, international English proficiency certifications like the IELTS, TOEFL, etc. act as primary tools to gauge the English proficiency levels of Filipino English Educators. In turn, these certificates serve as essential pathways for entering the global EFL industry. When viewed against the Philippine context, local English language degree programs do not typically require these certifications for graduation (Malicsi, 2010). Furthermore, English has long been widely used in the Philippines, and it has developed its own linguistic features as “Pinoy English,” which even professionals may exhibit in their professional practices (Malicsi, 2010). Filipino speakers have shaped and embraced these features and made the English language their own (Salazar, n.d.). Moreover, Filipinos generally acknowledge these features in the Philippine context and as a legitimate variety of English.

This makes the linguistic situation of Filipino English Educators particularly complex. Filipino English Educators use English in the Global Classroom in relation to both their own linguistic backgrounds and the expectations placed on them. For example, narrative accounts show that Filipina English teachers intentionally conform to a “native” sound, which involves actively eradicating their local linguistic features that reveal a “Filipino sound” (Cho, 2024). On the other hand, Filipino English language professionals may become so used to the state of comfort in Pinoy English that they no longer see any deviation from the standard Englishes (Malicsi, 2010). These realities often reflect the deep inequalities they face, such as receiving significantly less compensation compared to native speakers, which is attributed to racialized hiring processes (Panaligan & Curran, 2022), further cementing their position within the industry. These differences reflect the continuing reality of Filipino English Educators being positioned outside the traditional notion of the “native speaker.”

Several studies have documented the lived experiences of Filipino English Educators within the global EFL industry. However, the use of English in the Global Classroom has often been examined only as part of broader concerns rather than as a phenomenon in itself. Consequently, there remains limited understanding of how Filipino English Educators make sense of using English while navigating the expectations associated with teaching international students.

This study investigated using English in the Global Classroom as a phenomenon in itself to uncover the essence of Filipino English Educators lived experiences and their linguistic positionings during classroom interactions. To the knowledge of the researcher, no study has examined this phenomenon through an integrated multi method approach utilizing both Transcendental Phenomenology and Positioning Theory. The study drew on lived experiences to understand how Filipino English Educators make sense of using English in multilingual and multicultural teaching environments, while linguistic positionings were examined through classroom utterances to identify how interactional roles are constructed in actual discourse. Rather than assuming a direct correspondence between experience and discourse, the study treated them as complementary but analytically separate ways of understanding the phenomenon, contributing to a deeper account of the linguistic realities of Filipino English Educators in the global EFL industry.

METHODOLOGY

Research Design

This study adopted a qualitative multi-method approach to examine the phenomenon of using English in the Global Classroom among Filipino English Educators teaching international students in the global EFL industry. The study explored the phenomenon through two analytically distinct dimensions: lived experiences and linguistic positioning. To achieve this, it employed Transcendental Phenomenology (Moustakas, 1994) and Positioning Analysis (Harré & Moghaddam, 2003), providing complementary perspectives on the same phenomenon. The first dimension utilized Transcendental Phenomenology (Moustakas, 1994) to explore the shared lived experiences of Filipino English Educators and derive the essence of using English in the Global Classroom. Consistent with phenomenological inquiry, the researcher practiced epoché or bracketing to set aside prior assumptions regarding the

phenomenon (Moustakas, 1994). The second dimension employed Positioning Analysis (Harré & Moghaddam, 2003), drawing on the Positioning Triangle of speech acts, positions, and storylines, to identify positions operationalized in this study as linguistic positionings among Filipino English Educators. The analysis examined how positions were constructed through classroom utterances during interactions with international students and how these contributed to broader teacher–student storylines.

Participants of the Study

The study was carried out via an online video conferencing application. The participants were three (3) Filipino English Educators, all of whom have bachelor’s degrees in some field and are licensed to teach or hold international English certifications such as TESOL, TEFL, or TEYL. They are currently employed on online platforms providing English language instruction to international students. The participants were no less than six (6) months into their tenure at their respective company. In that way, it could be ascertained that they had already adjusted or conformed to the company scripts, rules, and methodologies, which is needed for any linguistic practices. This purposive sampling enabled an in-depth qualitative interpretation of the phenomenon from each participant through the two different datasets and methods utilized in the study.

Data Gathering Instruments

The research instruments utilized to gather the needed data and information from the Filipino English Educators were the semi-structured interview guide and classroom recording transcriptions. The semi-structured interview guide was structured using Transcendental Phenomenology (Moustakas, 1994) and was used to explore the shared lived experiences of Filipino English Educators in order to derive the essence of using English in the Global Classroom. Classroom recordings were transcribed and served as the primary data source for the positioning analysis, wherein classroom utterances were examined to identify linguistic positionings and broader storylines following the Positioning Triangle framework of speech acts, positions, and storylines (Harré & Moghaddam, 2003).

Data Gathering Procedures

Participants were purposively selected and invited to participate in the study through digital communication platforms. Upon providing informed consent, they were scheduled for individual virtual semi-structured interviews conducted through their preferred online conferencing platform. The interviews elicited retrospective accounts of Filipino English Educators’ experiences of using English in the Global Classroom and lasted approximately 25 to 50 minutes. With participants’ permission, all interviews were audio- and video-recorded for transcription and analysis. Following the interviews, participants provided one to two recent classroom recordings of their online interactions with international students. The recordings were collected electronically and reviewed for transcription. One classroom recording from each participant with clear and audible sound quality was selected for analysis. The transcribed classroom utterances served as the primary data source for identifying linguistic positionings and storylines through Positioning Analysis.

Data Analysis Procedures

The data collected from the semi-structured interview guide and classroom recordings were transcribed and analyzed through

the methodological approaches of Phenomenological Data Analysis and Positioning Analysis, respectively.

Interview data were analyzed following the phenomenological procedures of Moustakas (1994, as cited in Creswell, 2013). The analysis involved four stages: (1) horizontalization, wherein significant statements related to the phenomenon were identified; (2) clustering of meanings, wherein significant statements were organized into themes; (3) textural and structural descriptions, which described what Filipino English Educators experienced and how contextual conditions influenced those experiences; and (4) synthesis of textural and structural descriptions, wherein a composite description of the essence of using English in the Global Classroom was developed.

Classroom recording transcriptions were analyzed through Positioning Analysis (Harré & Moghaddam, 2003) using the Positioning Triangle of storylines, speech acts, and positions. Consistent with Harré and Moghaddam (2003), the storyline served as a working hypothesis, assuming a teacher–student narrative as the interactional context. The analysis proceeded by identifying significant utterances (speech acts) and their surrounding dialogue, examining the positions adopted, negotiated, assigned, or resisted within interaction, and synthesizing the storylines, speech acts, and positions to identify linguistic positionings among Filipino English Educators.

Ethical Considerations

In the course of this study, the researcher made it a point to put the welfare and care of the participants first. Through the Letter for Participant and Informed Consent form, the researcher entailed that their participation is voluntary and that they are afforded the option to take part of their own volition or to pull out of the study whenever they choose. To ensure utmost confidentiality, and to put the participants at ease, the researcher made it clear that any data from the semi-structured interviews and classroom recordings would be kept confidential, which also meant that those who took part would be given pseudonyms. When it came to handling the data, the researcher was guided by the Data Privacy Act of 2012 (RA 10173), ensuring that what was provided would not only be held in confidence but also put to use for no other reason than legitimate research. Moreover, the researcher also went about getting the requisite approval from the proper authorities, all the while being mindful of the professional standards of the organizations and companies that were part of the study.

Result, Findings, and Discussion

The Lived Experiences of Filipino English Educators in The Global Classroom

The first dimension of this study utilizes Transcendental Phenomenology grounded in Moustakas (1994) to set out the way Filipino English Educators come to terms with the use of English in the Global Classroom, which aims to look into the shared lived experiences they have had within the global EFL industry. This section presents the clusters of meanings (themes) derived from the significant statements through horizontalization, followed by the textural and structural descriptions of the shared experiences that emerged from the participants’ accounts. The summary table for the lived experiences of using English in the Global Classroom is presented in *Table 1* for clearer presentation and organization of the themes generated in the study. The synthesis of these textural and structural descriptions culminates in the composite description that reflects the essence of the phenomenon of using English in the Global Classroom, particularly on how Filipino English Educators experience, interpret, and navigate the use of English within multilingual and multicultural teaching environments.

Theme 1: Adjusting English Based on Students’ Proficiency Levels

In the Global Classroom, the Filipino English Educators consider the use of English a matter of constant readjustment. The Filipino English Educators have to gauge how well the international students can understand and then decide how to use English to keep them in the loop.

For instance, the beginner students require simpler words, instructions, and brief explanations. For advanced students, however, they need a much stronger approach, like idioms, to make the interaction worthwhile for where they are. “I try to use a clear and even simple English, especially for beginners... then I introduce more complex vocabulary and sometimes expressions as they improve,” said Teacher A (Line 4). Later on, he added, “...when it comes to the advanced students... I used advanced or a complex vocabulary” (Line 26). Teacher A emphasized that “Using simple English is not about lowering your quality...” (Line 32) to clarify misconceptions about it. It is just about being effective and making sure the student, who might still be building up confidence in using English during classroom interactions, can actually get it. According to Teacher A, “This experience... taught me how important to adjust my language...” (Line 31), reflecting how teaching in the Global Classroom required continuous awareness regarding how students responded to the way English was delivered during lessons and interaction. In this experience, adjusting communication did not necessarily mean simplifying learning itself, but rather making it more understandable and accessible depending on the students’ proficiency levels.

Table 1: *The Lived Experiences of Using English in the Global Classroom*

Clusters of Meanings (Themes)	Significant Statements (Horizontalization)
<p>Theme 1: Adjusting English Based on Students’ Proficiency Levels</p>	<p>Teacher A: “I try to use a clear and even simple English, especially for beginners... then I introduce more complex vocabulary and sometimes expressions as they improve.” (Line 4) “...when it comes to the advanced students... I used advanced or a complex vocabulary.” (Line 26) “Using simple English is not about lowering your quality...” (Line 32) “This experience... taught me how important to adjust my language...” (Line 31).</p> <p>Teacher D: “...the beginner... use the basic English.” (Lines 156–157) “...for the</p>

higher levels... I let them use the idiomatic expression..." (Lines 158-165)

**Theme 2:
Becoming Conscious of
Pronunciation, Accent, and
Clarity**

Teacher A: "I became conscious of my pronunciation and clarity when speaking." (Line 14) "If you encounter a very good student you will be conscious on how you pronounce..." (Line 18) "...my accent or pronunciation might be affecting their understanding." (Line 84).

