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Challenges and Adaptive Instructional Strategies of ESL Teachers in Online Instruction: A Case Study

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**CHALLENGES AND ADAPTIVE INSTRUCTIONAL STRATEGIES OF
ESL TEACHERS IN ONLINE INSTRUCTION: A CASE STUDY**

A THESIS
Presented to
The Graduate Studies and Teacher
Educational Research in Indigenous Peoples Education
Philippine Normal University
North Luzon
Aurora, Alicia, Isabela

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
ENGLISH LANGUAGE TEACHING

JESSICA R. BALITE

MARCH 2024



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APPROVAL SHEET

This thesis entitled “**CHALLENGES AND ADAPTIVE INSTRUCTIONAL STRATEGIES OF ESL TEACHERS IN ONLINE INSTRUCTION**” prepared and submitted by **JESSICA R. BALITE** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with specialization in English Language Teaching**, is hereby recommended for approval and acceptance.

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ABSTRACT

Name: Jessica R. Balite

Title of the Study: Challenges and Adaptive Instructional Strategies of ESL Teachers in Online Instruction

Key Concepts: ESL, ESL online instruction, Adaptive strategies

Degree: Master of Arts in Education

Specialization: English Language Teaching

Adviser: Josie Jordan G. Rosete, MAEd; Marites A. Balot, PhD

This study explores online instruction in ESL during the COVID-19 pandemic from the four ESL teachers of Isabela State University. Through in-depth interviews and thematic analysis, the instructional strategies and challenges encountered by the ESL teachers during the crisis were identified and described. The study reveals that online instruction in ESL during the pandemic was digitally aided, E-space limited, and inclusive. Digitally aided instruction in ESL includes the strategies in Content-Experiential Learning, Collaborative Learning, and Asynchronous Communicative Task-Based Language Learning. Limitations in online instruction affected the teaching delivery of ESL teachers, resulting in adaptive instruction. These limitations were categorized into four groups: Teacher-Related, Student-Related, Technology/Internet-Related, and Time Management-Related challenges. Inclusive instruction in ESL online during the pandemic was described



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according to the adaptive strategies used by ESL teachers in response to the challenges they encountered in delivering their instruction. The adaptive strategies include Differentiated Instruction, Personalized Task-based Learning, Scaffolded Learning, and Counselling Learning. The study suggests that considering the challenges in an unprecedented crisis in education, teachers may consider inclusive strategies in their instruction to achieve equitable student learning.



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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

This chapter includes the background of the study, the literature review, the research problems, the conceptual framework, and the definition of terms used in the study.

Background of the Study

The COVID-19 pandemic has resulted in significant changes to all aspects of human life, including the emergence of online instruction in academia. The education sector has undergone a drastic change in the pedagogical aspects of instruction, leading to paradigm shifts in the teaching and learning process in the online world. Today, online instruction is already being used as a blend of traditional instruction in classroom routines, teacher-student interaction, instructional material development, and more. The changes that the pandemic has brought to academia represent a necessary step towards pedagogical changes in teaching and learning, in line with the innovations expected in the current era of industrialization.

At present, as the world runs through the present industrialization known as the Fourth Industrial Revolution (IR 4.0), the education system is also expected to revolve around the innovations that industrialization offers. As such, Education 4.0 was named after the present industrialization to fit the transformations in the education system that the present industrialization offers. As Oke and Fernandez (2020) characterized IR 4.0

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with the use of cyber-physical systems, big data, automation, data exchanges, cloud, robots, artificial intelligence, Internet of Things (IoT), and (semi-) autonomous industrial techniques, it is also expected that the education sector has to perform these technologies in the teaching and learning process.

Consequently, during the pandemic, online learning became the primary way to continue education, with virtual technologies and platforms such as Google Meet, Zoom, Facebook, and YouTube being the most popular ways to deliver instruction. It was evident that the education sector responded to the need for education during the crisis to continue learning despite the catastrophe the virus caused. It was responded to with the aid of technological tools available in the different countries. As such, developed countries such as France, Australia, the USA, and the United Kingdom have adopted distance learning as a course of action by strengthening their existing e-learning platforms, while Chile, Argentina, and Brazil, which lacked sufficient infrastructure, employed traditional methods such as radio and television to ensure uninterrupted learning (Dawadi et al., 2020). Some universities also invested in electronic infrastructure (Zawacki-Richter, 2021) and provided students with laptops and internet connections to support their learning (Masri & Sabzalieva, 2020).

In the Philippines, the Department of Education (DepEd) and the Commission on Higher Education (CHED), the governing education bodies in the country, contextualized learning delivery systems in response to the continuity of learning amid the pandemic. DepEd Memorandum on Suggested Strategies in Implementing Distance Learning Delivery Modalities (Memorandum CI-2020-00162) included Online Distance

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Learning (ODL) as one of the teaching and learning modalities in distance education, while CHED Memorandum Order Number 4 series of 2020 on Guidelines on the Implementation of Flexible Learning defines the use of online learning as one of the modalities in flexible learning. Gamiao (2020) cited that the implementation of online learning in FL characterized most teachers in tertiary education as having embraced technology to ensure continuity and quality learning. The study of Yazo and Callo (2021), where practice in Flexible Learning was studied, shows that Laguna State Polytechnic University (LSPU) teachers perform practices in FL such as frequently expressing ideas creatively and letting students practice skills, preparing presentations/reports and assigning students homework to complete, allowing students to complete an assessment task and watch a video, and letting students do an online search and listen to audio. Moreover, the Philippine Normal University, the National Center in Teacher Education in the Philippines, developed its continuity plan as a response to the implementation of FL imposed by CHED. The university developed its program called Kaway-Aralan sa Bagong Kadawyan as a response to the need catered in Flexible Learning. The program is characterized as a framework for transitioning the academic programs of PNU from face-to-face to Flexible Learning Delivery (FLD) that is tied up with the combined principles of online learning, distance education, and blended learning (Tuga et al., 2023). Isabela State University, on the other hand, was responsive to the challenges caused by the pandemic as the university implemented Flexible Learning Management Systems utilized by the campuses but not limited to other online teaching and learning platforms.

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Nevertheless, amid the response to the continuity of learning during the crisis, different challenges emerged that caused disruptions in teaching and learning. In a review study, Turnbull et al. (2021) referred to five challenges of online education experienced by higher education institutions. These include synchronous/asynchronous learning tool integration, access to technology, faculty and student online competence, academic dishonesty, and privacy and confidentiality. These challenges were found primarily in the effect of the implementation of online learning.

In language education, specifically in the field where English is used as a Second Language (ESL), different challenges were also identified. These include limited authentic communication opportunities in online learning (Pazilah et al., 2019), difficulty in teaching language skills, namely listening, speaking, reading, and writing (Lukas & Yunu, 2021), senior teachers' adaptability to technological teaching and learning tools (Reimers et al., 2020), limited engagement and interaction between students and teachers in virtual classes (Mohammed et al., 2020) and problems with course design and delivery due to instructors' incompetency in online delivery (Lukas & Yunus, 2021). In instruction, difficulties in the delivery of instruction in online spaces were also observed. These include learners' less effort and responses during teaching and learning sessions by switching off their video and audio throughout the whole online lesson, resulting in less highly effective engagement and interaction between students and teachers (Mohammed et al., 2020), teachers finding other alternatives to deliver the lessons using other available platforms, which in turn causes students to be delayed in

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learning (Kaden, 2020) and students' engagements that are distracted by other online content that causes the lesson to become less meaningful (Yunus et al., 2019).

No institution was exempted from the effects that the pandemic brought to the academic community, including those in State Universities and Colleges (SUCs). In the locale where this study is concerned, Isabela State University (ISU) was also responsive in addressing the challenges that the pandemic caused in the entire system. As such, the University President ordered, through a series of memoranda, the inclusion of online modality under a flexible approach but not excluding other alternatives. The alternative learning modality that includes modular is in consideration for students who cannot afford to attend classes online (Memorandum no.119 s. 2020, Memorandum no. 129, s.2020, Memorandum no. 215, s.2021, Memorandum no. 09-265, s. 2022, Guidelines on the adoption of Alternative Teaching and Learning Modalities). From these orders, ISU campuses were able to develop Learning Management Systems (LMSs) that cater to the needs of students and teachers to continue learning amid the pandemic. The campuses of ISU-Cabagan and Ilagan were able to create functional LMSs, namely SeDi (Self Directed) and telEducation respectively. ISU Cauayan was also able to establish their E-aral and E-orange for ISU-Echague. However, on the note of using other online platforms, online instruction at ISU was not only limited to LMSs developed but was also open to other online modes such as Google Classroom, Zoom meetings, YouTube, Edmodo, and the like.

Although the flexible approach used by the University was accompanied by different online tools and modalities, the University Learning System was challenged

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with different difficulties. Impediments on the use of LMSs were challenged due to the inaccessibility of the systems due to weak internet connections and students' inadequacy of technological learning tools. Moreover, teachers were also challenged in their strategies on the delivery of instruction with the use of the new modality in teaching.

In these situations, this study looked at the experiences of ESL teachers at ISU in terms of the challenges they encountered in their online instruction and the adaptive instructional strategies they used to reconstruct their instruction when the challenges occurred. It is then incumbent to explore the experiences of the teachers in online instruction to address gaps in crossing over from the traditional to the current system of education and ensure, along the way, that quality education as evident in the traditional modality is evident even in online teaching. This study, in which English as a second language is highlighted, would provide input to the pedagogic framework for teaching and learning ESL, specifically in the context of online learning. It is projected to contribute to the practice of innovative teaching methodologies via the use of technological platforms in online instruction. It will likewise provide information to differentiate the instructional strategies of online instruction from those in a traditional setting. Moreover, it will also inform the programs of the University in its journey to achieving its vision of a SMART campus.

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Literature Review

This study on ESL involves discussions about online instruction of ESL teachers during the pandemic that includes their instructional strategies in flexible approach, the challenges they encountered in their instruction, and the adaptive instructional strategies they used in response to the challenges they faced in the online modality.

ESL Online Instruction

Fisk (2017) and Dunwill (2016) made statements on the changes in the educational system as Education 4.0 entered the current phase of industrialization. Fisk stated that the Internet would be a means of technological learning, which would lead to changes in classroom settings. Dunwill also affirmed that there would be many changes in the future, estimating how classrooms would be seen in the next 5-7 years. These changes include innovative classroom designs, advancements in virtual and augmented reality, personalized assignments that cater to diverse learning styles, and the integration of MOOC and other online learning platforms into secondary education. Additionally, Hussin (2018) also cited that there are nine trends related to Education 4.0. These include personalized learning, remote and self-paced learning through e-learning tools, project-based and hands-on learning experiences, data interpretation, revised assessment methods, consideration of student opinions in curriculum design, and a shift from teachers as primary information sources to facilitators who guide students through their learning process.

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The described perspective mentioned by scholars on Education 4.0 was eventually observed when the world experienced the effect of the pandemic in the education sector in which online modality was primarily used to continue learning amid the crisis. The shift to the new normal was strongly felt in the educational system across nations which directed teachers to an immersion into instructional experimentation and discovery. Thus, the concept of emergency remote teaching (ERT) is a transformation that the new normal has brought to the academe, shifting the approach from a traditional Face-to-Face (F2F) classroom setting to the online world. As a response to the instructional emergency the pandemic has brought, various modalities, platforms, and strategies in the online setting have emerged in continuing teaching and learning amidst the crisis.

In the realm of teaching English as a second language, the use of online teaching has gained popularity. ESL educators have made use of various online modalities to effectively teach language learners in remote settings. ESL teachers have used two of the modalities to deliver instruction. First, teachers have delved into synchronous teaching that allows real-time instruction. This was done through video or audio conferences, cameras, instant messaging, and other similar applications. Alternatively, of one's convenience, asynchronous teaching was also considered to enable students to work through materials at their own pace, time, and location, with the guidance of an educator. The teaching tools used in teaching asynchronously are email, forums, social media platforms, blogs, and various websites accessible through different learning management systems (Erdoğan & Yazıcı, 2022).

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ESL teachers also made use of various technological applications on online platforms to facilitate their classes. One of the applications known as Zoom Meeting was prominently used during the pandemic. It is a cloud-based videoconferencing service that offers online meetings, group messaging, and secure session recording capabilities. Its technological features made it an essential tool for effective remote teaching. The potential of Zoom in the teaching and learning process has been the subject of various studies on the advancement of technology in education. Kohnke and Moorhouse (2020) suggest that Zoom can greatly benefit second language acquisition, as it empowers educators to formatively assess learning, facilitate small group interactions, engage learners, and extend learning beyond the traditional classroom. Mundiri et al. (2020) also have demonstrated that excellent language learning strategies can be implemented using the Zoom application, which includes collecting information about student conditions, providing instructions for using the media, modifying language learning goals, applying self-directed learning, and providing independent learning instructions through the share screen feature. Cheung (2021) also highlights that the level of Zoom integration in ESL classes is influenced by the pedagogical beliefs, context, and professional development of the teachers. Cheung's study concludes that embracing process-oriented pedagogies, along with adequate professional development opportunities and school support, may lead to a higher level of technology integration among ESL teachers.

