

TEACHING ENGLISH AS A SECOND LANGUAGE IN A BILINGUAL CLASSROOM

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Bilingualism is a phenomenon that focuses on the study of two languages' creation, processing, and comprehension. Since the Philippines is primarily a bilingual country, most people regard English as a second language and a means of communication, language learning has become extremely difficult. Furthermore, language education has become more difficult, particularly in a bilingual situation where students come from a variety of backgrounds and speak languages other than the target language. The English language has evolved in various social situations to become a widely used code for communicating knowledge and thought in such a way that the target language can create meaningful connections and be as comprehensive as possible.

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There is no doubt that language instruction has radically altered from one point to another in the twenty-first century, making it more hard and tough for teachers. Teaching English to students from a variety of backgrounds is becoming increasingly important, especially as countries diversify and become more globalized. According to Paik (2008), English is seen as a necessary tool for living in the global economy, and hence the demand for English language study is rapidly expanding.

For a variety of reasons, learning a second language (L2) in a multilingual environment can be more difficult than learning a language in other contexts. In multilingual environments, established communication patterns may cause the foreign tongue (English) to be perceived as a "intruder" in the already established interaction system, particularly among children. Due to unequal relationships between multiple

languages and contextual compromise in standard language use, literacy practices may appear complex, Pitt, 2005, resulting in adaptation and blending of languages.

Early intervention in English language acquisition provides not just an extra language for communication, but also a critical instrument for reaching scholastic goals and subsequent social mobility for multilingual primary school students. According to Wray (2006), the development of effective L2 teaching and learning initiatives must be combined with a thorough understanding of language learning processes in order to design methods for successful performance in such target-language separated situations. The situation generated in the classroom owing to language diversity, where learners speak different local languages at home, is a huge difficulty for English language teachers.

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