Teacher D: "Most of the time, I let myself be aware of the accent or the way I speak." (Line 185) "...if I'm speaking too fast or my accent is not neutral..." (Lines 185-186) "...I can use like neutral accent..." (Line 189).

Teacher V: "When I am using American Accent it's a struggle for me to have the American accent and talk slowly." (Line 150)

**Theme 3:
Negotiating English Varieties
and Platform Expectations**

Teacher A: "English is the global language with many or with various varieties." (Line 106) "...differences in expressions, in accent are natural..." (Line 108) "...English is not owned by the native speakers alone..." (Line 189)

Teacher D: "...you are required to use the standard English, the American English with a neutral accent." (Line 207) "...at first, I really find it difficult because I don't really like English." (Line 208)

Teacher V: "In the Korean company... they are specifically looking for an American accent." (Line 148)

**Theme 4:
Prioritizing Communication
and Student Participation Over
Constant Correction**

Teacher A: "I learned to be more patient and supportive to them." (Line 8) "...I encourage my students to participate without feeling pressured..." (Line 9) "...if the student feels that they are being supported... they will express their ideas..." (Lines 100-102)

Teacher D: "...if you will keep correcting, correcting them... they will go into silent mode." (Lines 74-80) "...it's more of encouragement than correcting them." (Line 93)

Teacher V: "...I learned from Korean company, ...you don't have to correct them all the time. Just let them talk to you and enjoy." (Line 47) "... it's very difficult to give corrections, especially with the adults. Sometimes, they feel offended. (29-31) "...the focus of free talk is usually... to converse in English..." (Lines 68-70)

**Theme 5:
Viewing the Use of English as a
Continuous and Mutual
Learning Process**

Teacher A: "...teaching in the global classroom is a continuous learning process." (Line 50) "...it's a two-way learning by accepting the feedback from the advanced students..." (Line 51) "...we learned with each other. It was an opportunity to be an exemplar of humility and a lifelong learning." (Lines 52-53)

Teacher D: "...up until now, I'm still learning." (Line 237) "...there are differences before I started being an EFL teacher and up to now." (Line 238) "...the platform... really helped me improve my communication skills. Because you are required to talk in English." (Lines 200-202)

Teacher V: "...you don't study English, you use it." (Lines 172) "...I also learned something from them..." (Lines 144)

**Theme 6:
Developing Cultural Awareness
Through Using English in the
Global Classroom**

Teacher A: "I have also experienced cultural differences in communication... they are sometimes hesitant to talk especially if it's their first time to have an EFL teacher." (Lines 6-7) "I learned to be more patient and supportive to them." (Line 8) "...I became more flexible and at the same time, to be aware culturally..." (Line 19) "...you need to remind yourself that you need to be aware, culturally." (Line 162)

Teacher D: "For the Arab students... they really struggled with English. If you will not use your body language..." (Lines 5-10) "...most of them can talk English, but they cannot really read that fluently." (Line 14) "...for the Vietnamese and Thai... they have the same problem... the pronunciation and the accent." (Lines 31-32)

Teacher V: "When it comes to culture... in Japan... it's okay to use the -san." (Line 84) "...they are very strict with the use of -san. There is an 'offend' moment when -san is omitted." (Lines 73-74) "...for Chinese, we are not allowed to talk about Spratlys... You don't talk about it and you don't debate with the students... you divert the topic." (Lines 86-89)

Theme 7:

Trying Not to Show Struggles in Using English

Teacher A: “I was a bit surprised and slightly self-conscious because it made me more aware of how I sounded in the classroom.” (Line 129) “...you need to remain confident and open to feedback. It will not decrease your professionalism if you encounter this kind of comment from your students.” (Lines 135–136)

Teacher D: “But I will not let them like, I will not give them hints that I am struggling also.” (Line 170) “...Because I think I’m superior because I’m a teacher...” (Line 171) “...I’m really trying hard to speak fluently...” (Line 197)

Teacher V: “When I am using American Accent it’s a struggle for me to have the American accent and talk slowly.” (Line 150) “Sometimes, it’s also scary because what if you’re not able to satisfy them when they’re looking for English proficiency in you.” (Line 143)

The same approach can also be seen from Teacher D. He explained that “...the beginner... use the basic English” (Lines 156–157). He added, “...for the higher levels... I let them use the idiomatic expression...” (Lines 158–165) to push them slightly and have a real discussion, not just a few polite exchanges. Both Teacher A and Teacher D don’t have a one-size-fits-all method; instead, they are guided by what is happening in front of them.

It is seen that the Filipino English Educators are in constant readjustment of their use of English in the Global Classroom. Texturally speaking, they were always on hand to change up how they put across English to suit where the student was at. With beginner students who are having trouble making themselves understood, the Filipino English Educators have them pare down the vocabulary, instructions, and explanations. For the advanced students, who are capable of maintaining communications, the Filipino English Educators do not hesitate to bring in some idioms or let a discussion run its course.

Structurally, the Global Classroom is made up of international students with very different command of the language, so the Filipino English Educators have to be flexible, as it is about making sure learning is within reach for everyone, no matter their background. At the same time, the online classroom environment itself intensifies the need for constant readjustment, as a little communication can throw a wrench in participation among international students if the Filipino English Educators are not on top of it.

The experiences of the Filipino English Educators also resemble several documented experiences among Filipino ESL teachers within global teaching environments. de Guia (2025) discussed “non-native flexibility” among Filipino ESL teachers in adjusting communication depending on learner needs and classroom situations. Similarly, Mula and Suaybago (2025) explained that teachers simplify language and avoid idiomatic expressions to facilitate understanding in virtual classrooms. Natano (2025) also described how Filipino ESL teachers use simpler and more accessible language when communicating with students from non-English-speaking countries.

These related studies and the accounts of Filipino English Educators suggest that in the Global Classroom, it requires continuous adjustment of the way English is used to fit the international students. When Filipino English Educators make the words and the talk in class something the international students can actually get, communication works.

Theme 2: Becoming Conscious of Pronunciation, Accent, and Clarity

The Filipino English Educators described becoming increasingly aware of the nuances of pronunciation, accent, and clarity while teaching in the Global Classroom, particularly during

the classroom interaction with international students coming from different linguistic and cultural backgrounds. Their experiences revealed that using English in the Global Classroom required constant awareness not only of what was being taught during lessons but also of how speech was delivered, understood, and interpreted by international students during classroom interaction. Communication difficulties had nothing to do with the students’ lack of vocabulary knowledge, but because most international students differed in listening abilities, familiarity with accents, exposure to various English pronunciations, and overall ability to follow spoken English.

Filipino English Educators made it a point to be more deliberate about their speech, knowing that things like intonation and the speed at which they speak can make or break the student’s understanding. “I became conscious of my pronunciation and clarity when speaking”, shared Teacher A (Line 14). Teacher A experienced having advanced students who made him notice how he sounded as they were attentive to pronunciation differences and the way English words were delivered during classroom interaction. Teacher A further explained that “If you encounter a very good student you will be conscious on how you pronounce...” (Line 18). Teacher A recalled a time when he thought “...my accent or pronunciation might be affecting their understanding” (Line 84), from then on, he made sure to slow down, enunciate, and be as clear as possible in his instructions.

It is also observed from the account of Teacher D, as he explained that “Most of the time, I let myself be aware of the accent or the way I speak” (Line 185). He added, “...if I’m speaking too fast or my accent is not neutral...” (Lines 185–186). Teacher D understood that if he is going too fast or his accent isn’t quite neutral, it can throw some students for a loop during an activity. Because of this, Teacher D described that “...I can use like neutral accent...” (Line 189) to put the students at ease and to make sure they are in the loop. For Teacher D, it is about keeping the line of communication open with his international students.

For Teacher V, adjusting the pacing of her natural speaking pace is a struggle but necessary to meet the expectations of international students in the Global Classroom. Teacher V emphasized, “When I am using American Accent it’s a struggle for me to have the American accent and talk slowly” (Line 150). For Filipino English Educators, using English is not about the sounds they make, but they have to be in the moment, watching the delivery and pacing all at once as they run the Global Classroom.

Texturally, the Filipino English Educators have experienced heightened awareness of pronunciation, accent, and clarity when they are using English in the Global Classroom, particularly when they can tell from the room that some students are having trouble following along or when miscommunications

are noticeable. Over time, it has become plain to see for the Filipino English Educators that the way they deliver words has a lot to do with how well the international students understand and get involved.

These experiences are a product of what the Filipino English Educators put in in the day-to-day contact with international students in the Global Classroom. Structurally, the Filipino English Educators become conscious of how they sound because of what the global EFL industry expects them to do when they are in front of a class. For Filipino English Educators in the Global Classroom that is full of international students with different language roots, they put more effort into being clear, which means that they have to be on top of their pronunciation, accent, how they pace themselves, and so on.

The growing awareness of pronunciation, accent, and clarity among the Filipino English Educators also resembles several documented experiences among Filipino ESL teachers within online teaching environments. Aporbo (2023) explained that continuous exposure to English communication contributes to improvements in pronunciation and grammar, while also noting that ESL teachers experience anxiety regarding pronunciation mistakes because they are expected to demonstrate higher English proficiency during instruction. Similarly, Cho (2024) documented how Filipina English teachers have to be mindful of sounding “Filipino” to meet what the company wants from them in the global EFL platforms.

These related studies are in agreement that pronunciation, accent, and clarity become important concerns among Filipino English Educators in the Global Classroom, particularly in situations where communication, comprehension, and professional expectations intersect during online instruction and classroom interaction.