During the pandemic, ESL teachers also widely utilized the Google Meet (GM) App as an effective tool for both teaching and learning. Several features of GM used in

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online teaching and learning were used by ESL teachers during the pandemic. According to Kohnke and Moorhouse (2020), the ‘breakout room’ available in GM allows ESL learners to use the target language productively in their learning. Lo and Melor (2021) also agree that GM together with the use of Google Docs, enhances collaboration among students because learners work best through brainstorming, sharing, and exchanging of ideas among peers. GM also features Jamboard. Olena (2021) asserted that Jamboard intrigues learners through collaboration, challenge, and unleashing their creative abilities. Other studies have also shown positive results in the usage of GM. According to Rusmawam et al. (2021), learners portray a high level of confidence in expressing their thoughts when the educator presents comic strips using the GM platform. Moreover, Silviska and Latifah (2020) also stated that GM has proven to be an effective platform for conducting vocal learning through some vocal techniques, including breathing, diction, and articulation, Fakhruddin (2018) agrees that the use of GM as the teaching medium combined with the use of speaking activities and classroom English was proven to be effective to improve the students’ speaking skills.

The use of social media was also one of the sorts of teachers’ instructional tools during the pandemic. Prominently, the use of Facebook in the teaching and learning process was practiced as a mode of delivering instruction during the closure of onsite classes due to the COVID-19 virus. Different studies assert that the use of FB is advantageous in ESL/EFL (English as Foreign Language) teaching and learning. Sirivedin et al. (2018) believe that using FB in ELT classrooms improves the writing

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skills and learning attributes of English language teachers and it enhances EFL students' motivations and attitudes towards learning English for Specific Purposes (ESP). Praditsorn and Ulla (2022) also found in their case study in Thai classes that using Facebook for both in-class and out-of-class speaking (roleplays), reading comprehension, and conversation-like writing practices promotes EFL students' engagement in language tasks. On the other hand, Nhu et al. (2019), and Ulla and Achivar (2021) described that having asynchronous online activities is vital to support students' language learning, especially since some students struggle with their internet connection. They assert that students can complete the learning tasks anytime, motivating and encouraging them to engage actively in the online tasks. Furthermore, consistent findings show that students became participative and engaged in various in-class practices asynchronously, especially in the discussion forum since they were familiar with Facebook (González et al. 2015), Sánchez et al. (2019), Ulla and Perales (2020). The studies show that FB is used as a support online learning platform that permits asynchronous lesson modality where students can perform and complete all the language learning tasks (Praditsorn & Ulla 2022).

Researchers have also shown great interest in studying instructional strategies that incorporate online technologies in ESL during RH. Halim and Sunarti (2021) conducted a study that explored online instructional strategies for English language learning during COVID-19, with one teacher and 34 students. Their findings revealed that the teacher employed a variety of teaching strategies to prevent boredom, and technology-mediated

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learning facilitated knowledge construction by students. The teacher used scaffolding techniques based on prepared lessons that enabled students to access prior knowledge and use it for further learning. Collaborative learning strategies were also observed, both synchronously and asynchronously, using various online platforms. The researchers also identified different learning processes that the teacher could lead during the pandemic, such as virtual synchronous and collaborative asynchronous learning. The latter was observed through homework tasks, which fostered autonomous learning with peers. The researchers further identified self-paced asynchronous learning, in which students could access learning materials anytime and anywhere. The teacher facilitated this type of learning through uploaded materials on Google Classroom, video materials on YouTube, and ready-to-use Google Form assessments with immediate feedback.

Online discussions (OD) also gained popularity as an instructional strategy for delivering instruction during the pandemic. According to Ragupathi (2018), teaching English through online discussions offers numerous benefits. These benefits include showcasing knowledge of key concepts, stimulating higher-order critical thinking skills, promoting peer interaction and teamwork, encouraging thoughtful reflection, fostering social interaction and community building, and inspiring student-generated discussion topics. Furthermore, Ragupathi also emphasized that OD supports the process of students' cognitive development as this can be aligned with Bloom's Taxonomy. This involves recalling facts and key concepts in remembering, explaining ideas or concepts in understanding, discussing and summarizing key concepts in applying, and analyzing

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ideas by drawing connections and organizing in analyzing, and evaluating ideas by justifying, contrasting, comparing, and reframing in evaluating, and producing new ideas based on students' prior knowledge and thoughts in creating.

Challenges in ESL Online Instruction

The COVID-19 pandemic has brought about a significant shift in teaching and learning, moving from traditional to online methods. This change has presented substantial challenges for language teachers and learners alike, as they have had to quickly adapt to new learning environments. While English-language teachers and learners have faced similar difficulties to those in other fields, language education has its unique issues. For example, interaction between teachers and learners is crucial for language acquisition, but this dynamic changes drastically in an online environment. As such, language teachers require specific competencies to effectively promote and facilitate interaction during online language lessons (Cheung, 2021a; Moorhouse et al., 2021). In the course of teaching ESL in online modality during the pandemic, researchers found different challenges in using the new modality as instruction is concerned. Lukas and Yunus (2021) have believed that during the pandemic period, students who have been struggling to learn English in the face-to-face meeting faced a more challenging situation when they learned it virtually which caused a delay in their learning of the target language. Some studies also mentioned the difficulty of teaching macro skills specifically writing (Yunus et.al., 2019), and students' lack of confidence in speaking during virtual classes which made them uncomfortable compared to a face-

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to-face meeting in the classroom (Sayuti et. al., 2020), students' engagement in online learning that is distracted by other online content that causes the lesson to become less meaningful (Yunus et.al., 2019), authentic communication was given fewer opportunities and was hardly existing in an online setting (Pazilah et al., 2019) lack of interaction, i.e., student engagement (Vurdien 2019) and uncertainty about students' comprehension of learning content (Forrester 2020). Limitations of asynchronous online teaching were also identified. These included the difficulty of accommodating diverse or individual student needs and the constraint of real-time communication between teachers and students (Moorhouse & Kohnke, 2021). Limitations of asynchronous online teaching were also identified. These included the difficulty of accommodating diverse or individual student needs and the constraint of real-time communication between teachers and students (Moorhouse and Kohnke 2021).

During the pandemic, synchronous online language lessons (SOLLS) conducted through video-conferencing software (VCS) became also widespread as teachers' modality in delivering instruction. However, as this approach was new to the majority of teachers (Moser et al., 2021), they faced significant challenges that ranged from technological issues to pedagogical and social obstacles. Some teachers and students lacked the necessary devices and internet connectivity to support effective online learning (Atmojo & Nugroho, 2020) while others struggled with the required technological competence to utilize VCS effectively (Alfadda and Mahdi, 2021). Pedagogically, in adapting to virtual classroom settings, teachers have had to make significant changes to their teaching approaches and strategies. For example, in a recent

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study by Farrell and Stanclik (2021), a language teacher shared his firsthand experience of struggling to adapt his usual kinaesthetic activities from in-person teaching to online instruction. Junn (2021) found that SOLLs can facilitate interaction, but the quality and quantity of interactions fall short when compared to traditional in-person classes as it reduces interaction, limits student engagement, and minimizes the involvement of students. Furthermore, studies also highlight the difficulty of building connections with and among students through SOLL. Although SOLL provides immediate interaction, its formal environment and absence of opportunities for informal conversations or individual attention can restrict student involvement and interest (Blum, 2020; Moorhouse et al., 2021). Consequently, such limitations may hinder students from practicing and improving their English language skills due to their reluctance to participate.

In the Philippines, the study of online learning during the pandemic has its roots in the implementation of Flexible Learning (FL) imposed by the Commission on Higher Education to the SUCs (State Universities and Colleges) in which modes of instruction to students aptly are online, blended, and offline (CMO No. 4. s, 2020). Different studies that encompass the order have reached many researchers that tackle technology integration in education, the implementation of emergency remote teaching, student and teachers' experiences during the pandemic, and the like. In connection with this study, several researchers had also found different challenges in the implementation of the modes of instruction imposed during the pandemic specifically online learning. This includes Tarrayo et al. (2021) who found that Filipino ELT practitioners consider online

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learning that lacks offering student interaction that comprises student engagement, and uncertainty about students' comprehension of learning content despite the availability of different online learning platforms. ELT participants considered that the lack of face-to-face accountability seemed to present challenges in motivating and inculcating in students' discipline to work in isolation. Likewise, Ugalingan et al. (2021) who studied ESL pre-service teachers' online teaching experiences during the pandemic found that interaction in an online environment was a challenge since the dynamics of communication were not possible because of the absence of face-to-face interaction. Ugalingan's study found that the reasons for the lack of participation of the learners are due to the lack of familiarity among participants which was easily established through face-to-face interaction and that not all learners are willing. In addition, Ganal et al. (2022) also found the common issues that pre-service education students experienced in remote teaching and learning modalities during the pandemic. These issues include first, technology-related such as internet access, lagging equipment, gadgets, and financial constraints, second, learning environment and activity/time issues such as distractions and non-participative members during group work, overlapping schedules and deadlines, and third, psychological-related issues.

Moreover, different local universities in the country have researched the disruption in learning and teaching caused by the COVID-19 virus. Specific studies on the challenges encountered by ESL teachers in various universities were also considered. Nanquil (2021) discovered that several students find it hard to connect with their teachers

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and access online materials due to the unavailability of resources and connectivity. In addition, Tarrayao et.al's (2022) study on teaching writing online revealed three major challenges that ESL teachers experienced, namely technological concerns and equity issues, vague responses of schools to emergency remote teaching, and problems in assessment. In De La Salle University, Ugalingan and Valdez (2021) conducted a study on the online internship experiences of pre-service ESL teachers in their university. They found that the identified challenges encountered by future teachers include difficulty interacting in an online environment, lack of self-confidence in teaching, and technical difficulties. Moreover, studies on the challenges experienced by ESL learners in online instruction were also given attention. A study conducted among ESL learners in Marinduque State College (MSC) showed that unstable network signal and internet connection, unavailability of learning devices and resources, inaccessibility with the learning applications and Learning Management Systems (LMSs), and financial constraints hindered the students from keeping up with the new learning system (Adling, 2022). Likewise, ESL students from Mindanao State University (MSU) in Marawi City experienced dissatisfaction with internet connectivity, not getting full attention from teachers, and difficulty sharing ideas in their online learning (Omar et. al, 2021).

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Coping Strategies of ESL Teachers to Mitigate the Impact of the Pandemic on ESL Instruction

In the online teaching and learning of ESL, language educators face unique challenges that require them to rethink their instructional approaches. To address the education gaps brought about by the pandemic, teachers have had to adapt and experiment with new pedagogies. Teachers have actively embraced new technologies and pedagogies, reflecting on their effectiveness and refining their practices to improve competency (Farrell & Stanclik, 2021; Gao & Zhang, 2020), developed professional learning communities (PLCs) in emergency remote teaching (ERT) (Chung & Choi, 2021; Cowie, 2021), and engaged in evidence-based reflective practices (Farrell & Stanclik, 2021) to support their development and that of their teaching teams. The reconceptualization of ESL teachers in their instruction required them to adopt unfamiliar modes and digital technologies (Moorhouse & Kohnke, 2021).

As online modalities have limitations, teachers are constructive in diverting their instruction to different alternatives to continue delivering their instruction. For example, as one of the limitations of asynchronous teaching is that students take on learning tasks without real-time guidance and support, teachers have to be mindful of how they design asynchronous materials and put particular thought into the linguistic demands and support provided. Yi and Jang (2020) reported on two Korean teachers who created bilingual videos during the pandemic as a source of input for language learning. By drawing on translingual pedagogies, the teachers were able to reduce linguistic barriers

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and provide support to learners who were engaging with the materials remotely. Moreover, studies also indicate that enhancing students' self-regulation and self-directed learning abilities can enhance the efficacy of asynchronous online instruction (Lian et al., 2021).

Similarly, studies about teachers' assessment challenges in online learning were also discussed. As with teaching, initially, teachers faced challenges adapting their assessment practices to online modes. However, the shift also provided an opportunity for some teachers to reconceptualize their approach and experiment with new or alternative assessment practices that were better aligned with online teaching and learning. For instance, the study by Chung and Choi (2021) explored the alterations in language assessment at a university in South Korea, and found that teachers developed a series of continuous, formative, and alternative assessments that involved opportunities for self and peer-evaluation. Additionally, the study by Xu (2021) also found that students favored online written corrective feedback and valued teachers' online tutorials and feedback. This indicates that teachers' online assessment and feedback practices are influenced by contextual and experiential factors manifested in online teaching (Zhang et al., 2021; Zou et al., 2021).