Theme 3: Negotiating English Varieties and Platform Expectations

The Filipino English Educators have to constantly negotiate the kind of English they use and what is called for by the global EFL industry, international students, and the platforms they work on. The global EFL platforms have their own rules, and they tend to be more amenable to a standard or neutral English, especially when it comes to how Filipino English Educators sound and how they carry on in Global Classroom.

As such, the Filipino English Educators pay close attention not just to what they are saying but also to their delivery of English varieties to conform to the global EFL platform expectations. Teacher A shared that “English is the global language with many or with various varieties” (Line 106). Teacher A further explained that “...differences in expressions, in accent are natural...” (Line 108), given the multilingual environments he runs into. Teacher A also points out that “...English is not owned by the native speakers alone...” (Line 189); to him, a non-native speaker is just as entitled to be in the room and is not to be seen as any less of a teacher. But even so, Teacher A acknowledges that some forms of English get more of a pass than others.

Teacher D highlights that in the Global Classroom, “...you are required to use the standard English, the American English with a neutral accent” (Line 207). For him, it’s about meeting a certain bar for how you put your words across, to which he admitted that “...at first, I really find it difficult because I don’t

really like English” (Line 208) as he describes the struggle of adjusting to the expectations placed on him of using a neutralized or standardized form of English for the international students in the Global Classroom. In his experience, it was not only about the pronunciation in itself, but it also involved making sure he was in line with what the global EFL platform and the international students were after.

The same goes for Teacher V, as she shared that “In the Korean company... they are specifically looking for an American accent” (Line 148), pointing out the direct influence of the global EFL platforms on how the Filipino English Educators should sound in the Global Classroom. For Filipino English Educators, the global EFL platforms do not just change the way they teach; they also make them well aware of how they negotiate their English varieties as they go about their day in the Global Classroom.

Texturally, Filipino English Educators come to terms with negotiating their English varieties actively, on one hand, the way of speaking and, on the other, the expectations placed on them by the global EFL industry to perform in the Global Classroom. The Filipino English Educators are well aware of their own form of English, and they recognize the existence of different English varieties depending on where the English was learned and used. At the same time, however, they felt the pressure to adjust their pronunciation, pacing, accent, and speech delivery to align with what the global EFL platform and the international students want to hear, particularly a neutral, if not Americanized, way of speaking as it seen with professionalism and clarity. Gradually, this experience has made the Filipino English Educators conscious of how they sound and conform to specific English varieties which offer clarity for the international students in the Global Classroom.

These experiences, structurally, were lived out from the expectations placed on Filipino English Educators by the global EFL platforms and the favored standard, neutral, or Americanized English, dictating how the Filipino English Educators would handle their delivery in the Global Classroom with international students. Additionally, apart from the set form of English by the global EFL platforms, the Filipino English Educators juggle their own way of speaking, the global EFL platforms’ expectations, and the case-to-case basis where the international students demand how the Filipino English Educators should sound.

The multilingual environments of Global Classroom place Filipino English Educators to always having to make a case for who they are, how they sound, and where they stand as professionals. Taken from the notion of “discounted nativeness” that Panaligan and Curran (2022) describe, it highlights that Filipino teachers occupy a complicated position within the global hierarchy of English teaching even when they have communicative competence and are capable of using the English language well in the classroom. The Filipino English Educators recognize that there are many forms or varieties of English. Salazar (n.d.) points out that Philippine English has its own character now, having developed its own linguistic features.

Putting this all together, it paints a clearer picture that the Filipino English Educators are always in the process of finding a middle ground with the kind of English the global EFL platforms and the international students want to see in a Global Classroom. For Filipino English Educators, the way they go about negotiating the different varieties of English determines whether they are

viewed as credible and legitimate professionals or not, and that can make or break their standing in the global EFL industry.

Theme 4: Prioritizing Communication and Student Participation Over Constant Correction

In the Global Classroom, Filipino English Educators have found it necessary to strike a balance between language correction and keeping the international students engaged and confident in their classroom interactions. With the experiences of Filipino English Educators, they revealed that by always correcting or fixing the student's grammar, pronunciation, or the way they put together a sentence, it can be a deterrent; this in turn negatively affects students' confidence in using English. Because of this, the Filipino English Educators stress the value of being patient and offering support so as to make the Global Classroom a place where international students do not feel intimidated to speak up and for them to communicate.

From the experiences of Filipino English Educators, getting the message across in the moment has come to matter more than nailing grammatical perfection. Teacher A shared that "I learned to be more patient and supportive to them" (Line 8), especially in the case of students who are shy or do not have the confidence to use their English in a discussion or free-talk session. Teacher A added, "...I encourage my students to participate without feeling pressured..." (Line 9), as when the students feel that the teacher is there for them in the Global Classroom, as opposed to being on the lookout for error, they will open up and be more communicative. According to Teacher A, "...if the student feels that they are being supported... they will express their ideas..." (Lines 100–102), the experience revealed that it is a matter of fostering the Global Classroom where international students can have the confidence to participate and take part in the conversation using English.

From the experience of Teacher D, "...if you will keep correcting, correcting them... they will go into silent mode" (Lines 74–80), excessive corrections can put a damper on classroom discussion and make some students shy away from speaking English in their classroom interactions. For Teacher D, the key is "...it's more of encouragement than correcting them" (Line 93); even if the international students make an error or two in the course of communicating, motivation is necessary. Teacher D is well aware that over-correcting can get in the way of the natural give and take of conversation and put the international students off from wanting to be part of the classroom interaction.

Teacher V has taken the perspective from the global EFL platform she was once part of "...I learned from Korean company, ...you don't have to correct them all the time. Just let them talk to you and enjoy" (Line 47). She went on to say, "... it's very difficult to give corrections, especially with the adults. Sometimes, they feel offended" (Lines 29–31) that dishing out corrections is no easy task with adults, as they get sensitive about it in the course of a conversation or some classroom interaction in the Global Classroom. For all intents and purposes, as Teacher V would have it "...the focus of free talk is usually... to converse in English..." (Lines 68–70); building confidence is more important than constant grammatical correction in the Global Classroom. For Filipino English Educators these experiences show as an example that they have come to temper their methods, choosing to keep the lines of communication open instead of being quick to put right every mistake an international student makes.

In the Global Classroom, texturally, Filipino English Educators have had to find a way to balance correction with actual communication. They do this by putting less attention in pointing out every language error or grammatical slip during classroom interaction and more in getting the international students to put themselves out in the Global Classroom with confidence to speak, interact and take part. The Filipino English Educators have become more deliberate in their feedback, showing greater patience and support when an international student is made hesitant or even offended by excessive correcting of their English. On occasions, the Filipino English Educators let the conversation run its course before they get around to any mistakes, all the while, putting effort in making the Global Classroom a comfortable and safe place for international students to use their English.

Structurally, the communicative pressures of the global EFL teaching influenced the experiences of Filipino English Educators. They found themselves making choices about what to put first, and they would rather build up students' confidence and encourage them than be in constant correction. The Filipino English Educators see this situation as the best way to keep participation meaningful in the Global Classroom. For Filipino English Educators, a little hesitation or fear of making a mistake can put a damper on the whole dynamic and stifle the kind of interaction they want to see.

In the words of Natano (2025), there is a tendency that ESL teachers employ language that is more straightforward or easier to understand within their students' reach to facilitate effective communication. In a similar way, Mula & Suaybaguio (2025) make a comparable point by simplifying the language to break down barriers in virtual classrooms, stating that it encourages and facilitates conversation. Taken together, such accounts indicate a priority in global EFL instruction – to see that international students feel confident and are willing to put in effort to interact, and that for Filipino English Educators, prioritizing communication and participation is more ideal than constant correction while using English in the Global Classroom.

Theme 5: Viewing the Use of English as a Continuous and Mutual Learning Process

For the Filipino English Educators, using English in the Global Classroom is a matter of reciprocal learning. Their experience is defined by the day-to-day interactions with international students of varied cultural and linguistic backgrounds. What their accounts show is that teaching in the Global Classroom is not confined to simply delivering lessons or facilitating classroom activities but also to constant self-improvement, reflection, adaptation, and learning alongside their international students during classroom interaction. In many of their experiences, the learning is something that is shared between the Filipino English Educators and the international students in the Global Classroom where Filipino English Educators also improve their use of English.

From the experience of Teacher A "...teaching in the global classroom is a continuous learning process" (Line 50). When dealing with advanced students, they too will give in the course of discussion and other communication exercises, as Teacher A put it, "...it's a two-way learning by accepting the feedback from the advanced students..." (Line 51), making clear that learning also occurred on the part of the Filipino English Educators and was not limited to international students in the

Global Classroom. According to Teacher A, "...we learned with each other. It was an opportunity to be an exemplar of humility and a lifelong learning" (Lines 52–53), this speaks to the value of being open and reflective, of mutual growth and humility in the teaching-learning process when using English in the Global Classroom.

Similarly, Teacher D explained that "...up until now, I'm still learning" (Line 237), recognizing that growth in English communication continued even after months of teaching experience within the global EFL industry. Teacher D also reflected that "...there are differences before I started being an EFL teacher and up to now" (Line 238), emphasizing the personal and professional development gained through continuous exposure to global EFL teaching and communication using English. Teacher D further shared that "...the platform... really helped me improve my communication skills. Because you are required to talk in English" (Lines 200–202), describing how continuous English interaction contributed not only to communication improvement, but also to self-development, confidence-building, and increased familiarity in using English during classroom interaction. In this experience, learning appeared to develop gradually through repeated exposure to communication demands inside the online classroom environment.

Teacher V also emphasized that "...you don't study English, you use it" (Line 172), highlighting the practical, communicative, and experience-based nature of learning English in the EFL environment where communication happens regularly during interaction. Teacher V further reflected that "...I also learned something from them..." (Line 144), particularly through interactions with students coming from different linguistic and cultural backgrounds whose perspectives and communication styles also contributed to the learning experience of the teacher. These experiences reflected how Filipino English Educators viewed learning English not merely as memorization of rules or grammatical structures, but as something continuously developed through actual communication, exposure, and interaction with other people in the Global Classroom.