Furthermore, several studies have also shown that higher education institutions and other key stakeholders have successfully adapted to the complex challenges presented by the COVID-19 pandemic (Bao 2020, Zhang et al., 2020), through the implementation of effective training strategies, innovative experiences (Ferdig et al., 2020), cutting-edge teacher education (Ellis et al., 2020), fostering positive educational

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relationships (Murray et al., 2020), implementing online learning through 'pedagogic agility' (Kidd & Murray, 2020, p. 542), virtual teaching placements (Sepulveda-Escolar & Morrison, 2020), and providing mentoring and support (Judd et al., 2020; O'Brien et al., 2020). In response to this, higher education institutions have implemented various policies and actions. They have restructured regulations and managerial activities, introduced e-learning to continue education, collaborated with authorities, shared decisions publicly, improved communication about e-learning, and prioritized policies of participation, adaptation, and tolerance (Khaki Sedigh & Ahanchian, 2020).

Moreover, a recent study that analyzed fifty-one blogs to uncover the major challenges of providing online English language instruction during the COVID-19 pandemic revealed nine key challenges related to teachers, learners, and online instruction. As a coping mechanism, teacher educators recommended seventeen strategies for planning and managing online classrooms, supporting student mental health, enhancing technology use, promoting engagement and motivation, and improving teacher practices and well-being (Latif, 2021).

As discussed, the reconceptualization of teaching instruction in ESL brought about by the pandemic was traced through the different technological tools used in the delivery of instruction, the challenges that occurred, and the mitigation steps practiced by ESL teachers to alter their teaching strategies that the online modality offers. This concludes that, as there are challenges in the use of online instruction in ESL, there must be alternative or adaptive instruction that teachers could impose in their discipline to

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continue teaching amidst an emergency crisis or a continuing plan of including online modality in traditional teaching and learning setups if the crisis ends.

Research Problems

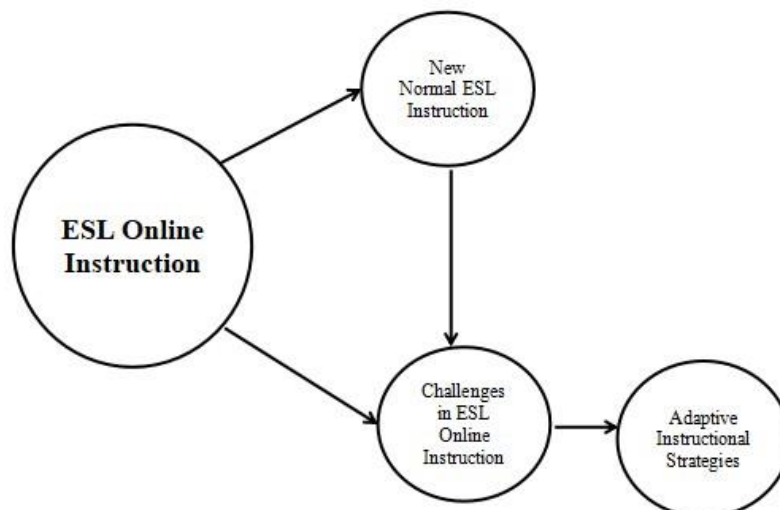
This study aimed to identify and describe the online instruction of ESL teachers during the implementation of online learning at the time of the pandemic. Specifically, it sought to answer the following:

1. What instructional strategies did ESL teachers use in their online instruction?
2. What challenges did ESL teachers encounter in their online instruction?
3. What adaptive instructional strategies did ESL teachers use when they encountered challenges in their online instruction?

Conceptual Framework

Figure 1

The ESL Online Instruction Framework



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ESL online instruction during the pandemic was challenging as ESL teachers were in dilemma as to which instructional strategies best suited the teaching and learning process. As there were changes in the instruction from a traditional classroom set-up to remote teaching and learning, the delivery of instruction was greatly affected. The shift in teaching instruction was not easy, as teachers faced different challenges. However, amidst these challenges, learning continued in the new normal.

Several factors that determined ESL online instruction during the pandemic were: first, the new normal instruction that was imposed by the CHED and DepEd which includes the guidelines to be followed in the conduct of learning continuity during the crisis. CHED's response to the continuity of learning amidst the crisis was the construction of a Flexible Learning Approach imposed on all public and private Higher Education Institutions (HEIs) in the Philippines. Covering this approach are modalities that schools can implement for their clients depending on the level of technology that supports the teaching and learning activities in a face-to-face setting. The online delivery of instruction on technology-based modalities (blended and online) is characterized by CHED with the use of technology-based platforms and tools through internet connectivity that enable the teaching and learning process to take place throughout constriction of space and time (CMO no.4 s, 2020).

The difficulties the teachers faced while providing online instruction was a second factor that affected ESL online instruction during the new normal. The teaching and learning process in the classroom must produce lifelong learning products for the students given that the education system in this time is promoting 21st-century skills. This includes

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skills in the use of technology-related processes that contribute to the learning of the learners. However, from this issue, different angles on the use of technology in teaching and learning have been identified as a challenge among teachers and students. Several problems mentioned are e-learning adoption, technology barriers and accessibility, self-competencies, norm/cultural challenges, and course challenges (Eltahir, 2019). This demonstrates that ESL online instruction during the new normal was defined by limitations, dilemmas, and the reconstruction of adaptive instruction that suits the expected skills that have to be possessed by teachers and learners in the 21st century.

Thirdly, adaptive instructional strategies were also a factor that determined ESL online instruction during the pandemic. In a disruptive teaching and learning process, strategies applied by teachers to continue the learning of the students are needed. This became a need during the pandemic due to challenges that both the teachers and students encountered in the online modality. Adaptive instruction in this sense was flexible to meet the learners' needs in their learning. Hoffman and Duffy (2016) defined adaptive instruction as the process of thoughtfully changing teaching strategies in response to students or situations. As witnessed during the pandemic, ESL teachers and learners faced various challenges that disrupted the learning process. To overcome these challenges and continue learning amidst the crisis, adaptive instruction was applied to meet the unique needs of learners in the event of the COVID-19 pandemic. This is discussed by Lennon (2023) who stated that adaptive instruction occurs when an unpredictable event causes teachers to adapt their instruction to meet their students' needs which may happen immediately or after as teachers reflect upon their instruction and plan for subsequent

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lessons. In this situation, teachers are expected to be strategic and adapt in their instruction since unexpected disruptions may affect their instruction at any time. Adaptive instructional strategies in this sense are determined as an inclusive, personal, and experimental technique that teachers utilize in delivering their instruction in response to the continuity of learning amidst the challenges they encounter in their online instruction. As learners meet challenges in their learning, this may result in non-learning at all. Thus, it embodies that a teacher be flexible enough to adapt in his instruction covering the holistic needs of the learners to achieve success in learning. Strategies in adaptive in this sense constitute honoring diversity, culture, language, and social and emotional learning as a vital resource to make learning a success.

To conclude, in the advent of technological learning in which online instruction is vital but challenges are inevitable, teachers play a vital role in meeting the needs of the learners. Thus, the findings of this study add to the existing knowledge in the implementation of online learning in post-pandemic education as well as embarking toward 21st-century learning in English language education.

Scope and Limitations

Since the study is a case, it focused only on the instructional strategies of ESL teachers in their online instruction, the challenges they faced in the instruction, and the adaptive instructional strategies that they used in redirecting their instruction when the challenges were met. The participants were employed on three campuses of ISU, namely San Mateo, Cauayan, and Angadanan.

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All of them are ESL teachers who teach in the College of Education. Solely, the study was focused on the descriptive nature of the participants' use of instructional strategies in their online instruction during the implementation of online learning during the pandemic in the years 2020–2022.

Definitions of Terms

To better understand the study, the following were the terms the researchers had defined operationally and theoretically as fitting to their significance and purpose in the study.

Adaptive instructional strategies. As Helm et. al (nd) cited Wang (1980) and Brühwiler and Vogt (2020) the definition of adaptive teaching as alternative instructional strategies and resources in meeting the learning needs of individuals and adapting learning tasks and context within the time allocated for a learning task. In this study, adaptive instructional strategies were used in the context of ESL teacher's discrete strategies for online instruction to meet the learning needs of ESL learners in challenging times during the COVID-19 pandemic.

Asynchronous online modality. It refers to the interaction that occurs in a different time where participants are geographically distributed or even in the same room but interact in non-real-time. It uses technological tools for communication such as email, discussion boards, blogs, Wikis, social networking sites, e-lists, and streaming audio or video (Mick & Middlebrook, 2015). In the study, it is used as a remote, non-real-time space for the

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teaching and learning activities of the teacher with their students with the aid of different technological teaching and learning tools during the pandemic.

Case. This refers to a phenomenon that occurs within a specific context, such as an event, situation, organization, or social unit, with defined temporal and spatial boundaries. The case may refer to an individual, role, group, organization, community, or nation (Miles et al., 2014). As used in the study, it refers to the online instruction of ESL teachers tested through the pandemic effect that resulted in difficulties in the teaching pedagogy.

Case study. This involves a detailed and intensive analysis of a particular event, situation, organization, or social unit in research (Schoch, 2020). In the study, this refers to the methodological design used in analyzing the online instruction of ESL teachers during the new normal period in education.

Challenges. These are new or difficult tasks that test somebody's ability and skill (Oxford Learner's Dictionary). As used in the study, these are the limitations, difficulties, and dilemmas that ESL teachers encountered in their online instruction during the pandemic.

ESL (English as Second Language). This refers to learning and using the English language in a place where it is commonly spoken by non-native speakers in an English-speaking environment. In language teaching, it is defined as the use of specialized approaches designed for those whose primary language is not English (Nordquist, 2020). In this study, it is used to refer to the foreign language of the participants in which English is their second language.

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ESL Teacher- As Oxford Dictionary defines a teacher as a person whose job is teaching, especially in a school, and Nordquist (2020) states that ESL refers to learning and using the English language in a place where it is commonly spoken by non-native speakers in an English-speaking environment, in this study, an ESL teacher is defined as a second language teacher in tertiary education who experienced online teaching during the pandemic.

ESL Online Instruction. Online instruction is defined as the delivery of online education that involves instructors and learners interacting through technology with the facilitation and guidance of the former (Lockman & Schirmer, 2020), and ESL refers to learning and using the English language in a place where it is commonly spoken by non-native speakers in an English-speaking environment (Nordquist, 2020), ESL Online Instruction in this study is determined as the delivery of instruction by ESL teachers during the pandemic with the aid of different technological tools in both asynchronous and synchronous modalities.

E-Space. This is understood in a purely technical way as a global network infrastructure Wielki (2007). In the study, this refers to the electronic space where the teaching and learning process occurs.

Synchronous online modality. This refers to interactions that take place in real-time with the participants in different locations or in the same room. It involves the use of various forms of media, such as text and voice communication, the sharing of live documents, one-to-one or group audio or video conferencing, virtual world meetings, as well as the sharing

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of whiteboards when engaging in online meetings (Mick & Middlebrook, 2015). In the study, it refers to the remote, real-time space teaching and learning activities of the teacher with their students with the aid of different technological teaching and learning tools during the pandemic.

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CHAPTER 2

METHODOLOGY

This chapter presents the research design and methodology, research site, selection criteria and participants, data collection, role of the researcher, and ethical considerations as used in the study.

Research Design

The study employed a case study to describe and investigate the challenges encountered by selected ELS teachers in their online instruction during the pandemic. Cresswell (2009) defined a case study as a qualitative type of research that aims to get rich data from individuals or groups of people in a particular setting or scenario. It is a methodology that involves a detailed and intensive analysis of a particular event, situation, organization, or social unit that includes scope for an in-depth investigation of a contemporary phenomenon within its real-life context (Schoch, 2020). This study looked into the cases of ESL teachers at ISU, describing thoroughly their experiences in online instruction, which included the challenges and reconstruction of their instruction.

Sampling and Participants of the Study

Purposive sampling was used in the study, which included the selection of participants according to the following criteria: degree graduated (Bachelor of Secondary Education Major in English), years of teaching experience in tertiary education (at least 2–5 years), subjects taught (English subjects), experience in online

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instruction, and birth category (millennial teacher born in the years 1980–2000). The birth category was considered in the study to determine the technological capability of the participants in the use of technological tools used in online teaching. According to Loganatha and Hashim (2020), millennial teachers are distinguished as a cohort that has matured alongside technology and prefers the latest technology. Table 1 below presents the profiles of the participants.

Table 1

Profile of the Participants

Participant	Degree graduated	Teaching experience	Age
1	Bachelor of Secondary Education-Major in English	2	25
2	Bachelor of Secondary Education-Major in English	5	29
3	Bachelor of Secondary Education-Major in English	3	24
4	Bachelor in English Education	4	24

The participants were selected purposefully based on the inclusion of criteria in the study, including their age bracket as millennials, their teaching experience in tertiary education of two to five years, and their bachelor's degree in English. Compared to P4 who graduated with a bachelor's degree in English Education, all other participants

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graduated with a Bachelor's degree in Secondary Education Major in English. Furthermore, the teaching experience of the participants in tertiary education varies, with all of them starting their teaching careers at Isabela State University. P1 began teaching at ISU San Mateo in August 2019, while P2 and P3 were respectively employed at ISU Angadanan in July 2017 and June 2018, whereas P4 was hired at ISU Cauayan in August 2019. Finally, all participants are millennials born between 1993 and 1998.

Research Instrument

The semi-structured interview questionnaire was used as an instrument in the conduct of the study. The researcher developed the questions based on the research questions of the study eliciting responses from the participants about the instructional strategies they used in their online instruction, the challenges they encountered, and the adaptive instructional strategies they used to reconstruct their instruction when the challenges were met in their instruction. Aside from the prepared semi-structured questions, the researcher also asked the participants follow-up questions to get more detailed responses that answered the research question of the study. Although the prepared questions were developed in the second language (English), the participants were also advised to answer or talk using their native tongue or the Filipino language. The researcher conducted validation of the interview questions from three language experts in two different universities in the region. From the suggested revisions and comments of the validators, the researcher further refined the questions in the conduct

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of the interview. Moreover, a smartphone was also used to record the interviews with the four participants ranging from thirty minutes to one hour.

Data Gathering Procedure

The researcher obtained data through an in-depth interview with the use of a semi-structured interview questionnaire to elicit the responses of the participants about their experiences with their online instruction during the pandemic. The researcher first asked permission from the administrators of the participants for the conduct of the interview.

The researcher presented a letter of request to the deans and campus administrators/executive officers of the participants for their approval of the conduct of the interview. Upon approval, the researcher asked for the most convenient time at which the participants would be available for the interview on-site. Before the interview, the researcher provided the participants with a letter requesting informed consent about the interview. The interview was recorded through a mobile phone's video recorder and lasted 30 minutes to an hour. The data gathered was later transcribed for analysis to identify and describe the experiences of ESL teachers in their online instruction during the pandemic. The gathering of data was conducted in February 2023.

Data Analysis

In analyzing the data, the researcher followed the six-step process of analysis described by Cresswell (2013). First, the researcher organized and prepared the data for analysis by transcribing the interviews verbatim, optimally scanning the material, and

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sorting and arranging the data depending on the information or response that the participant provided. Second, the researcher read or looked at all the data to gain a general sense of the information and to secure the opportunity to reflect on its overall meaning. Third, the researcher applied coding to organize the collected data by categorizing the text and labeling the categories with a term. In the fourth step, the coding process was utilized to come up with a description of the categories/themes for analysis. The step is essential as it helps design detailed descriptions for different research initiatives. The fifth step required the researcher to advance how themes and descriptions will be represented in the qualitative narrative to discuss the outcomes of the analysis, and in the sixth, the researcher interpreted the findings or the results.

Ethical Considerations

Ethical considerations were an essential part of this study. The researcher obtained informed consent from the participants, ensuring that they fully understood what the study entailed, the data that would be collected, the extent of their participation, and their rights to access the information they provided. The researcher also followed proper protocols by seeking permission from the participants' campus administrators and deans before conducting interviews.

To ensure privacy and confidentiality, the researcher guaranteed that no personal identification of any participant was disclosed to anyone not directly involved in the study, especially since the study focused on the participants' strategies and challenges in online instruction. Participants were assigned a code or pseudonym, such as Participant

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1 or Participant 2. The researcher took steps to ensure that no harm was caused to the participants or the community involved in the study since she was part of the locale. To avoid subjectivity, the researcher excluded the campus where she was employed. The researcher also guaranteed that the collected data would be used solely for research purposes. The interviews were conducted privately, with only the interviewer and interviewee present, and consent was obtained to record the interviews. The interview questions covered only those intended for the study. To avoid bias, the researcher made sure to be consistent and objective in asking questions without insinuating that responses were valid or invalid.

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CHAPTER 3

FINDINGS AND DISCUSSIONS

This chapter presents the data obtained from the interview conducted among the four ESL teachers of ISU. The data were presented and discussed in response to the research questions.

Instructional Strategies of ESL Teachers in Online Instruction

The instructional strategies that ESL teachers used in their online instruction during the pandemic were identified as Digitally-Aided Language Learning. Specifically, these strategies are categorized as Content-Experiential Learning, Collaborative Learning, and Asynchronous Communicative Task-Based. The ESL teachers performed these strategies with the aid of technological applications that include Facebook, Google Meet, Jamboard, and TikTok. With the influence of the online platforms that the ESL teachers used in their delivery of instruction, the strategies were characterized as a blend of traditional and online, synchronous and asynchronous.

Digitally-Aided Language Learning

In the conduct of online instruction by ESL teachers during the pandemic, different online instructional strategies emerged with the aid of different digital tools. These instructional strategies are presented in Table 2.

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Table 2

ESL Online Instructional Strategies and Applications Used by Teachers

Participant	Online Strategies	Applications Used
Participant 1	Content-Experiential learning	Google Meet
Participant 2	Collaborative Learning	Jamboard
Participant 3	Collaborative Learning	Facebook
Participant 4	Asynchronous Communicative Task-Based language learning	Facebook, TikTok

Content-Experiential Learning

The data gathered show that a combination of content and experiential teaching strategies was used by ESL teachers in their online instruction. The use of the mixed strategy was a result of the limitations of the technologies used in online learning. According to Participant 1, he was able to execute a mix of lecture and task-based strategies as he lectured and gave tasks to his students through an interview. The Google Meet App was used as his online platform for delivering his synchronous lecture with his students, and the asynchronous task was completed through an interview.

P1, who has been an ESL Teacher for two years stated, “*Ahh, gumamit po ako ng Google Meet kasi yun yung pinaka friendly.*” [*I use Google Meet because it is the friendliest*]. According to P1, his lack of knowledge of other tools to be used in online

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teaching was his reason for using lectures as his instructional strategy in his online instruction. He claimed further, *“I think my lack of knowledge on the instructional tools that we can use during the pandemic was the sole reason why I opted to use lecture po.”*

P1’s use of lectures as a strategy in online instruction was dependent on the availability of the learning tool used during the pandemic. As he stated, he was not able to explore other platforms in online teaching wherein a lecture is used. P1 described his use of lectures in his local languages class as a deductive method of delivering his lesson which is blended by giving a task that allows his students to appreciate and learn local languages through experiential learning in an interview. He mentioned:

Magle-lecture lang ako, ma’am then at the end of the lesson, meron silang interview. Kasi local language studies ang purpose ay para makita ahh... yung...kung meron pa bang heritage speakers ng mga language na to kasi yun naman yung focus ng local languages. [I give a lecture first and at the end of the lesson I give my students an interview activity since the purpose of local language studies is to determine if there are still heritage speakers of the language (local).]

The participant also added why he used interviews in his class. He explained:

It’s the most appropriate strategy for me. Uhhh.... Getting to know the heritage speakers would help these students realize na “ay, ito pala dapat ang ginagamit ko”. Kasi obsevation ma’am, parang...wala eh. Pagdating na sa facebook,

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pagdating na sa messenger, parang napaka kwan naman makipagcommunicate ng batang to... parang..very millenial ang way ng pakikipagusap. Parang ganon.

[It's the most appropriate strategy for me. Getting to know the heritage speakers would help the students to realize that, 'it should be what I use'. Because of what I observe, students are becoming millennials in their way of communication.]

As stated, P1's use of interviews in his instruction allows his students to learn the local language authentically. Based on the participants' responses, when he allowed his students to be engaged in the interview with the heritage speakers, it helped them learn how to use the exact lexis in the local language. P1s' nature of strategy is characterized by the use of Task-Based Language Teaching. Lloret (2017) described TBLT as learning by doing or experiential learning that is communicative, goal-oriented, authentic, and incorporates real contextualized language; it is the idea of doing something with the language rather than simply knowing about the language. As described, P1 used interviews as a task for his students to learn the language by experiencing it through conversation with the heritage speakers of the local language.

P1 included the use of Web 4.0 technologies through virtual space learning in his instruction. Moreover, the task he gave to his students was experiential in context, allowing them to learn the language through direct communication with the heritage speakers of the local language using interviews. Based on the data gathered, it shows that the language learning of the students in the online modality was scaffolded through an actual application of the target outcome. This shows that the technology used in this

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situation was used only as a tool to deliver the context, not to experience the outcome. In this sense, experiential learning was limited by the online modality. P1 recognizes the use of online modality for content integration blended with task integration through experiential learning. This confirms that language learning through TBLT with the aid of digital tools could be limited if language experience is restricted. This confirms Iveson's (2019) idea that TBLT is ideal for combining online and blended language learning. Chong (2018) also confirmed that incorporating technology into task-based language teaching, both blended and online, contributed to a better understanding of the student while doing tasks.

Collaborative learning

Collaborative learning was also one of the instructional strategies that were identified by the participants in their online instruction. Based on the data gathered, collaborative learning was characterized according to the type of online modality used. The learning space where the strategy is performed also results in different types of teaching and learning activities being conducted. In the case of Participant 2, she reiterated that she used collaborative learning in synchronous modality. This is conducted through her use of Jamboard. P2 stated:

Ahh for, ahh, online online class sessions. classes or synchronous classes, we...we are asking our students through the use of messenger to connect in google meet, and then there, we use ahh some sort of JamBots or JamBoard ahhh for us to have

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a connection on ahh the topics being discussed in the class, in that way we may also assess whether our students really could understand what is being discussed in the class. ...Sa Jamboard kasi ma'am, ahmmm you can use that ahhh even ahhh during the time na naka-in sila ma'am so they may have a chance to share their thoughts, their comments about something kasi yung JamBoard ma'am pwede silang mag-insert ng mga pictures, they could also insert some videos, video clips, they could write something there, they could draw, anything in there ma'am. So ahh.. we, we will just be sending them the, ... we are just sending them the links for that JamBoard and then they may have the chance whether to ahhh enter in the conversation ahh activity or not. Kung pwede silang viewers lang or kung mayron silang gustong sabihin then they could also write in there ma'am sa JamBoard... I usually use JamBoard ma'am, kapag ahh... we do some sort of brainstorming ah pag ah.. nag...nagi-introduce ako ng bagong topic and then I usually call their attentions to give their ideas towards the topic. [They can prefer to be viewers or write their thoughts on the Jamboard. I usually use it when we do some sort of brainstorming and when I introduce a new topic I usually call their attention to give their ideas towards the topic.]

Moreover, P2 also added that she used Jamboard for Group Discussion when asked what other instructional strategy she employed using the tool. P2 responded that she used group oral discussion, too.

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With the aid of Jamboard used in virtual classes, P2 was able to give interactive activities to her students. According to her, her students participate in activities such as sharing ideas, brainstorming, presenting audiolingual activities, and group discussion. Based on P2's responses, it is evident that her strategies in her online instruction involve cooperative interaction among her students. She allowed her learners to learn collaboratively by engaging them in the participatory sharing of knowledge. The use of a digital tool in online learning supports collaborative learning in this sense. Through this technology (Jamboard), the teacher was able to promote the joint construction of knowledge in her online class. Olena (2021) affirmed this stating that Jamboard intrigues learners through collaboration, challenge, and unleashing their creative abilities.

An ESL teacher for four years, Participant 3 used collaborative learning in an asynchronous modality through Facebook. According to her, she engaged her students in an interactive discussion using the Facebook Discussion Board. P3 stated:

Uhm, gamit din po doon sa kwan, group po namin (Facebook group page) ay may parang discussion boards, so for example, I post a question, parang gan'un. For example is like a situational question tapos tatanungin ko, 'what is the type of—', uhm, among tawag dito, '—internal barriers that are present—', or '—what are the types of external barriers that are present in this situation?' Or in this text tapos sasagot po sila. So may mga comments po sila, doon sila mag-di-discuss, so kung mayroong comment po doon sa isang comment, pwede na naman po silang mag-reply, etcetera. [In our group, we have a discussion board. For example, I

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post a situational question such as ‘What type of internal barrier is present in this situation or in this text?’ which the students answer. They give their comments, replies, and discussion about the given question.]

According to P3, as she stated, she used the question-and-answer strategy to elicit her students' participation in the discussion. She made use of the Facebook Discussion Board as a means to engage students in a collaborative task where everyone is encouraged to participate.

The data gathered indicates that collaborative learning is used both in synchronous and asynchronous modalities. It also shows that learning spaces on two different online platforms constitute different strategies for cooperative learning. In the synchronous modality, the construction of knowledge was done through cooperative work using various activities that helped the students construct their knowledge with the aid of the technological tool in a real-time learning space, and in the asynchronous modality by using the FB Discussion Board.