For the Filipino English Educators, texturally, using English in the Global Classroom was not a static affair but an ongoing process of learning and self-improvement. In the experiences of Filipino English Educators, using English is a matter of reflection and a two-way exchange with their international students as they interact in the Global Classroom. Engagement in English has made them more adaptable and aware, as well as reflective and better informed. Such experiences make it plain that in the global EFL setting, the Filipino English Educators are not merely putting in instruction for international students; rather, through day-to-day dealings with a variety of students in the Global Classroom, they are also honing their own practices and professional confidence as much as they are developing them in others.

Structurally, these experiences were put in place by the kind of constant contact with international students and the give and take in the Global Classroom, as well as the expectations of the global EFL industry among Filipino English Educators as English communicators. Their experience was a matter of having to continually measure and refine one's command of English for the sake of instruction and communication. Add to that the online setting and the necessity of putting in the work to interact with students of all sorts of cultural and linguistic backgrounds. At the same time, the repetitive nature of daily communication using

English within online teaching platforms also contributed to the Filipino English Educators' continuous awareness of their own growth, improvement, and development while carrying out their teaching responsibilities.

The experiences of the Filipino English Educators in viewing English as a continuous and mutual learning process also appear in several studies involving Filipino ESL teachers within the global EFL industry. In the study of Pontillas (2021), ESL teaching transformed what was once perceived as a weakness in English into opportunities for personal and professional growth through continuous exposure, teaching experience, and communication using English in actual classroom situations. In many ways, this resembles how the Filipino English Educators in the present study viewed teaching not only as classroom instruction, but also as an ongoing process of learning, reflection, and self-development while interacting with students in the Global Classroom.

Similarly, Sabidalas et al. (2022) explained that the online ESL industry became an avenue where teachers were able to further develop their skills while also experiencing growth in both personal and professional aspects of their lives through continuous engagement in teaching. Aporbo (2023) also discussed how continuous exposure to English conversations and classroom interaction gradually improved pronunciation, grammar, vocabulary, and confidence among Filipino ESL teachers through repeated communication using English during instruction. In the same way, Mula and Suaybago (2025) emphasized that online instruction contributed not only to speaking proficiency, but also to emotional growth and the further development of communication skills among Filipino teachers working with international students from different linguistic and cultural backgrounds.

Natano (2025) further explained that Filipino ESL teachers gradually widened their vocabulary and reinforced their own foundational language skills while teaching students in online ESL settings, suggesting that learning also continuously occurred on the part of the teacher during interaction and communication. What is observed in these studies is that for the Global Classroom, English is not just a means to put on a lesson or run an activity. The Filipino English Educators find their confidence through the day-in and day-out engagement with their international students and the classroom interaction and communication they share. In time this turns the Global Classroom into an environment for reflective and mutual learning, where English is very much a collaborative enterprise between the Filipino English Educators and the international students.

Theme 6: Developing Cultural Awareness Through Using English in the Global Classroom

Filipino English Educators experienced that the Global Classroom is where they have been exposed to an array of cultures and ways of speaking, with differing communication styles and conduct, which means that all this has a way of changing the dynamic of their classroom interaction as they use English with international students and how they are put across. Teaching English among international students is not just a matter of dispensing language lessons; it also demands an understanding of where the students come from and what their preferences are when it comes to communication and behaviors in classroom interaction. Filipino English Educators have grown more patient and observant, developing a kind of cultural sensitivity and flexibility in their own

use of English in the Global Classroom. For them, cultural awareness has been built up over time, through day-to-day classroom interaction and being around the different reactions and practices of their international students.

According to Teacher A, he has had his share of cultural differences in the way the international students communicate in the Global Classroom. He stated that “I have also experienced cultural differences in communication because there are some students that are very expressive and that are very talkative. However, I encounter a lot of students that are very shy – they are sometimes hesitant to talk especially if it’s their first time to have an EFL teacher” (Lines 6–7). Teacher A stated that “I learned to be more patient and supportive to them” (Line 8). He further reflected that he has had to become more flexible as well “...I became more flexible and at the same time, to be aware culturally...” (Line 19), emphasizing that “...you need to remind yourself that you need to be aware, culturally” (Line 162), something he has to keep in mind when having a classroom interaction with international students of varying backgrounds and speaking styles. From these experiences, Teacher A came to appreciate, in time, how the international students’ cultural roots and comfort level can have an effect on their readiness to put in the effort to communicate in English and be responsive.

International students were at a loss to comprehend what was being said in English by way of classroom communication or instructions. Teacher D stated that “For the Arab students... they really struggled with English. If you will not use your body language...” (Lines 5–10). In the matter of reading, Teacher D also observed that “...most of them can talk English, but they cannot really read that fluently” (Line 14); Teacher D noted the disparity in language abilities that became noticeable during classroom interaction and reading activities. He also pointed out that “...for the Vietnamese and Thai... they have the same problem... the pronunciation and the accent” (Lines 31–32), highlighting the way international students spoke were observed in the way they communicated and used the English. The experiences of Teacher D are the kind of linguistic and communicative diversity that the Filipino English Educators will come up against, as it demands a certain flexibility in the way they teach. From the experiences of Teacher D, he has to put some adjustment into his own use of English as well so as to make sure he can get across his meaning to the international students during classroom interaction in the Global Classroom.

Teacher V emphasized that “When it comes to culture... in Japan... it’s okay to use the -san” (Line 84), and she went on to note that Japanese students kept honorifics even in English while they are interacting in the Global Classroom. Teacher V also points out how much cultural norms of respect shaped what goes in the room. Teacher V explained that “...they are very strict with the use of -san. There is an ‘offend’ moment when -san is omitted” (Lines 73–74), which highlights the matter of being respectful towards their ways of addressing people over grammar accuracy in the Global Classroom. Teacher V also explained that “...for Chinese, we are not allowed to talk about Spratlys... You don’t talk about it and you don’t debate with the students... you divert the topic” (Lines 86–89), underscoring the need to steer clear of anything politically or culturally charged. In these experiences, using English is not just a matter of making linguistic adjustments, to be sure, but the Filipino English Educators have to also conform to the cultural side of the international students.

Texturally, the Filipino English Educators experienced having to put themselves in a position to be more culturally aware and perceptive. Dealing with international students in the Global Classroom has made them more sensitive to the nuances of English as they come across varying pronunciations, ways of expressing themselves, levels of attentiveness and participation, and even classroom conduct and cultural mores that dictate how interpretation plays out. The Filipino English Educators have put in the effort to see their use of English evolve; they are more patient and supportive for it, and when a situation turns sensitive, as they sometimes do, they know how to handle it with ease. And through it all, the Filipino English Educators make sure their command of English is as effective as it is respectful. Over time, these experiences have given them a better sense of what is required to be said and done in the Global Classroom. For Filipino English Educators, using English is as much about cultural sensitivity and an ability to adapt in one’s interactions as it is about being proficient in the language.

The experiences of Filipino English Educators are influenced by the multicultural nature of the Global Classroom, where the international students brought their own cultural norms, which affects the classroom conduct and linguistic habits they are accustomed to. As such, it is necessary for the Filipino English Educators to put in the work to adapt their instruction and the way they communicate with international students using English. Because of the cultural divides, the Filipino English Educators also make sure that what was said in English remained respectful, inclusive and effective. Additionally, because of the steady stream of international students from all over the world, linguistic skills are not enough for Filipino English Educators, as they also need a good measure of cultural sensitivity during classroom interaction in the Global Classroom.

Given the situation the Filipino English Educators are in, they remain in constant contact with international students and have to keep up with the varied linguistic and cultural backgrounds they bring to the Global Classroom. As such, they have to be culturally responsive while using English. In line with what Sabidalas et al. (2022) put forward, the Filipino ESL teachers are in constant contact with students from China, Japan, Vietnam, and Korea, due to the demand in English language learning. From these experiences among Filipino English Educators, being an effective teacher in the Global Classroom needs not only a good command of the English language; they must also bring a degree of cultural sensitivity and awareness, as well as the flexibility to adapt the communication when dealing with international students of varied linguistic and cultural backgrounds.

Theme 7: Trying Not to Show Struggles in Using English

The Filipino English Educators described experiencing moments of self-consciousness, pressure, anxiety, and internal struggle while using English in the Global Classroom, particularly during interaction with international students who also carried certain expectations regarding English proficiency and communication skills. Their experiences revealed that teaching international students in the global EFL industry involved maintaining confidence, professionalism, communicative competence, and classroom authority even when difficulties with pronunciation, fluency, accent, or classroom expectations were personally experienced by the Filipino English Educators themselves. In many of their experiences, the Filipino English Educators described becoming more aware of how they sounded

while speaking English, especially in situations where students were highly proficient, observant, or attentive to pronunciation and accent differences during classroom interaction. Despite these struggles, the Filipino English Educators attempted to present themselves as capable, confident, and professional teachers in front of their students while continuously managing their own insecurities, anxieties, and communication difficulties during instruction.

In most cases Filipino English Educators are the ones responsible for giving feedback in classroom instruction, but Teacher A shared that “I was a bit surprised and slightly self-conscious because it made me more aware of how I sounded in the classroom” (Line 129) after one of his international students made remarks about his accent and pronunciation. Teacher A points out that “...you need to remain confident and open to feedback. It will not decrease your professionalism if you encounter this kind of comment from your students” (Lines 135–136), demonstrating his will in keeping his composure and confidence when teaching in the Global Classroom, even when he has moments of being put off balance. Teacher A’s experiences imply that sustaining professional poise and confidence is important in the Global Classroom while trying to keep his own insecurities in check when using English during classroom interaction.

This experience of self-consciousness and insecurities in using English can also be observed from the experience of Teacher D. He explained that “... I will not let them like, I will not give them hints that I am struggling also” (Line 170), especially when dealing with international students of a high order of English proficiency who would be quick to spot any lack of fluency or pronunciation issues. Teacher D went on to say, “...Because I think I’m superior because I’m a teacher...” (Line 171), which is to say he feels an obligation to project the kind of authority and control that the international students expect from a Filipino English Educator in the Global Classroom. Teacher D admitted that “...I’m really trying hard to speak fluently...” (Line 197). Even as a Filipino English Educator in the global EFL industry, he was also making negotiations as a professional authority in the Global Classroom while personally having to come to terms with his own insecurities when using English during classroom interaction.