This shows that online platforms for online instruction provide different learning and teaching activities using the same teaching and learning approach. Given the situation, this confirms that online instruction offers different teaching and learning opportunities with the use of technological tools. This is asserted by Kumar and Tammelin (2008), who stated that technology had revolutionized the pedagogical environment and made collaborative learning a reality. Moreover, the data also show the innovation of instructional strategies in collaborative learning through a virtual learning

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space. This is affirmed by Fernandez et al. (2020), who stated that the use of Jamboard encourages students to learn, collaborate, and participate innovatively. As such, Jamboard, which is a Google product, is used to foster virtual collaboration where students can work together on projects, brainstorm ideas about any topic, or design concept maps. As concluded, Pinzon et.al. (2020) described Jamboard as a technological tool that allows students to participate in real-time activities and that the use of virtual workspaces helps students to develop their collaborative skills and promote their open-mindedness (Cuesta et al. 2022).

Furthermore, the data also reveals that collaborative learning is also performed through social media platforms. The influence of FB as stated by one of the participants, has become their resort to deliver their online instruction during the pandemic. As stated, the use of a discussion board was her strategy to deliver discussions with her students. In connection, Camus et al. (2016) revealed in their study that using Facebook for online discussion forum assignments can foster and improve student participation and peer-to-peer dialogue. This confirms that collaborative learning through FB is fostered, as it provides an opportunity for the students to form a scholarly network among their peers where they can help each other in the learning process (Pai et al., 2017). Furthermore, consistent findings similarly show that students became participative and engaged in various in-class practices asynchronously, especially in the discussion forum since they were familiar with Facebook (González et al. 2015), Sánchez et al. (2019), Ulla and Perales (2020). The studies show that FB is used as a support online learning platform

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that permits asynchronous lesson modality where students can perform and complete all the language learning tasks (Praditsorn & Ulla 2022).

Asynchronous Communicative Task-based Language Learning

ESL teachers also employed asynchronous teaching strategies in their online instruction. This was achieved with the use of social media applications that the teachers chose to perform the tasks of their learners. The ESL teachers used social media apps such as Tiktok and Facebook to conduct task-based activities for their learners in learning the target language. In this case, the socmed apps were used asynchronously as platforms to accomplish communicative tasks. Participant 4 described her usage of FB as her platform for giving asynchronous activities to her students specifically, she stated that she mostly gives video tasks as the output of the learners. She told, “*Ano ma’am, uhm, I gave them activities na... anong tawag dito, i-po-post ko nalang sa Facebook, Facebook ma’am ‘yung mga activities. [I gave them activities which are posted in Facebook.]* She further mentioned:

Ano ma’am, ah, more on video presentation. Kasi kapag sa, ‘yung, ‘gaya ng mga essay ganoon ma’am, mahihirapan na rin kasing mag-check, so I let the students post, ah, kunwari ma’am sa Tiktok Video, so, kunwari ma’am sa Purposive Communication, may topic doon na sa advertisement. Ah, i-a-advertise nila ‘yung isang product nila tapos, ah, i-di-discuss nila kung, kung may, may discrimination ba sa, sa product na ‘yon, doon sa packaging niya, mga gan’un ma’am, through

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Tiktok videos nalang. [More on video presentation. Because when you give an essay, it's hard to check so I let the students post Tiktok Video. For example, in Purposive Communication, there was a topic about advertisements. They will try to advertise their product, and discuss in the video if there are discriminations about the products' packaging (element of advertisement.)]

As stated, P4 was able to use the socmed apps for asynchronous communication tasks. Asynchronously, the two technological applications were used as modalities to deliver instruction in terms of information dissemination and also as a platform for students to perform their tasks. In this case, the learners were expected to perform skills that measure their communicative competence. This affirms the idea of Dai and Chen (2019), who believe that EFL/ESL learners who use Tiktok could acquire English language competence through short videos in English without the limitations of space and time. This is achieved when teachers as well as some other TikTok users can give comments to help improve these cohorts of students' English communication competence by giving comments (Arif, 2019). These show that during the pandemic, although internet connection was a problem, the asynchronous strategy with the use of the socmed apps helped the teachers and learners to continue learning and even enhanced the learners' communicative competence through asynchronous communicative activities. As stated, it was also described that having asynchronous online activities is vital to support students' language learning, especially since some students struggle with their internet connection. They assert that students can complete the learning tasks

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anytime, motivating and encouraging them to engage actively in the online tasks (Nhu et al. 2019, Ulla and Achivar 2021).

This concludes that as these technologies used by the ESL teachers in the delivery of their instruction during the pandemic were possibly utilized during the unprecedented effect of COVID-19 also means that these can be mobilized in the teaching and learning process in post-pandemic times. The advent of the unexpected phenomena has led to the perspective of what can these technologies able to support educators in facing 21st-century education.

Challenges of ESL Teachers in Online Instruction

The challenges of ESL teachers in online instruction were identified as E-space Instruction Limitation, which includes limited knowledge of online modality, limited internet access, limited technological learning tools, limited technological skills, limited interaction in the virtual synchronous class, limited participation in asynchronous modality, limited time in online discussion, difficulty in implementing task-based learning activities, students' unattended online classes due to working opportunities, and teachers' difficulty in evaluating students' output.

Limited E-space Instruction Limitation

ESL teachers encountered various challenges in their online instruction during the pandemic. These challenges are presented in Table 3.

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Table 3

Challenges of ESL Teachers in Online Instruction

Participant	Challenges encountered
Participant 1	Limited knowledge of online modality, Limited internet access, Limited technological learning tools, and Difficulty in implementing task-based learning activities.
Participant 2	Limited internet access, Limited technological learning tools, Limited technological learning skills, Limited interaction in the virtual synchronous modality
Participant 3	Limited internet access, Limited technological learning skills, Limited interaction in the virtual synchronous modality, Limited participation in asynchronous modality, Difficulty in implementing task-based learning activities, Engagement in academic dishonesty, Teachers' difficulty in evaluating students' output
Participant 4	Limited internet access, Non-attendance in online classes due to work, Teacher's difficulty in evaluating students' output

Participants encountered various challenges during their online instruction. P1 experienced limitations on Limited knowledge of online modality, limited internet access, limited technological learning tools, and difficulty in implementing task-based learning activities, while P2 faced challenges in limited internet access, limited technological

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learning tools, limited technological learning skills, and limited interaction in the virtual synchronous modality. P3 also identified limited internet access, limited technological learning skills, limited interaction in the virtual synchronous modality, limited participation in the asynchronous modality, difficulty in implementing task-based learning activities, engagement in academic dishonesty, and teachers' difficulty in evaluating students' output as challenges in her online instruction. Finally, P4 considered limited internet access, students' unattended online classes due to working opportunities, and the teacher's difficulty in evaluating students' output as difficulties in her online modality instruction.

Limited knowledge of online modality

The participants pointed out that implementing online modality during the pandemic was immediate. According to them, the abrupt implementation of online education at the university led to different challenges. Based on the participants' responses, it was revealed that capacitating educators and students in online learning should have been undertaken by the university where they are employed. The participants exclaimed that the abrupt implementation of the new modality resulted in their inability to use instructional strategies suited to the new instructional setting. They also stated that the students were not prepared for the new setup, which resulted in their inability to use technological skills in their learning. P1 stated:

Uhhm, abrupt po kasi yung pag-implement ng online education mam eh. It was a swift shift from traditional to online, so siguro po nagulat po ang lahat, ah na

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ganon yun. Ahhh, Certainly yun po yung reason na nakikita ko ma'am pero kung mas prepared po lang po sana ang ISU siguro? In terms of technology ma'am , baka mas naging maayos. [The implementation of online education was abrupt. It was a swift shift from traditional to online so maybe, we were shocked. Certainly that is the reason that I see but if ISU had been more prepared in terms of technology, it could have been better.]

When the covid-19 struck the educational landscape, I thought I would not be able to deliver quality instruction because online education was partly new to us, most especially in higher education institutions na public. Fairly new ang pagconduct ng online instruction or ng online classes so I did not know kung paano ko ideddeliver yung mga klase ko, what kind of activities ang ibibigay ko kasi we were not trained before the covid-19 pandemic.”. [The conduct of online instruction was fairly new so I did not know how to deliver it in my class, what kind of activities should I give because we were not trained before the covid-19 pandemic.]

In terms of students' incapacity of technological skills, P1 also exclaimed:

*Number one po, I'm not blaming anyone, pero *laughs* hindi po talaga tayo prepared for that kind of instruction kasi ngayon palang po, before tayo nag-pandemic, ano po bang kwan is parang, hindi lahat ng estudyante marunong mag-encode, hindi alam ng estudyante kung paano gumawa ng PowerPoint presentation. [Number one, I'm not blaming anyone, but we were not really*

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prepared for that kind of instruction because even before the pandemic not all students were good to encode and make power point presentation.]

Based on the data gathered, it reveals that both teachers and students were not prepared for the implementation of online education during the pandemic. The responses of the participants generally conclude that capacitating teachers and learners on the implementation of online modality was a need. This shows that capacitating the clientele reveals the readiness of both the educator and learners to implement a new modality in the teaching and learning process in terms of giving training to teachers and capacitating students on technology skills. Lukas and Yunus (2021) discussed that the incompetency of instructors' in online delivery was one of the reasons of online delivery difficulties. This is similar as Alfadda and Mahdi (2021) stated that some teachers and students struggle with the required technological competence in utilizing video-conferencing software (VCS) in virtual learning. According to Adu et al. (2022), in their search for mitigations on challenges faced by teachers in South Africa in the use of innovative technologies, they revealed that there is an urgent need for capacity development workshops to equip educators with computer and ICT skills, knowledge, and strategies for online teaching delivery.

It was also mentioned that it is important to organize pieces of training on innovation and effective use of digital technologies for students. According to Nadeak (2020), he exclaimed that advanced technological methods in teaching can spark interest and boost the motivation of learners to learn the target language; however, Ghavifekr et

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al. (2016) also stated that despite the advantages of these technologies in teaching and learning, they are not fully maximized in classes due to the poor ICT knowledge of the teachers. Ko and Rossen (2017) also stated that the success of teaching activities in online learning is affected by ICT skills and experiences. This confirms that, based on the data gathered, capacitating the educators and learners in the online modality in terms of ICT knowledge should be considered in implementing online learning.

Limited internet access

The technological barrier to limited internet access was also identified as one of the challenges that ESL teachers encountered in their online instruction. According to the participants, this challenge affected the students' participation in their online classes both in synchronous and asynchronous modalities, delayed students' submission of tasks, and disrupted the teachers' flow of instruction.

The challenges of poor internet connectivity in teachers' online instruction were elaborated on by the participants. P1 identified weak internet connectivity as his biggest problem when dealing with his online instruction. He mentioned:

...sa part ko naman po, ang pinakaproblema po ay yung weak internet connectivity.” [In my part, my most problem is weak internet connectivity] Also, P4 described weak internet connection as one of her challenges even though her students were participative. *“Mas maraming participation noong online ma’am.*

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Ito, ang paroblem lang talaga noon, mahina ang internet connection. [Many participate online. The problem was the weak internet connection.] P1 mentioned.

Moreover, P3 also described this challenge as affecting her instruction in collaborative activities through the discussion board on Facebook. The problem with the internet connection delays the responses of her students in their interactive discussions. P3 explained, “*So kunwari po nagkakaroon tayo ng mga discussion boards tapos ilalagay mo uhm, ‘hanggang 5 PM lang ito ah’ ganoon, ‘yung iba pa po hindi pa nakaka-connect so hindi pa sila nakapaglagay ng kanilang thoughts.’*” [When I post discussions on the discussion board giving a time limit of up to ‘5 pm only’, others can’t connect, so they were not able to post their thought.]

P3 added that the delays of her students in submitting their task-based activities were due to poor internet connection. P3 explained:

Yung iba naman po eh, sasabihin ko sa kanila, ‘okay, make a video of this’, ibibigay ko po siya two weeks before, pero pagdating ng deadline hindi parin po nila naipasa kasi daw po wala daw connection, ‘yung iba umaakyat pa sa bundok. [I tell others like, ‘okay, make a video of this’. I give it two weeks before the deadline but they were not able to pass it on the deadline because there was no connection and others even climb up to mountain.]

Moreover, P3 added that the flow of her instruction is disrupted due to poor internet connection. She stated:

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Ah, sa instruction naman po, 'yun din, kasi for example, this assessment is supposed to be for that specific topic lang, eh kung late na po sila, tapos na po 'yung topic saka palang sila magpapasa, parang ganoon din siya. So it disrupts the flow. Nadi-disrupt po talaga 'yung flow ng klase po namin. [In my instruction, for example, this assessment is supposed to be for that specific topic and they were late for submission, it really disrupted the flow of our class.]

P4 also mentioned that due to poor internet connectivity, she chose to use asynchronous modality in her online instruction because her students were not able to participate in synchronous activities. P4 stated:

I gave them activities na... anong tawag dito, i-po-post ko nalang sa Facebook, Facebook ma'am 'yung mga activities. Then hindi na ako gumagamit ma'am noong mga, noong mga, (clicks tongue) ah, may mga links na hindi naman sila familiar like Kahoot ...Like mga game-based na activities kasi, hindi rin sila makakapag-participate ma'am kasi nga, 'yun 'yung unang una nilang problem, 'yung connection. [I gave them activities that I post I Facebook. I do not use other with links which they are not familiar like Kahoot, or game-based activities since they could not also participate because of internet connection problem.]