Teacher V also emphasized that “When I am using American Accent it’s a struggle for me to have the American accent and talk slowly” (Line 150), particularly because of institutional expectations requiring a more Americanized pronunciation style during online instruction. Teacher V further explained that “Sometimes, it’s also scary because what if you’re not able to satisfy them when they’re looking for English proficiency in you” (Line 143), highlighting the pressure to meet students’ and companies’ expectations regarding English proficiency, fluency, pronunciation, and communication skills while teaching in the Global Classroom. These experiences reflected how Filipino English Educators sometimes experienced emotional pressure while attempting to meet standards of professionalism and communicative competence expected within global EFL platforms.

Texturally, the Filipino English Educators experienced moments of self-consciousness, pressure, anxiety, and personal struggle while using English in the Global Classroom by becoming increasingly aware of pronunciation, fluency, accent, and the expectations associated with teaching English to international

students in online settings. The Filipino English Educators experienced trying to conceal personal struggles, insecurities, nervousness, and communication difficulties while maintaining confidence, authority, professionalism, and communicative competence during classroom interaction and instruction. In several experiences, the Filipino English Educators described monitoring how they spoke, how they sounded during lessons, and how students might evaluate their English proficiency while participating in classroom communication. These experiences revealed not only linguistic pressure, but also emotional and professional pressure associated with presenting oneself as a capable English teacher despite experiencing moments of difficulty, self-doubt, and insecurity in using English during interaction with students.

Structurally, these experiences were influenced by the expectations placed on Filipino English Educators within the global EFL industry, where maintaining authority, professionalism, confidence, and communicative competence in English became necessary while interacting with international students in online classroom environments. The demands of online teaching platforms, students’ expectations regarding English proficiency, and the professional role attached to being an English teacher shaped the Filipino English Educators’ efforts to monitor, control, and manage how struggles in using English were presented during classroom interaction in the Global Classroom. At the same time, the visibility of online communication and the constant use of English during instruction appeared to intensify the Filipino English Educators’ awareness of how their pronunciation, fluency, and communication skills were being evaluated by both students and companies within the global EFL industry.

The experiences of pressure, self-consciousness, and internal struggle among the Filipino English Educators also resemble several documented experiences among Filipino ESL teachers within the global EFL industry. Aporbo (2023) explained that neophyte ESL teachers often fear committing grammatical and pronunciation errors because English is not their native language, while they are also expected to appear more proficient than their students during classroom interaction. In the same view, Cho (2024) has put on record the case of a Filipino English teacher who was under company pressure to put aside any of her “Filipino” way of speaking, as she felt the company’s standards on accent and pronunciation left her no choice but to rein in those linguistic features when using English.

At the same time, de Guia (2025) discussed the ideology of “grammar supremacy,” where teachers utilize grammar, pronunciation, and accent to establish credibility and maintain students’ trust in their professional abilities while teaching English. These related studies suggest that Filipino English Educators in the Global Classroom continuously experience pressure to present themselves as competent, fluent, and professional English teachers while managing insecurities and communication struggles during classroom interaction with international students.

The Essence of the Lived Experience of Using English in the Global Classroom

The following composite description of the essence was derived from the textural and structural descriptions of the shared lived experiences of Filipino English Educators in the Global Classroom. It represents the core phenomenon as a continuous process of adjustment, negotiation, adaptation, and heightened self-

awareness within multilingual and multicultural online teaching environments, shaped by communicative flexibility, cultural responsiveness, institutional expectations, and professional identity negotiation while sustaining participation, communication, and professionalism in the Global Classroom. Across their experiences, using English in the Global Classroom was not experienced merely as teaching or speaking the language itself, but as continuously navigating communication demands, student needs, cultural differences, institutional expectations, and personal as well as professional challenges while interacting with international students in the global EFL industry.

The Filipino English Educators experienced using English in the Global Classroom as a continuous process of adjustment, awareness, negotiation, and adaptation while interacting with international students coming from different linguistic and cultural backgrounds. In many of their experiences, they continuously modified the way English was used depending on the students' proficiency levels, comprehension, participation, and responsiveness during classroom interaction.

The communication often involved simplifying the words and tailoring the explanations while keeping an eye on their own pronunciation, clarity, and pace. The Filipino English Educators become more aware of how the international students receive and deliver their speech during classroom interaction. At the same time, there was a sense of tension in using English in the Global Classroom among Filipino English Educators, one that pitted their own manner of speaking against what the global EFL platform would have, as bias toward a more neutral or American tone is preferred, in which the Filipino English Educators found themselves at odds with. Alongside these experiences, the Filipino English Educators put more effort into keeping the conversation going and the confidence of those involved than into being a stickler for grammar. In the course of classroom interaction, the Filipino English Educators would let a few errors slide rather than make a habit of correcting the international students, valuing participation and open communication above all these.

In the Global Classroom, they came to see English as more than an instrument of language instruction. When it comes to using English, Filipino English Educators see it as a two-way street. They consider it an open-ended way of learning along with their international students, and in the end, the experience made them all the more adaptable and accustomed to other cultures. It has also been significant for their professional growth and given them room for reflection in the course of their classroom interaction with international students in the Global Classroom. Despite these

experiences, moments of pressure, self-consciousness, and internal struggle also emerged as the Filipino English Educators continuously attempted to maintain professionalism, confidence, and communicative competence during classroom interaction.

The Filipino English Educators also experienced using English in the Global Classroom as a continuous and mutual learning process shaped through repeated communication and interaction with students from different linguistic and cultural backgrounds. As a result of constant exposure and contact with a variety of international students, the Filipino English Educators have become more reflective and adaptable in communication and classroom dynamics they encountered. Additionally, the experience made the Filipino English Educators more culturally aware and accustomed to the way their own communication practices can shape the classroom interactions in the Global Classroom. For Filipino English Educators, their experiences are not all easy; at times they were under pressure and had their own inner battles, particularly so in the Global Classroom where, speaking English with a certain accent and level of fluency, they could sense that they were being put on the spot by the international students and global EFL platforms. Even so, Filipino English Educators made a point of putting on a confident, professional front as they did what they had to do in the Global Classroom. Because of these conditions, using English in the Global Classroom became a continuous experience of adjustment, cultural sensitivity, professional negotiation, and heightened self-awareness while sustaining communication, participation, and professionalism within virtual international classroom environments.

The Linguistic Positionings of Filipino English Educators Based On the Analysis of the Discourse Found In the Recordings

The second dimension of this study utilizes Positioning Analysis grounded in the Positioning Theory of Harré and Moghaddam (2003) in examining how Filipino English Educators construct and negotiate positions through moment-by-moment utterances within classroom interaction in the Global Classroom. Through the positioning triangle of speech acts, positions, and storylines, the analysis focuses on how meanings, interactional roles, and ways of using English are dynamically constructed and negotiated during teacher-student discourse within multilingual and multicultural online EFL environments. The summary table for the Linguistic Positionings of Filipino English Educators in the Global Classroom is presented in *Table 2*.

Table 2: *The Linguistic Positionings of Filipino English Educators in the Global Classroom*

Storyline	Participant	Speech Acts	Linguistic Positioning
Teacher and Student in Encouraging English Participation and Classroom Confidence	Teacher A	S: "Crisis /'kri:sis/ [mispronounced]" (Line 165) T: "Oh, crisis /'kraisɪs/. Crisis /'kraisɪs/." (Line 166) S: "Oh, crisis /'kraisɪs/." (Line 167)	Language Model and Spoken English Regulator
	Teacher D	T: "Theater again." (Line 38) S: "Thea-ter /'θi:.ə.tə/." (Line 39) T: "Very good. Yes, only two syllables. Thea-ter /'θi:.ə.tə/." (Line 40)	
	Teacher V	S: "It's shock /ʃɑ:k/." (Line 243) T: "Sock /sa:k/, not shock /ʃɑ:k/. Sock /sa:k/. Sock /sa:k/.." (Line 244)	
Teacher and	Teacher A	T: "Can you tell me what we mean by the word	Vocabulary Resource

Student in Vocabulary Meaning Negotiation and Lexical Development	Teacher D	alter?" (Line 57) S: "Like this... Is it like this?" (Lines 58–60) T: "Um, it's to change." (Line 61) T: "What do you mean by rehearse?" (Line 138) S: "To practice a play..." (Line 139) T: "Okay, that is rehearse." (Line 140)	Provider and Meaning Negotiator
	Teacher V	T: "It starts with B, and you eat it at school sometimes." (Line 212) S: "Birthday." (Line 213) T: "Birthday? Number nine is birthday?" (Line 214); "Are you sure?" (Line 216)	
Teacher and Student in Sentence Construction and Grammar Scaffolding	Teacher A	T: "How can people alter their appearance?" (Line 78) S: "You can put on makeup." (Line 82) T: "What else?" (Line 83)	English Production Facilitator and Language Scaffold
	Teacher D	T: "Now let's complete the sentence... What did the boy hear?" (Lines 160–161) S: "The boy can hear someone playing the piano." (Line 162) T: "Very good, that is correct." (Line 163)	
	Teacher V	T: "Would you like to go to the shops?" (Line 66) S: "I like to play in the shop." (Line 67) T: "Look at the first sentence. The answer is yes." (Line 68)	
Teacher and Student in Instructional Authority and English Learning Regulation	Teacher A	T: "Are you still with me? What are you doing?" (Line 214) T: "I think you may do that after our class." (Line 215)	Instructional Authority and Regulator of English Participation
	Teacher D	T: "Listen to me and look at me." (Line 29) T: "Let's go to our lesson." (Line 29)	
	Teacher V	T: "Teacher said this is a speaking class." (Line 62) T: "I want you to speak, okay?" (Line 63) T: "Speak. I did not say read, speak." (Line 65)	
Teacher and Student in Encouraging English Participation and Classroom Confidence	Teacher A	T: "Exactly, your answer is perfect." (Line 349) T: "Very good for that, Mia." (Line 193)	Supportive Facilitator and Confidence Builder
	Teacher D	T: "Excellent work for that one, Masahiro." (Line 150) T: "You're a star." (Line 213)	
	Teacher V	T: "You are a smart kid. You will listen to teacher, okay?" (Line 146)	

Language Model and Spoken English Regulator

The linguistic positioning of Filipino English Educators as language models and spoken English regulators emerged through classroom utterances that corrected, modeled, and regulated students' pronunciation during classroom interaction and communication activities. Within the storyline of "teacher and student in encouraging English participation and classroom confidence," the Filipino English Educators occupied positions that enabled them to monitor spoken English production while still maintaining the overall flow of participation and interaction inside the classroom, particularly during moments where students encountered difficulty in pronouncing English words accurately while participating in vocabulary discussions and reading activities. It is not just a matter of getting the pronunciation right in these exchanges; it is also about the corrections that were put forward in keeping the conversation and the international students' involvement going.