Furthermore, the participants added that the challenge of limited internet access is mostly felt by the learners who reside in forest regions. P2 exclaimed:

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About the challenges that ahh...we have met during the process, one factor is on the student especially students who are living in the far-flung areas such as ahh...in the places of ahh forest region here in Angadanan. Some issues were, they had ahh bad connection, they don't have their mobile phones, they don't have the equipment to be connected in the online class and some were not that good at manipulating ahhh... technologies.

Yung mga estudyante na ano ma'am na...nagi-stay in the far-flung areas wherein ahh connection is not yet available. Internet connection per se is not yet available. So yun po yung nagiging ah challenge for the online. Yan sa internet connection.

[There are students who reside in far-flung areas wherein the connection is not yet available. Internet connection per se is not yet available and this becomes a challenge in the online class.]

Based on the data gathered, it shows that the challenge of a limited internet connection affects both the teachers and the students. It shows that, though online learning is implemented, the need to secure and assure quality teaching and learning is disrupted due to technological barriers. This shows similar results on the studies of Atmojo and Nugroho (2020) which found that some teachers and students lacked internet connectivity to support the online learning. This was also claimed in the study of Ganai et.al (2022) on pre-service teachers that technology related challenges such as internet access was a limitation in online learning during the pandemic. Zhafira et al. (2020) however, stated that the application of online learning is inseparable from the

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rapid development of ICT which means that improvement of the quality of learning should also be addressed. He reiterated that quality learning in educational technology is enhanced through the application of high-tech and high-touch approaches. This shows, however, that despite the rapid development of technology in teaching and learning, impediments to the needs are seen, as there are still areas where learners reside that do not have access to the internet.

Limited technological learning tools

Limited technological learning tools were also mentioned as one of the challenges that ESL teachers encountered in their online instruction during the pandemic. The participants stated that students' lack of technological learning tools resulted in their inability to produce quality technological learning outputs and their inability to attend online classes. P1 stated, "Not all students can come up with a good digital role-playing kasi wala naman silang magandang camera." [Not all students can come up with good digital role-playing because they do not have a good camera.]

P1 added: *Uhhm, I would say, lecture was not the problem, discussion was not the problem the problem would be technology related. The digital divide that we use nowadays. Uhhm, I had the materials, I had the technology but my students do not have ahh equipped technology para po makaattend (to attend), actually ma'am we have our FTML and I reflected sa FTML ko na (in my FTML that) 50% most of the time ang students po namin na hindi umaattend sa klase(our students do not attend classes). That's why during the pandemic, based on my class record, more*

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than 50% failed but we were not allowed to give a failing grade that time, so ang binigay po namin is deferred lang na grade but if I were to kwan po, yun talaga, digital divide [what we give is a deferred grade, but If I were to (evaluate), digital divide is the problem.]

Participant 2 was also concerned about the physiological needs of her students who are not capable of having their technological learning tools. P2 stated, *“I think ma’am ahhh that one is ahhhh physiological ahhh challenge no? Ahhh It has something to do with the students’ ahhmmm economic ahhhhsss..ahhh status? It has something to do with their ahhhhh... seguro... phone...”*

P2 further elaborated on this challenge when some students who do not have the learning tool proceed to school to ask for remote learning arrangements. She stated:

Yeah. Yes ma’am. May nga wala parin (cellphone) ma’am. Meron yung.. ahhh... papasok diyaan. Kasi nuon ma’an nuong pandemic, may mga pumunta sa.... school though hindi nga pwede sabi namin. Nakiusap sila sa guard. Ahmm..inabi nila sa guard ma’am is, ahhhhmm “Saaan po ang bahay ni ma’am ganito?” “Ay sa ganito.” Ahhhh so, tininuro po nila. And then they are trying to talk about ahhh an arrangement po yun yun sa ahhh remote, ayy yun sa asynchronous and synchronuos way of learning ma’am. [There are still students who do not have (cellphones). During the pandemic, some students went to school to look for their teachers and ask for synchronous and asynchronous arrangements.] Atmojo and Nugroho (2020) affirmed this challenge as they stated that there are some teachers

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and students who lacked the necessary devices in support for the effective online learning of the learners.

Limited technological learning skills

ESL teachers also identified limited technological learning skills as one of the technological barriers they encountered in their online instruction during the pandemic. This determines the limited capabilities of students to manipulate the technological learning tools in their online learning. P2 stated, “... *some were not that good in manipulating ahhh... technologies.*” P3 further added, “...*hindi lahat ng estudyante marunong mag-encode, hindi alam ng estudyante kung paano gumawa ng PowerPoint presentation, kasi hindi din po natin na-anticipate na ganito ‘yung magiging kakahinatnan ng education po natin.*” [not all students are good at encoding and making PowerPoint since we did not anticipate the outcome of our education.]

As the participants characterized the limitations of technology in online instruction, the study shows that these affect the teaching and learning process. As one of the participants described, these limitations defeat the purpose of target teaching and learning. Studies show that technological barriers hinder the benefits of online learning (Adarkwah, 2021): lack of inadequate network access (Aboagye et al., 2020; Adnan & Anwar, 2020; Alchamdani et al., 2020; Farooq et al., 2020; Hussein et al., 2020), and lack of technological knowledge and experience (Bean et al., 2019; Nambiar, 2020; Rajab et al., 2020; Sinha & Bagarukayo, 2019) and problems with course design and delivery due to instructors’ incompetency in online delivery (Lukas & Yunus, 2021).

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Limited interaction in the virtual synchronous modality

The participants also identified that the limitations of the e-space environment in learning affect students' participation in synchronous modality. The features of the technological apps used in virtual classes do not exactly determine and measure the students' participation, as they choose to silence their mics, off their cam, or be virtually present but non-participative. Moreover, the participants also identified that the physical noise present in online modality also hinders the participation of the students in virtual classes.

Participants 2 and 3 determined that one of the challenges they faced during their online instruction was students' non-involvement in virtual synchronous classes. According to P2, her students were hesitant to share or cooperate during discussions. They tend not to open their cameras and remain silent in their class. P2 stated:

Ahh ang nakikita ko ma'am na challenge, yung iba eh... hesitant na magshare or makicooperate sa discussion. Pero mayron din yung iba na.. they all throughout, ahh give their ideas, their comments, their sharings and others. So... Siguro ang nakikita ko lang ma'am na problema with regards to that is ayun yung presence nung iba ehh nawawala kung minsan dun sa... ahh session. Parang, siguro yung iba ahh nakaopen lang pero hindi nakikining (laughs). [What I observe as a challenge is, others are hesitant to share or cooperate in discussion. But there are also some who all throughout give their ideas, their comments, and sharing. Maybe, the problem that I see with regard to this is their presence. Others

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suddenly disappear in the session. Maybe some just open their cameras but do not actually listen].

Moreover, P3 added that the virtual absence of her students in her online class was a difficulty. She explained that it was difficult to gauge their interaction when her students were not seen on screen. P3 said, “*So, like I said earlier, you can’t really gauge how much they interact or how much they listen during the discussions.*”

P3 further mentioned that her teaching strategy for interactive discussion is limited because of the modalities’ limitations. The expected interaction in her discussion is affected because of the disrupted environment that the student has. P3 added:

So negative experiences. Uhm, siguro po is one of the, uhm, challenges that I’ve met na naging experience ko talaga during the — ah pandemic po is that, ah the fact na hindi mo sila makita. (laughs) Kasi ‘di ba po eh you are not, ah, we are told to be lenient to our students so kung hindi po nila mai-o-open ‘yung cameras nila because kulang po sila ng data or what not, hindi mo po sila pwedeng pilitin. Now ako po kasi ‘yung teacher is, I like giving very, anong tawag nito, I like showing examples instead of telling ng mga examples. For example po is, ang topic namin is — Process of Communication. ‘So, how do you explain misunderstanding?’ I ask like, certain students po na alam ko na gustong makipag-participate or ‘yung parang bravo talaga. Syempre pupunta ‘ko sa harap, okay — ‘Here’s an example, kayo ay magkapatid, tapos ‘yung isa ganito may ginawa

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siyang ganito,' tapos I will allow the class to observe. And then afterwards I'm going to ask questions. Ganun po kasi ako mag-example. Now the problem is, pag-online classes po, hindi po natin nakikita kung nakikinig ba sila, natutulog na ba sila, baka kumakain ba sila o nag-e-ML kasi may mga ganun pong instances. So it's like you're just talking to a blank screen, kasi hindi naman po naka-open 'yung camera. [One of the challenges that I've met during the pandemic was the fact that you do not see your students. We were told to be lenient to our students and we cannot force them to open their cameras if they do not have sufficient data. Now, I like showing examples instead of telling examples. For example, our topic is- Process of Communication. 'So, how do you explain misunderstanding?' I ask like, certain students who want to participate or bravo and bring them in front. Okay— 'Here's an example, you are siblings and then one of you did this thing', then I allow the class to observe and ask questions. That's how I give example. Now the problem is, in online class, we are not certain if our students are listening, or if they are sleeping, eating or play ML because there are those kinds of instances. So it's like you're just talking to a blank screen because their cameras are not open.]

Based on the given instances of the participant, it was observed that interaction or collaborative learning activities in their online instruction were hindered by the learning environment offered by the modality. The learning space, which is virtual, for some reason, limits the interaction of the students with their learning. The technology

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used in the instruction offers the students the choice to either close or open their cameras or to interact or not. The modality used which is synchronous offers limitations which were similarly explained by Vurdien (2019) such lack of interaction among students and uncertainty about students' comprehension of learning content Forrester (2020). However, this limitation of the modality during the pandemic was accepted as a consideration of the phenomenon. This was elaborated on by Participant 1 in her statement. She said:

Kasi 'di ba po eh you are not, ah, we are told to be lenient to our students so kung hindi po nila mai-o-open 'yung cameras nila because kulang po sila ng data or what not, hindi mo po sila pwedeng pilitin. [we were told to be lenient to our students so we cannot force them to open their cameras when they have insufficient data].

Moreover, Participant 3 added that physical noise also disrupts the teaching and learning process during virtual classes. She stated:

Now the problem is, pag-online classes po, hindi po natin nakikita kung nakikinig ba sila, natutulog na ba sila, baka kumakain ba sila o nag-e-ML kasi may mga ganun pong instances. So, it's like you're just talking to a blank screen, kasi hindi naman po naka-open 'yung camera, ay 'yung, mic nila kasi maingay ang paligid 'di ba? Nadi-disrupt po 'yung klase. So parang, wala pong, hindi ko po siya or hindi ko po sure kung maiintindihan nila 'yung sinasabi ko or may nakikinig pa ba sa 'kin. [Now the problem is, in online class, we are not certain if our students

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are listening, or if they are sleeping, eating or play ML because there are those kinds of instances. So, it's like you're just talking to a blank screen because their cameras are not open or their mic are muted because their surrounding might be noisy right. So, the class is disrupted. So, I am not sure if they understand or if they are listening to me.]

As stated, the data shows that the e-learning space in online modality has limitations. The result of these limitations affects the teachers' assessment of students' participation in their virtual-synchronous sessions. Similar findings were also illustrated in the study of Mohammed et.al (2020) which shows that learners' less effort and responses during teaching and learning sessions by switching off their video and audio throughout the whole online lesson, results less highly effective engagement and interaction between students and teachers. Moreover, studies on synchronous online language lessons (SOLs) also reveal that limitations of synchronous modality were present in online learning. These include Junn's (2021) study who found that SOLs can facilitate interaction, but the quality and quantity of interactions fall short when compared to traditional in-person classes as it reduces interaction, limits student engagement, and minimizes the involvement of students. Furthermore, studies also highlight the difficulty of building connections with and among students through SOL. Although SOL provides immediate interaction, its formal environment and absence of opportunities for informal conversations or individual attention can restrict student involvement and interest (Blum, 2020; Moorhouse et al., 2021).

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However, in the locale of the study, due to considerations imposed by the university, the teachers considered leniency in the measure of their students' performance. This shows that the online modality imposed by the university was apprehended to have limitations and was addressed in consideration terms. However, these considerations of leniency have to address these challenges to achieve quality teaching and learning in an online setting. In a study conducted by Dung (2020) on the advantages and disadvantages of virtual learning, Dung suggested that the utmost measure for students' participation in online sessions is to keep up the motivation to study and maintain self-discipline. This suggests that teachers should be mindful to consider the motivational purposes of students in participating in virtual classes and to remind, create, or create/impose policies on students' discipline in online classes.