Teacher A demonstrated this positioning during a vocabulary discussion about natural disasters. When the student mispronounced the word "crisis," the interaction unfolded as follows:

S: "Crisis /'kri:sis/ [mispronounced]" (Line 165)

T: "Oh, crisis /'kraɪsɪs/. Crisis /'kraɪsɪs/." (Line 166)

S: "Oh, crisis /'kraɪsɪs/." (Line 167)

The speech acts show that Teacher A immediately responded to the inaccurate pronunciation through repeated oral modeling of the correct pronunciation of the word "crisis." Rather than simply identifying the pronunciation mistake and moving directly back to the lesson, the repeated utterance of the word somehow extended the correction within the interaction itself, which gradually positioned the Filipino English Educator as someone authorized to regulate acceptable spoken English production during classroom communication. At the same time, however, the interaction itself did not completely shift into a

disciplinary or intimidating atmosphere because the exchange still flowed naturally even after the correction had already been delivered. The student's immediate repetition of the corrected pronunciation further reinforced Teacher A's authority in regulating spoken English accuracy, although another thing noticeable in the interaction is that the correction itself remained embedded within participation rather than completely interrupting participation during the activity. In many ways, it is just like the correction became absorbed into the classroom conversation itself, where the student was still allowed to remain involved in the interaction rather than becoming overly conscious or withdrawn after committing the pronunciation mistake during the discussion.

A similar positioning was observed in Teacher D's interaction during a reading activity:

T: "Theater again." (Line 38)

S: "Thea-ter /'θi:.ə.tə/." (Line 39)

T: "Very good. Yes, only two syllables. Thea-ter /'θi:.ə.tə/." (Line 40)

Here, Teacher D corrected the pronunciation while simultaneously providing metalinguistic guidance regarding syllable production and spoken articulation. The utterance "only two syllables" positioned the Filipino English Educator not only as someone regulating pronunciation, but also as someone guiding the student toward clearer English articulation and awareness regarding how English words are orally produced during reading activities. At the same time, the affirmative utterance "Very good" softened the corrective act and maintained encouragement within the interaction itself, which somehow reflects how pronunciation correction and classroom support co-occurred within the same communicative moment rather than functioning separately from one another. The interaction did not purely revolve around correcting error because encouragement was simultaneously inserted into the utterance while the correction was being performed. The student's repetition of the corrected pronunciation then further reinforced Teacher D's position as someone authorized to monitor spoken English production while still maintaining classroom confidence, participation, and interaction during the activity itself.

Teacher V similarly enacted pronunciation regulation during a vocabulary exercise:

S: "It's shock /ʃa:k/." (Line 243)

T: "Sock /sa:k/, not shock /ʃa:k/. Sock /sa:k/. Sock /sa:k/." (Line 244)

Teacher V explicitly contrasted the inaccurate pronunciation with the target pronunciation through immediate correction and repeated oral modeling. The utterance "Sock, not shock" directly regulated phonological production by distinguishing acceptable and unacceptable English sound patterns during classroom interaction. Unlike the previous interactions, however, Teacher V immediately proceeded with the activity without requiring repetition from the student after the correction itself was delivered. In this interaction, the corrective utterance appeared brief and direct, although the Filipino English Educator still maintained authority in regulating spoken English accuracy during the lesson. Rather than prolonging the correction itself, the interaction immediately moved back toward sustaining lesson progression and classroom momentum during the activity. It is

interesting that the correction here remained present and authoritative, but at the same time, it did not fully dominate the interaction because the lesson itself continued almost immediately after the corrective utterance was delivered.

Taken together, these utterances position Filipino English Educators as language models and spoken English regulators who continuously monitor, correct, and shape oral English production through corrective classroom discourse and interaction. Through repetition, pronunciation modeling, metalinguistic explanation, and phonological correction, the Filipino English Educators constructed positions that authorized them to regulate acceptable spoken English production while still sustaining classroom participation, communication, and interaction during lessons. At the same time, the corrective utterances themselves did not appear purely punitive or restrictive in nature because students were still encouraged to continue speaking and remain involved within the interaction even after pronunciation corrections were already performed during classroom activities. Rather than silencing participation, the corrective discourse itself somehow became part of maintaining classroom communication while still regulating spoken English production inside the Global Classroom.

The linguistic positioning of Filipino English Educators as language models and spoken English regulators implies that using English in the Global Classroom involves the continuous regulation and monitoring of spoken English production while simultaneously sustaining participation, interaction, and classroom confidence among international students during communication activities. Pronunciation correction, repetition, and oral modeling become part of how Filipino English Educators negotiate communicative clarity, instructional authority, and spoken interaction within multilingual online EFL environments where verbal communication remains central during classroom activities and discussions. At the same time, these utterances also reflect how regulating spoken English in the Global Classroom is not limited to achieving linguistic accuracy alone because the corrective interaction itself, in many ways, also becomes part of sustaining supportive communication and encouraging continued student participation while English is continuously being used during online classroom interaction.

Vocabulary Resource Provider and Meaning Negotiator

The linguistic positioning of Filipino English Educators as vocabulary resource providers and meaning negotiators emerged through classroom utterances that guided students toward understanding unfamiliar English vocabulary during classroom interaction and communication activities. Within the storyline of "teacher and student in vocabulary meaning negotiation and lexical development," the Filipino English Educators occupied positions that enabled them to scaffold vocabulary comprehension through elicitation, clarification, prompting, contextual explanation, and guided recall during interaction. These positions gradually became observable through moment-by-moment exchanges where unfamiliar English words were not immediately defined in a purely direct manner, but were instead negotiated collaboratively within classroom discourse where both the Filipino English Educator and the student participated in constructing lexical understanding during the activity itself.

Teacher A demonstrated this positioning during a vocabulary discussion about natural disasters. While discussing the word "alter," the interaction unfolded as follows:

T: *"Can you tell me what we mean by the word alter?" (Line 57)*

S: *"Like this... Is it like this?" (Lines 58–60)*

T: *"Um, it's to change." (Line 61)*

The speech acts show that Teacher A initially encouraged the student to infer the meaning of the unfamiliar vocabulary item before directly providing clarification. Rather than immediately supplying the meaning of the word "alter," the utterance first positioned the student as someone expected to participate in the meaning-making process during the interaction itself. The student's uncertain response then signaled difficulty in comprehending the lexical item, which eventually prompted Teacher A to simplify the meaning through the more familiar word "change." In this interaction, the Filipino English Educator gradually became positioned as a vocabulary resource provider who negotiated meaning by connecting unfamiliar English vocabulary to a more accessible and recognizable term for the student. At the same time, the interaction itself somehow reflects that vocabulary understanding was not simply transmitted immediately from teacher to student in a one-directional manner. Rather, meaning gradually unfolded through guided clarification and interaction, where the teacher first allowed space for student participation before eventually providing lexical support during the discussion.

A similar positioning was observed in Teacher D's interaction during a vocabulary activity:

T: *"What do you mean by rehearse?" (Line 138)*

S: *"To practice a play..." (Line 139)*

T: *"Okay, that is rehearse." (Line 140)*

Unlike Teacher A's interaction, Teacher D prompted the student to recall and articulate the meaning independently before validating the response. The utterance positioned the Filipino English Educator as someone facilitating vocabulary comprehension through guided recall and lexical confirmation rather than through immediate explanation. Instead of directly defining the word from the beginning, the interaction itself allowed the student to first demonstrate understanding during classroom participation, which somehow reinforced collaborative negotiation of lexical meaning during communication activities. Teacher D's confirmation, "Okay, that is rehearse," then validated the student's response while simultaneously sustaining interaction and participation within the lesson itself. In many ways, the utterance did not simply function as evaluation of correctness alone because the confirmation also appeared to maintain conversational flow and classroom engagement while vocabulary understanding was being negotiated during the activity.

Teacher V similarly enacted vocabulary negotiation through clue-giving and prompting strategies during a vocabulary puzzle activity:

T: *"It starts with B, and you eat it at school sometimes." (Line 212)*

S: *"Birthday." (Line 213)*

T: *"Birthday? Number nine is birthday?" (Line 214)*

T: *"Are you sure?" (Line 216)*

In this interaction, Teacher V did not directly provide the vocabulary item but instead guided the student through contextual

clues, prompting strategies, and questioning sequences during the activity. The student's inaccurate response disrupted the expected instructional flow, which then required continued negotiation before arriving at the intended lexical item. Rather than immediately correcting the response directly, the Filipino English Educator prolonged the interaction through questioning, which somehow kept the student engaged in the retrieval process while still signaling that the answer required reconsideration. It is interesting that the utterances "Birthday? Number nine is birthday?" and "Are you sure?" did not immediately reject the response in a strongly corrective manner. Instead, the questioning itself appeared to encourage the student to reassess the answer independently during the interaction. In this instance, vocabulary negotiation did not appear linear or straightforward because misunderstanding, hesitation, and repair sequences themselves gradually became part of the meaning-making process occurring inside the classroom discourse.

Taken together, these utterances position Filipino English Educators as vocabulary resource providers and meaning negotiators who facilitate lexical development through scaffolded classroom discourse and interaction. Through elicitation, simplification, guided recall, prompting, contextual clues, and validation, the Filipino English Educators constructed positions that authorized them to regulate and support English vocabulary understanding within the Global Classroom. At the same time, however, the interactions also reveal that vocabulary learning itself was not treated as a purely one-sided transfer of information from teacher to student. Rather, lexical understanding gradually emerged through collaborative negotiation where students were repeatedly encouraged to participate, infer meanings, retrieve vocabulary, and remain involved within the interaction while the meaning of unfamiliar English words was continuously being clarified during classroom communication activities.

The linguistic positioning of Filipino English Educators as vocabulary resource providers and meaning negotiators implies that using English in the Global Classroom involves the continuous negotiation of vocabulary meaning through scaffolded classroom interaction and adaptive communication practices. Through elicitation, clarification, prompting, contextual explanation, and guided questioning, Filipino English Educators facilitated vocabulary accessibility while simultaneously sustaining learner participation and comprehension during classroom discourse. At the same time, these utterances also reflect how vocabulary understanding in the Global Classroom is collaboratively constructed through interaction itself, where meaning negotiation gradually develops in response to the immediate linguistic needs, comprehension difficulties, and participation patterns of international students within multilingual online EFL environments.

English Production Facilitator and Language Scaffold

The linguistic positioning of Filipino English Educators as English production facilitators and language scaffolds emerged through classroom utterances that guided students in constructing grammatically appropriate English responses during classroom interaction and communication activities. Within the storyline of "teacher and student in sentence construction and grammar scaffolding," the Filipino English Educators occupied positions that enabled them to regulate sentence formation while simultaneously encouraging students to sustain English participation beyond short or minimal responses during classroom

discourse. These positions gradually became noticeable through follow-up questioning, sentence modeling, guided correction, prompting, and structured response activities where students were encouraged not only to answer correctly, but also to continue producing English utterances during interaction. In many ways, the exchanges themselves reflect how English production inside the classroom was continuously sustained through supportive scaffolding practices where participation and sentence construction happened together during communication activities.

Teacher A demonstrated this positioning during a vocabulary discussion about appearance and self-expression. The interaction unfolded as follows:

T: *"How can people alter their appearance?" (Line 78)*

S: *"You can put on makeup." (Line 82)*

T: *"What else?" (Line 83)*

The speech acts show that Teacher A did not terminate the interaction immediately after receiving a correct response from the student. Rather than treating the exchange as already complete after the first answer was given, the follow-up utterance "What else?" extended the interaction and encouraged the student to continue producing English responses beyond a single sentence during classroom communication. The utterance itself gradually positioned the Filipino English Educator as someone facilitating extended English production rather than simply evaluating correctness during the activity. At the same time, the interaction also reflects how participation was being sustained through continuation prompts where the student was encouraged to elaborate further instead of remaining within short-answer interaction patterns. In this instance, English production appeared less like isolated question-and-answer exchange and more like an ongoing communicative process where additional language production was continuously encouraged during the discussion itself.

A similar positioning was observed in Teacher D's interaction during a sentence-construction activity:

T: *"Now let's complete the sentence... What did the boy hear?" (Lines 160–161)*

S: *"The boy can hear someone playing the piano." (Line 162)*

T: *"Very good, that is correct." (Line 163)*

Here, Teacher D guided the student toward producing a complete grammatical structure using the target sentence pattern introduced during the activity. The utterance "Now let's complete the sentence" established a structured framework that directed the student toward patterned English production while simultaneously signaling that the interaction involved collaborative sentence construction during classroom participation. At the same time, the affirmation "Very good, that is correct" did not merely function as evaluation of grammatical accuracy alone because it also maintained encouragement and participation within the interaction itself. Another thing noticeable in the exchange is that the Filipino English Educator regulated sentence construction while still preserving a supportive communicative atmosphere during the activity. Through guided practice and structured prompting, the interaction gradually scaffolded the student toward producing grammatically organized English utterances while remaining actively involved in classroom communication.

Teacher V similarly enacted grammatical scaffolding during a speaking exercise focused on sentence-response patterns:

T: *"Would you like to go to the shops?" (Line 66)*

S: *"I like to play in the shop." (Line 67)*

T: *"Look at the first sentence. The answer is yes." (Line 68)*

In this interaction, the student's response deviated from the expected grammatical pattern, which partially shifted the instructional flow away from the intended sentence structure during the activity. Rather than directly rejecting the student's response in a strongly corrective manner, however, Teacher V redirected the student toward the target grammatical form by referring back to the sentence model itself. The utterance "Look at the first sentence" positioned the Filipino English Educator as someone regulating grammatical response construction through guided redirection and patterned scaffolding during interaction. At the same time, the correction itself appeared indirect because the teacher did not explicitly state that the answer was wrong, but instead encouraged the student to revisit the sentence framework already presented during the activity. In many ways, the interaction reflects how English production inside the Global Classroom involved continuous negotiation between spontaneous student responses and teacher-regulated grammatical patterns during communication activities.

Taken together, these utterances position Filipino English Educators as English production facilitators and language scaffolds who continuously guide students toward sustained and grammatically structured English participation during classroom interaction and communication activities. Through follow-up questioning, patterned sentence activities, guided correction, prompting, affirmation, and response modeling, the Filipino English Educators constructed positions that enabled them to regulate English production while still encouraging continued participation and classroom interaction during lessons. At the same time, the exchanges themselves also reveal that English production inside the Global Classroom was not simply imposed through rigid correction alone because the scaffolded interaction gradually encouraged students to continue participating, elaborating responses, and producing English utterances while communication was continuously unfolding during classroom discourse.

The linguistic positioning of Filipino English Educators as English production facilitators and language scaffolds implies that using English in the Global Classroom involves the continuous scaffolding and negotiation of English production through supportive classroom interaction and guided communication practices. Follow-up questioning, sentence modeling, guided correction, prompting, and patterned response activities become part of how Filipino English Educators sustain participation while simultaneously regulating grammatical English production within multilingual online EFL environments. At the same time, these utterances also reflect how using English in the Global Classroom is not limited to producing grammatically correct responses alone because the interaction itself gradually becomes a space where English production is collaboratively supported, extended, and continuously shaped through participation, communication, and scaffolded classroom discourse.

Instructional Authority and Regulator of English Participation

In the Global Classroom, the linguistic positioning of Filipino English Educators come to be as instructional authorities

and regulators of English participation. The utterances of Filipino English Educators are a means to steer international students' conduct, keep handle on participation and make sure that the expectations for engagements are upheld. The storyline or narrative "teacher and student in instructional authority and English learning regulation" puts the Filipino English Educators in a position to control the flow of interaction and use of English in the Global Classroom. The position makes Filipino English Educators known over time by the way of directives, a nudge in the right direction for behavior, and reminders to take part. In a sense, every utterance used is telling of how authority in the Global Classroom is as much about putting some structure on the interaction and participation as it is about getting the lesson content across while English is being used.

Teacher A demonstrated this positioning during a classroom interaction in which the student appeared distracted from the lesson. The interaction unfolded as follows:

T: "Are you still with me? What are you doing?" (Line 214)

T: "I think you may do that after our class." (Line 215)

The speech acts show that Teacher A redirected the student's attention back toward the classroom interaction through questioning and behavioral regulation. The utterance "What are you doing?" monitored the student's participation and attentiveness during the lesson, while "I think you may do that after our class" regulated acceptable classroom behavior by postponing the off-task activity until after instruction had already ended. Rather than directly reprimanding the student in an overly confrontational manner, however, the utterance still carried a softened directive form, which somehow maintained classroom control while avoiding a strongly punitive interactional tone during communication. In this instance, the Filipino English Educator gradually became positioned as an instructional authority who maintained the right to regulate participation and sustain English-focused engagement during the lesson itself. At the same time, the exchange also reflects how authority inside the online classroom was enacted not only through content instruction, but also through monitoring attentiveness and redirecting student behavior whenever participation shifted away from the instructional activity.

A similar positioning was observed in Teacher D's interaction before beginning the lesson proper:

T: "Listen to me and look at me." (Line 29)

T: "Let's go to our lesson." (Line 29)

Here, Teacher D used direct instructional commands to establish attention and prepare the student for lesson participation before the activity itself fully progressed. The utterance "Listen to me and look at me" regulated interactional behavior by explicitly requiring auditory and visual attention from the student prior to continuing the lesson. At the same time, the follow-up utterance "Let's go to our lesson" redirected the interaction toward the expected instructional activity and reinforced lesson progression within the classroom discourse. In many ways, the exchange reflects how the Filipino English Educator exercised authority through concise directive utterances that structured classroom behavior and participation during online communication activities. The interaction itself did not simply organize lesson flow mechanically because the directives also functioned to establish participation norms necessary for sustaining interaction and instructional continuity within the online learning environment.

Teacher V similarly enacted instructional authority during repeated attempts to regulate the student's mode of participation in class:

T: "Teacher said this is a speaking class." (Line 62)

T: "I want you to speak, okay?" (Line 63)

T: "Speak. I did not say read, speak." (Line 65)

In this interaction, Teacher V repeatedly emphasized oral participation as the expected classroom behavior during the activity. The student's repeated focus on reading and writing partially disrupted the intended instructional structure, which then required the Filipino English Educator to reinforce participation expectations multiple times throughout the interaction. Rather than allowing the participation pattern to continue unchanged, the utterances continuously redirected the student toward speaking as the prioritized mode of English practice within the lesson. It is interesting that the directive "Speak. I did not say read, speak" became more explicit and direct compared to the earlier utterances, which somehow reflects how instructional authority intensified as the participation misalignment continued during the interaction itself. Through these speech acts, Teacher V gradually became positioned as a regulator of English-learning behavior who exercised authority not only over what students should learn, but also over how English should be practiced and performed during classroom participation and communication activities.

Taken together, these utterances position Filipino English Educators as instructional authorities and regulators of English participation who continuously manage classroom behavior, attentiveness, and participation through directive classroom discourse and interaction. Through questioning, behavioral redirection, participation reminders, and instructional commands, the Filipino English Educators constructed positions that authorized them to regulate how students participate in English-learning activities within the Global Classroom. At the same time, the interactions also reveal that authority within online EFL settings was not statically imposed from the beginning of the lesson alone because it was repeatedly negotiated, reinforced, and sustained through moment-by-moment classroom discourse while interaction and participation continuously unfolded during communication activities.