Limited participation in asynchronous modality

The participants determined students' limited participation in asynchronous modality as one of the challenges they encountered in their online instruction. The participants have observed that students were not active in participating in asynchronous activities. This limitation affects teachers' instruction as they can't measure students' learning through the given assessments.

According to Participant 3, students tend not to post their collaborative discussions when she posts questions for discussion using a discussion board on Facebook. P3 stated:

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Ah, hindi po lahat ng estudyante nagku-kwan ng kanilang opinions. Kasi sasabihin nila eh, 'ma'am 'yung opinion ko parehas lang sa kanya', gan'un po sila. Sabi ko naman, 'it's okay, just post it', pero 'yung iba talaga, 'wala na akong masabi ma'am, nasabi na naman nilang lahat', ganoon po. So 'yun po 'yung mga isang —ah kwan, 'yung iba naman po, uhm, talagang (scoffs), ewan ko kung anong ginagawa ng mga estudyanteng yoon pero talagang hindi sila nagpo-post kahit na ilang beses mong sinasabihan. [Some students do not (post/give) their opinions. What they say is 'ma'am my opinion is similar with him'. I answer them and say, 'it's okay, just post it'. But others also say, 'I can't say anything more, they have said it all' and there are also students who really don't mind posting even if you tell them several times.]

She elaborated that the non-participation of students in this activity limits her assessment of her students' learning. P3 explained:

Of course, po, syempre kapag may opinyon 'yung bata, that means he's thinking 'di ba? Na mayroon silang idea, na mayroon silang parang, syempre hindi ka naman magkaka-idea kung hindi mo nage-gets 'yung lesson 'di ba? Eh kapag hindi ka nagpost, sana sinabi mo nalang na eh 'nasabi na ma'am', eh paano ko malalaman kung na-gets mo 'yung lesson? Paano ko malalaman kung mayroon ka bang questions, ganoon or anything like that, so 'yun po. [If students have opinion it means he's thinking, right? It shows that they have idea and that they understood the lesson. Better that they would reiterate, 'they have already said

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what I would like to say' in that way I can assess that students have understood the lesson and that I will be able to know if students have questions or anything like that.]

The limitations of asynchronous modality in online learning were determined, as the data shows. This comprises the inability to measure the student's learning on the part of the teacher, as students are being hesitant and not responsive in their asynchronous discussions. Similarly, Vidhiasi et al. (2021), in their study about the application of asynchronous learning for English Language Teaching in English and Non-English Study Program also have determined the lack of immediate feedback as a disadvantage of asynchronous learning. He also named the lack of personal interaction, no live collaborative activities, a lack of motivation, and a demand for self-discipline in asynchronous learning as additional disadvantages of the modality. As the findings show, it indicates that the challenges of asynchronous learning should be addressed with proper measures in online learning. In this case, the reasons why students do not respond to asynchronous discussions should be discussed and addressed. In this case, the attitude of the students toward not responding to asynchronous discussions should be looked at since, asynchronously, they are given time to respond to the activity. This situation contrasts with the notion of the cognitive model of media choice by Robert and Dennis (2005), which presupposes that asynchronous communication enhances a person's ability to process information and that the receiver is given more time to comprehend a message because an immediate response is not required. In this case, the attitudes of

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students toward asynchronous modality should be given attention when establishing online learning.

Difficulty in implementing task-based learning activities

Participants also mentioned that there were difficulties in implementing task-based learning activities in their online instruction. According to the participants, implementing student-centered learning activities in an online modality was not easy since adjustment to the new setup was experienced during the pandemic. Moreover, Participant 3 also shared that one of the causes of the students fear of performing task-based activities in the form of interviews was affective in nature. As a result, the objective of the learning targets of the teacher was not met.

In his statement, Participant 1 stated that in contextualizing his syllabus to student-centered strategies during the pandemic in line with online learning, he needed to lower his standards in assessing his students' output. P1 stated:

Uhhmm... my syllabi were contextualized to the setup that time. So, my syllabi before the covid-19 pandemic were more interactive compared to my syllabi during the covid-19 pandemic that's why most of my activities were student-centered in a way na sila lang nag-aaral. ...na try ko po yung ITBPO and mahirap po talaga siyang iimplement eh, lalo na po kapag communicative language teaching na yung context, yung task-based dapat, skilled-based dapat yung laman ng syllabi natin. Mahirap siyang iimplement so, kailangan mo talagang ibaba

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yung standard mo sa mga bata, ah... although may mga estudyante padin naman na kaya nilang magkwan, magcome up ng output na maganda. One of the instructional strategies na ginamit ko ay since ITBPO (Business Communication) ahh, writing business letters po yun po yung naalala ko, writing business letters.

[Uhhmm... my syllabi were contextualized to the setup that time. So, my syllabi before the covid-19 pandemic were more interactive compared to my syllabi during the covid-19 pandemic that's why most of my activities were student-centered in a way that they learn by themselves. I also tried ITBPO and it is really difficult to implement especially if the context of the syllabi is communicative language teaching, task-based or skilled-based. It is difficult to implement so you need to lower your standard for the students although there are still students who try to come up with good output. One of the instructional strategies that I used since it is ITBPO was writing business letters, as I remember, writing business letters.]

P3 who also used to give task-based learning activities to her students, observed that her students' performance in interview tasks was limited due to affective filter barriers. Her aim of assessing her students' communicative skills in the interview process was not achieved due to affective factors that limited their communicative performance. P3 explained:

Sa interview po, (laughs) may mga estudyante na nagse-send ng videos na kung saan hindi sila nagsasalita. 'Yung parang, I want it to be interactional, 'yung

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*parang more of a conversation. 'Yung iba, ginawa na nila, 'yung sagot nila. Kunwari, makikita mo 'yung interview, nagtatanong 'yung bata syempre may hawak po siyang list of questions, 'yung nanay may binabasa na. (both laugh) Sabi ko, "bakit niyo naman siya binigyan ng script?!", "ma'am eh kinakabahan daw po," "eh 'di ba sabi ko kahit mag-Tagalog kayo?!" sabi kong gan'on eh, "ma'am kinakabahan talaga." Ganoon po sila. Dapat conversation 'yung type eh. Ano pong magagawa natin eh 'yun ang natapos nila, hindi naman na natin pwedeng ipaulit. So 'yun po, so Ah, it defeats the purpose — *laughs* of the instruction kasi supposedly kumbaga 'yung goal mo, hindi po siya na-meet. Pero I still acknowledge the fact na mayroon silang naibigay, gan'on. So sige lagyan nalang natin sila ng grade, nag-effort naman sila, ganoon. So okay lang. [In interview, there are students who send videos wherein they do not talk. Though I want it to be interactional or conversational, others have already made answers. For instance, the student asks with his list of questions, you'll notice that the interviewee(mother) reads her answer. I said, 'why did you provide a script?' and they answer, 'ma'am she feels nervous' then I tell them, 'Didn't I tell you that you can speak in Tagalog?', they really reiterate that the interviewee was really nervous.]*

Based on the scenario provided by Participant 3, it was observed that her aim of assessing students' communicative skills was not achieved. She marked, “, *it defeats the*

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purpose — (laughs) of the instruction kasi supposedly kumbaga ‘yung goal mo, hindi po siya na-meet.’ [because the goal was not met].

Moreover, P3 confirmed that affective barriers affect her students’ performance in their task-based learning activities. She said:

The fear of being judged, or rejected. ‘Di ba ‘yung mga affective filters po natin, may mga bata talagang nahihiyang magsalita, nahihiyang magkamali kumbaga. Lalo na kung sa kwan ‘di ba, face to face ganoon din naman tayo. So for example, isipin mo po kasi, imagine-in mo ‘yung scenario na ‘uy kailangan kong magsalita sa isang video, dapat nagsasalita ako, dapat maganda, dapat pure English,’ pero hindi ko naman sinasabing pure English. Parang kinakabahan sila na parang pag nagkamali sila, tatawanan mo sila once I watched the video, or kapag mayroon silang nai-post na kung saan baka mali. Tapos baka mamaya, ah, magbigay ng negative feedback si ma’am. Kasi ganoon din po ‘yung nafi-feel ko minsan. Kapag ako po’y gumagawa ng requirements po for Doctoral gan’on, parang I’m scared na ‘yung sinabi kong ‘yun is mali. Tapos pagtawanan and I, I, I, (stutters) acknowledge the fact may mga ganoon tayong estudyante. [The fear of being judged, or rejected influenced by our affective filters. There are really students who are shy to talk, or afraid to make mistakes similar with face-to-face setup. Like for example, if you imagine yourself in a scenario that you need to talk in a video, you have to talk, it should be good, you should talk in pure English, though I do not ask them to speak pure English. They feel that if they make mistakes, I

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will laugh at them once I watch the video, or when they posted wrong. They feel that I would give negative feedback which is sometimes similar also of what I feel. When I make requirements for my Doctorate, I feel also scared when I make mistakes or when they laugh at me. I acknowledge that we have these kinds of students.]

Based on the data gathered, it shows that there are limitations to implementing student-centered activities in online learning. As stated by P1, there was a need to restructure his syllabi from a task-based/communicative approach to a teacher-centered approach. Additionally, P3 described her language class and emphasized how affective filters were a factor in the students' inability to complete task-based activities. Krashen (1981) on his second language acquisition theory on affective filter hypothesis discussed about how affective factors affect language acquisition. He described language learning in his affective filter hypothesis as consisting of attitude toward language learning, motivation, self-confidence, and anxiety. As observed in the scenario provided by P3 in learning the language of the students through communicative tasks, the affective filters of the learners were high, which resulted in non-learning of the target language. This shows that affective barriers to learning the language in an online modality should be addressed. It calls for pedagogical treatment that addresses this challenge in teaching the target language in an online modality. In this case, the affective filters of students learning the language in online learning should be decreased to result in successful language learning

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Non-attendance in online classes due to work

Students' unattended online classes were also considered one of the challenges that ESL teachers encountered in their online instruction. According to the participants, the absence of students in their online classes affects the maximum participation of their learners in their classes. Specifically, Participant 4 mentioned that in her online instruction, she encountered students who did not participate or attend their classes because they were employed in their jobs. P4 stated that in the collaborative works of her students, the participation of her students is not maximized since some are employed in their works. P4 estimated that almost half of her students in her two classes are attending their jobs. She mentioned, *"Andaming ganoon talaga ma'am, sa klase ko. (clicks tongue) Ah, Entrep., sa PS, meron ma'am almost half talaga ng klase is ang reason is nagtatrabaho sila."* [Almost half of my class are employed in their jobs, in my Entrep or PS class.]

P4 added that students' absence in online discussions resulted to poor performance of her students. She explained, *"May, may mga times na ano ma'am, ah, mas mababa 'yung grade nila o sometimes wala talaga, INC."* [They have low grades or sometimes, they don't really have, like INC.]

Based on the data gathered, it shows that the absence of students in their online classes results in poor performance. In this case, it was mentioned that this challenge was due to job opportunities that students grabbed during the pandemic, during which students took their flexible time to work. This indicates that the effect of flexible learning

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in the online modality may result in the non-learning of the students as they choose to work rather than attend their online classes. This calls for attention in the education sector to address this gap in flexible learning since disruption of learning is evident in terms of students prioritizing work opportunities rather than their learning. In this case, learning is sacrificed over work. In the work of Onyema et al. (2020), they discussed that the disruption of learning for the students during the pandemic could have negatively affected their academic interest and performance. They stated that if the students are not engaged productively in online learning, it could lead them to idleness, which might result in their being involved in crimes, a loss of interest in learning, and poor academic performance.

Engagement in academic dishonesty

The participants also mentioned that academic dishonesty was also one of the challenges they faced in their online instruction during the pandemic. The students had practiced plagiarism when doing their work at home. They were involved in plagiarism practices as they accomplished their outputs. In this case, the teachers had to deviate their assessment activities from the outcomes-based outputs of the students. Specifically, Participant 3 reported that she had to deviate from giving essays to students because she could not trust whether the students' outputs were authentic or not. P3 explained, “*Ah, like I said po, ah, more on outcomes based. I asked them to record videos, interviews, kung hindi naman po interview is essays kaso hindi din po masyadong essay kasi mahilig po silang mag-copy-paste.*” [Like I said, more outcome-based. I asked them to record

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videos, interviews, or essays but rarely that I give essays since they are prone to copy and paste.] *More on outcome based na po siya, kasi alam na po natin kapag paper and pencil test, hindi natin sigurado kung saan nila kinuha 'yung mga sagot nila, baka mayroon silang GC na nagkokopyahan sila gan'on.*" [It's more on outcomes-based because when they do paper and pencil test, I was not sure if they get or copy their answer from their GC (group chat).]