The findings suggest that using English in the Global Classroom involved the continuous regulation of classroom participation and English-learning behavior through directive classroom interaction. Through questioning, behavioral redirection, participation reminders, and instructional commands, Filipino English Educators positioned themselves as instructional authorities and regulators of English participation who sustained lesson focus and managed classroom engagement during interaction. The interactions further reveal that using English in the Global Classroom required the ongoing reinforcement of participation norms and speaking engagement in order to maintain structured and active English interaction within multilingual online EFL environments.

Supportive Facilitator and Confidence Builder

The Filipino English Educators put themselves in the linguistic positioning as supportive facilitators and confidence builders as displayed in their classroom utterances. In the course of interaction and communication exercises, the Filipino English Educators would make remarks to get international students to take part and give their answers the validation they were due and, in so

doing, shore up the international students' self-assurance. Within the storyline of "teacher and student in encouraging English participation and classroom confidence," the Filipino English Educators occupied positions that enabled them to sustain engagement through praise, affirmation, motivational expressions, and supportive feedback during lessons. These positions gradually became noticeable through repeated positive reinforcement strategies embedded within classroom discourse where students were continuously encouraged to participate, respond, and remain engaged while using English during interaction activities. At the same time, the supportive utterances themselves did not simply function as praise alone because they also appeared connected to sustaining classroom confidence, participation, and communicative willingness among students during online instruction.

Teacher A demonstrated this positioning through affirming responses during classroom interaction. The interaction unfolded as follows:

T: "Exactly, your answer is perfect." (Line 349)

T: "Very good for that, Mia." (Line 193)

The speech acts show that Teacher A repeatedly validated the student's contributions through direct praise and encouraging affirmation during classroom participation. Expressions such as "your answer is perfect" and "Very good" positioned the Filipino English Educator as a supportive facilitator who reinforced the student's confidence while the interaction itself was unfolding during the lesson. Rather than functioning purely as evaluative feedback regarding correctness, the utterances also carried motivational functions that encouraged the student to continue participating and responding in English during classroom communication. In many ways, the praise itself appeared embedded within sustaining participation because the affirmations gradually created a supportive atmosphere where classroom interaction continued positively after the student's responses were delivered. The interaction somehow reflects how encouragement itself became part of maintaining communicative confidence inside the Global Classroom, particularly in situations where students were expected to continuously participate using English during lessons.

A similar positioning was observed in Teacher D's classroom interaction:

T: "Excellent work for that one, Masahiro." (Line 150)

T: "You're a star." (Line 213)

Here, Teacher D used highly encouraging expressions to motivate the student during classroom activities and participation tasks. The utterances positioned the Filipino English Educator as a confidence builder who supported active participation through emotionally supportive classroom discourse and affirmation. The expression "You're a star" extended beyond simple correction or academic evaluation because the utterance itself carried affective encouragement that reinforced learner confidence during interaction. Another thing noticeable in the exchange is that the affirmations did not merely acknowledge task completion alone because they also appeared to strengthen the student's emotional comfort and willingness to continue engaging during the lesson itself. Through these supportive utterances, the Filipino English Educator sustained a positive interactional environment where participation and encouragement co-occurred during

communication activities while English was being used inside the classroom.

Teacher V similarly enacted supportive positioning during classroom management interaction:

T: "You are a smart kid. You will listen to teacher, okay?" (Line 146)

Unlike the previous interactions, Teacher V combined praise with behavioral regulation within the same utterance during classroom interaction. The compliment "You are a smart kid" encouraged the student's confidence and participation while simultaneously softening the follow-up directive regarding classroom behavior and attentiveness. At the same time, however, the utterance "You will listen to teacher, okay?" also reinforced instructional expectations and teacher authority during the interaction itself. In this instance, the Filipino English Educator gradually became positioned as both a supportive facilitator and a regulatory figure who balanced encouragement with instructional control during communication activities. It is interesting that the praise itself appeared strategically embedded within behavioral regulation because the supportive expression softened the directive while still maintaining classroom authority and participation expectations during the lesson.

Taken together, such utterances position Filipino English Educators in the role of supportive facilitators and confidence builders who instill confidence in using English among international students. Be it in the form of praise, positive reinforcement or some other encouraging word, the Filipino English Educators make use of their feedback to build positions from which they can keep international students engaged and confident as the English interaction unfolds throughout the lesson. It could be argued that in the Global Classroom, the line between supportive discourse and the business of instruction was not so distinct. The classroom interactions revealed that encouragement or behavioral guidance is as much a part of the classroom exchange as participation management and the assertion of classroom authority. In short, these elements tend to come together in the same conversation rather than being kept apart.

The linguistic positioning of Filipino English Educators as supportive facilitators and confidence builders implies that using English in the Global Classroom involves the continuous encouragement and reinforcement of learner participation through supportive classroom interaction and motivational discourse practices. Praise, affirmation, positive reinforcement, and emotionally supportive utterances become part of how Filipino English Educators sustain communicative confidence, classroom engagement, and willingness to participate while English is being used during online interaction activities. At the same time, these utterances also reflect how supportive communication inside the Global Classroom is not limited to emotional encouragement alone because affirmation itself gradually becomes connected to sustaining participation, regulating classroom interaction, and maintaining positive communicative engagement within multilingual online EFL environments.

These linguistic positionings reveal how Filipino English Educators construct and negotiate instructional, relational, and pedagogical positions through moment-by-moment utterances within classroom interaction in the Global Classroom. Across the interactions, the Filipino English Educators became positioned as language models and spoken English regulators, vocabulary

resource providers and meaning negotiators, English production facilitators and language scaffolds, instructional authorities and regulators of English participation, and supportive facilitators and confidence builders. These positions emerged dynamically through speech acts such as correction, prompting, questioning, scaffolding, affirmation, behavioral regulation, and motivational reinforcement embedded within the teacher-student storyline during classroom communication and interaction activities.

Consistent with Harré and Moghaddam's (2003) Positioning Theory, the findings demonstrate that positions are not fixed roles statically attached to teachers during classroom interaction, but are instead continuously constructed, negotiated, reinforced, and at times challenged through discourse while communication unfolds during lessons.

When Filipino English Educators put words to their utterances, it acts as an interactional force behind what they said; it was a way of setting the tone in the room that would govern how the international students participated and uphold the manner of communication. In doing so, they adjusted the production of English, made for better understanding and kept the class engaged in the classroom interaction. The findings show that in the Global Classroom, speaking English is more than a matter of passing on linguistic knowledge, but it is clear that it is about putting their authority forward to see that learning is facilitated and communication is negotiated, all while they keep up a supportive Global Classroom for international students.

Taken together, Filipino English Educators do not have a set way of using English; rather, through classroom utterances and interactional exchanges, the Filipino English Educators continuously negotiate both instructional and relational responsibilities while sustaining participation, communication, confidence, and classroom interaction in the Global Classroom where English remains central to teaching, learning, and interactional engagement.

Conclusions

1. For the Filipino English Educators in the Global Classroom, the use of English is not a simple matter but a complex, ever-evolving phenomenon. This phenomenon is constantly being put into place through adaptation and a kind of communicative adjustment, all the while the Filipino English Educators maintain a heightened self-awareness of their use of English within the multilingual and multicultural nature of global EFL environments. In many ways, the phenomenon extends beyond language instruction alone because Filipino English Educators also continuously negotiate pronunciation, cultural responsiveness, participation, institutional expectations, professional identity, and communicative interaction while teaching international students within the global EFL industry.
2. The linguistic positionings of Filipino English Educators are dynamically constructed and negotiated through moment-by-moment classroom utterances during interaction with international students in the Global Classroom. Through speech acts embedded within classroom discourse and interaction, Filipino English Educators continuously construct instructional, relational, and pedagogical positions that regulate participation, facilitate vocabulary comprehension,

scaffold English production, manage classroom interaction, and sustain learner confidence during online instruction.

3. The identified linguistic positionings of Filipino English Educators carry important implications for English Language Teaching within multilingual and multicultural online EFL environments. The findings further conclude that English Language Teaching in the Global Classroom extends beyond grammatical instruction and content delivery because communication, participation, pronunciation support, vocabulary negotiation, scaffolded English production, learner confidence, and communicative engagement continuously become part of sustaining meaningful classroom interaction among learners with diverse linguistic backgrounds and proficiency levels.
4. Furthermore, the phenomenon of using English in the Global Classroom may be understood through both the lived experiences and the linguistic positionings of Filipino English Educators within multilingual and multicultural online EFL environments. Taken together, the experiential and linguistic-discursive dimensions reflect how using English in the Global Classroom is both internally experienced and externally enacted through classroom discourse, communicative negotiation, participation, and interactional teaching practices within the global EFL industry.

Recommendations

1. Educational policymakers and teacher education institutions may further put more emphasis on language and communication training programs to better equip the next generation of Filipino English Educators. In the Global Classroom, the findings illuminated that Filipino English Educators will do well when professional communication training and relevant international English proficiency credentials are also prioritized as they are expected to be on top of classroom interaction and communication within the global EFL industry.
2. It is incumbent on global EFL industry to put in place support programs for Filipino English Educators, especially the global EFL platforms. These are needed so they can better handle the kind of communicative and interactional pressures they would encounter in the Global Classroom setting. The findings reveal that in the dealings of Filipino English Educators with international students, they have to keep up a professional front even as they are constantly making their way through issues of accent and pronunciation, communicative demands, cultural sensitivities and the like. It is for this reason that having support in place can be so valuable towards bolstering the confidence and ensuring there is genuine engagement and, most importantly, in acknowledging the linguistic and professional realities the Filipino English Educators face.
3. Filipino English Educators should keep honing their teaching methods, making them more reflective and communicative as well as adaptive, all while maintaining the professionalism and instructional authority. Findings reveal that using English in the Global Classroom means that the Filipino English Educators have to be flexible and on top of different linguistic makeups, ways of

communicating and participating that the international students bring. For classroom communication, it is better to put a premium on participating and a culturally sensitive kind of support rather than being overzealous with corrections.

Future researchers may take a closer look at the way Filipino English Educators make sense of and experience the phenomenon of using English in the Global Classroom. They could get a better handle on these experiences and negotiations from other qualitative or theoretical perspectives by drawing on a broader pool of participants and looking at different global EFL environments.

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