Based on the gathered data, it shows that plagiarism is practiced among students in their online modality of learning. As mentioned, Turnbull et al. (2021) identified that academic dishonesty was one of the challenges in the implementation of online education. As it is an inevitable problem in the online modality, mitigation of this problem has to be addressed. In the study of Sorea et al. (2021), they have identified this challenge that can be sustainably managed through a procedure for converting students' appetite for plagiarism into a skill of critically approaching relevant materials that are available online. Sorea et al. further categorized solutions to the problem in plagiarism that include training students to help them learn how to write academically and increase their awareness about plagiarism (Rets & Ilya (2018), Jereb et al. (2018), Uzun & Kilis (2020)); involving teachers to support students to write their papers correctly from an academic point of view in which students should be guided in planning their tasks and managing their resources, and they should be encouraged to write, despite fear of accidental plagiarism (Adam et. al (2016), Löfström (2013); the use of anti-plagiarism software, clear anti-plagiarism policies and ethical education of the youth to learn the

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ethical problems about plagiarism. This indicates that a strict outlook on plagiarism should be considered in the implementation of online learning.

Teachers' difficulty in evaluating students' output

The teachers' difficulty in evaluating students' output in online modality was also identified as one of the challenges that ESL teachers encountered in their online instruction. The participants have reported that the number of students accommodated in their online class causes difficulty in their evaluation of their students' output. According to P3, she had to watch all the videos submitted by her students. She stated, *"So 'yun po, medyo mahirap nga lang pong i-grade (laughs) kasi isa-isa niyo pa pong panonoorin lahat."* [It is hard to grade because you have to watch all the videos.]

Participant 4 affirmed this statement when she said, *"Mahirap din mag-check, lalo kapag 'yung ano, 'yung activity na 'yon eh individual, so, ah, I have, sa isang section dati ma'am, I have 58 students so struggle talaga sa part ko 'yung mag-check."* [It is also hard to check especially if the activity is individualized. For example, I have 58 students before in one class. It was really a struggle to check on my part.]

The data show that assessment practice has been a struggle on the part of the teacher. In the study of Al-Maqbali and Raja Hussain (2022) on The Impact of Online Assessment Challenges on Assessment Principles during COVID-19 in Oman, they have discussed that the large enrollment of students per section is an issue for the teaching staff about assessment routines. Furthermore, Bettinger et al. (2017) also raised concerns

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about large-group teaching. They said that the administration doesn't expect teachers to reduce assessment activities, grading time and feedback, or content delivery. Also, due to demanding students and numerous discussion posts, there is a higher chance of peer disruption. Arzt (2011) recommends that the number of students enrolled in an online class should be between 15 and 22, whereas Orellana (2009) suggests that a class of 16 learners is ideal for maintaining the highest levels of learning interactions. Therefore, it is crucial to consider an appropriate average of student enrollments for online classes.

Table 4

Summary of Challenges in ESL Online Instruction

Descriptions	Categories/Themes
Limited knowledge of online modality	Teacher-Related
Teacher's difficulty in evaluating outputs	
Difficulty in implementing task-based learning activities	
Non-attendance in online classes due to work	Student-Related
Engagement in academic dishonesty	
Limited internet access	Technology/Internet-Related
Limited technological learning tools	
Limited technological learning skills	
Limited interaction in the virtual synchronous modality	Time Management-Related
Limited participation in asynchronous modality	

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The data on the challenges of ESL teachers in their online instruction indicate that issues in the implementation of online learning should be addressed and mitigated to come up with an effective and efficient teaching and learning process in online learning. The results show that the learning space in online learning limits quality teaching and learning performance. As such, while some language teachers view technology-enhanced delivery as providing opportunities to improve student learning, others may resist the idea, owing to some possible disadvantages of online learning such as lack of interaction, i.e., student engagement (Vurdien 2019) and uncertainty about students' comprehension of learning content (Forrester 2020). For some, students choose to be employed in work because the modality offers opportunities for them to learn at a distance but results in poor academic performance. This indicates that implementing online learning even in post-pandemic times should involve strict implementation of online learning policies that touch on the different challenges mentioned. Generally, this concludes reviewing and designing online curricula applicable to institutional settings as far educational crisis is concern and with the inclusion of online education in post new-normal settings.

Adaptive Instructional Strategies of ESL Teachers in Online Instruction

The adaptive instructional strategies of ESL teachers in their online instruction were identified in one theme named Inclusive-Online Instructional Strategies. These strategies were specifically sub themed as Differentiated Instruction (DI), Personalized Task-Based Learning, Scaffolded Learning and Counselling Learning.

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Inclusive-Online Instructional Strategies

ESL teachers identified and described the adaptive strategies they used in their online instruction during the pandemic when they encountered different challenges in their instruction. These strategies are presented in Table 5.

Table 5

Adaptive Instructional Strategies of ESL Teachers in Online Instruction

Participant	Adaptive Strategy
Participant 1	Differentiated Instruction (DI)
Participant 3	Personalized Task-based Learning, Scaffolded Learning, Counselling Learning

Participants in the study identified different adaptive instructional strategies in their online instruction when they encountered challenges during the pandemic. P1 considered DI as his inclusive strategy while P3 characterized Personalized Task-based Learning, Scaffolded Learning, and Counselling Learning as the strategies she used to tailor her instruction to the limitations imposed by the pandemic.

Differentiated Instruction (DI)

Considering the inclusiveness that the learners need in their learning during the crisis, it was found in the study that ESL teachers were able to use Differentiated Instruction (DI) as one of the strategies in their online instruction as a result of the limitation of e-learning.

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According to Participant 1, he resorted to a content-centered approach in his delivery of instruction when he observed that task-based activities were difficult to implement in an online modality. The content approach that he used in his instruction was considered in preparing his students for the skills and competence needed in the Board Examination. P1 performed different techniques in his instruction to develop the cognitive skills that his learners needed. First, P1 described his use of the Weekly Learning Log (WLL) as his teaching tool in preparing his students for Board Examination competencies, and second, his use of the Readers Technique in developing the skills of the learners in analyzing the multiple-choice type of question.

P1 described WLL as a teaching and learning tool that builds mastery and retention skills. P1 described the learning log in a given format. P1 stated:

I always use WLL ma'am or the Weekly Learning Log. Ahhh, although kwan po kasi yun eh, medyo teacher-centered siya pero somehow ahhh, it's a way para sa estudyante na magreflect. Sa Weekly Learning Log ko ma'amm nakalagay duon yung topics lahat ng nadiscuss sa first na row, and then sa first column po, yun yung mga ahh natutunan nila and then sa second column po yung reflection nila then at the back of the Weekly Learning Log, nadun po yung kwan po nila sa akin yung feedback nila. [I always use WLL or the Weekly Learning Log. Although it is teacher-centered, somehow, it's a way for the students to reflect. In the Weekly Learning Log, I include all the topics discussed in the first row, and in the first column is what students learn, and in the second column is their reflection then at

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the back of the Weekly Learning Log, is their feedback to me.] With the given format, P1 stated that students were able to give their understanding about a topic and exercises mastery and retention skills. He added: *...ang purpose po kasi nun ma'am, ay gusto kong prepared po sila pagdating ng board exam. Yung naman po yung goal ko, yun ung end in mind ko. Dapat ah, someone who knows what appears on a board examination. Yung mga points of interest ni PRC or BOT ito dapat yung finofocus ko. At yung way ng pagtuturo ko ma'am is for purposes of mastery and retention. Say for example, kahit na nakapagdiscuss po ako ng tatlong topics, I would be able to help my students remember everything from top to bottom using yung strategies. Ahh, bullet points lang po , sinsusulat ko lang po ito, ito, ito, ito and then after ko po magsalita, sasagot ang bata dere-dere, pag mali balik kaagad sa top question, number one question. Ulit-ulitin hanggang sa ma-master. Ang result po nun, ay very good performance in a multiple choice examination. Proven and tested.* [My purpose was, I want them to be prepared for the board exam. It is my goal. Someone should know what appears on board examination. The points of interest of PRC or BOT should be the focus and my way of teaching them is for the purpose of mastery and retention. Say for example, if I had already discussed three topics, I would be able to help my students remember everything from top to bottom using strategies. I write the points in bullet form and after I talked, the students answer continuously and when they answered wrong, they go back to the first. It is repetitive until they master.]

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P1 was also able to devise his own technique for equipping his students of the Board exam competencies. According to him, his technique called Reading Technique (RT) helped his students to give the right answers in a multiple-choice type of exam.

And I also taught my students to ahh, answer multiple choice questions using this what I developed Reader Technique. I devised my own technique. Reader technique ang tawag ko sa kanya [as what I call it]. I taught my students how to get the correct answer even if you do not know the content of the question, and it appeared after a series of sessions, they can get as high as 93 out of 100 questions. First-year, no background in professional education subjects.

Given the technique, P1 taught his students how to use this in a board exam type of questions. P1 described:

Dinidiscuss ko po yung kung ano ang ibig sabihin ng reader technique and then I present questions and then sa question na yun, you need to extract the topic. Kapag naextract mo yung topic sa question na yun alam mo na kung saan iikot yung reasoning mo sa options. So even if an option is related to the question, kung hindi yun yung sinasabi ng topic na naextract mo dun, hindi mo yun pipiliin. Kaya alam ng bata po kung ano yung tamang sagot at yung maling sagot. [I discuss what reader technique is and I present question which they have to extract the topic. If they were able to extract the topic from the question, they would be able to reasonably choose from the options... So even if an option is related to the question, but this does not give a hint to the topic they extracted, they know that

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they will not choose it. The student is able to determine the right and wrong answer.]

Based on the gathered data, the teacher used DI strategies in his online instruction as he considered the optimal learning that his students would possess in an online setting. Pozas and Letzel (nd) defined DI as an inclusive instructional practice that can be defined as the intentional, systematically planned, and reflected practices that enable teachers to meet the needs of all learners in heterogenous classrooms. It is described as a collection of instructional strategies that enable teachers to ensure that all students, regardless of their individual characteristics, have positive and successful learning situations. In the study, P1 practiced DI on his use of two techniques that helped to develop the competency and skills of his learners in taking the Board examination. It was stated that he had used a content-based technique named WLL to check the individual progress of the students and his use of RT to distinguish what students have to learn in terms of analyzing a multiple-choice type of exam. Distinguishing the strengths and weaknesses of the students in these techniques helps the learners to be equipped with the competency the teacher develops. This was evident as the teacher considered the students to label their learnings, reflections, and feedback from their lessons using WLL. On the other hand, the practice of assessing students' skills in rationalizing, also equips learners to analyze right or wrong answers in a multiple-choice type of exam. DI in this sense, was used as the teacher considered the individual learning of the students in a heterogenous class of learners. The teacher examined individually

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the strength and weaknesses of his learners through the reflective response of the students thereby using DI as a measure that can be implemented to meaningfully address the variance of learners to support their learning (Pozas & Letzel, nd).

This concludes that in any setting where education takes place, either online or onsite, inclusivity of learning among students is present. Considering the effect of the pandemic in the teaching and learning process, it secures that every educator should be adapt and flexible enough to address the needs of the learners in disruptive environment of education. This generalizes, that as technological leaning continues in post-pandemic era, teachers have to consider that with or without crisis, as there are variance among learners, this differences should be monitored and addressed to achieve equality of learning in heterogenous learning contexts.

Personalized Assessment

ESL teachers also employed personalized assessment as their adaptive instructional strategy during the pandemic. The inclusive strategy was used as the teachers considered the limitations of the online setting. As stated, the participants described that the challenges of plagiarism were reasons for the conduct of personalized assessments online. As a response, the adaptive strategy was employed to address the equipped and quality learning of students amidst plagiarized learning. P3 and P4 elaborated on this case.

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P3 stated:

More on outcome based na po siya, kasi alam na po natin kapag paper and pencil test, hindi natin sigurado kung saan nila kinuha 'yung mga sagot nila, baka mayroon silang GC na nagkokopyahan sila gan'on so parang 'yung very personalized po 'yung kanilang mga sagot, 'yun po. [It's more on outcomes-based because when they do paper and pencil test, I was not sure if they get or copy their answer from their GC (group chat). I have to get answer from them that personally come from them.]

P3 also distinguished her use of individualized/personalized learning activities to ensure that her students put their learning into their tasks but do not rely on the works of others. P3 mentioned, *"So ang isa pong ginawa ko is that, I gave them uhm, individual activities na kung saan sila lang makagagawa and I can see that they actually put some effort into it."* [One of the things that I did was, I gave them individualized activities which they alone do it in which I see that they actually put some effort into it.]

The data show that the teacher used a personalized approach in assessing the learning of her students. This was done by giving personalized tasks that inhibit her students from practicing plagiarism. This idea indicates that e-learning does not meet all the needs of learners, resulting in the personalization of learning being crucial (Sun and Ying, 2012). In this case, as online modality has limitations, a personalized approach to teaching was applied. Educause Learning Initiative in 2017 described personalized learning as involving assessing learners' current skills or knowledge, providing feedback

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and content, and constantly monitoring progress by utilizing learning procedures that provide real-time updates and the necessary tools to improve student learning. Through providing personalized assessments to students, teachers consider individual differences between students in their learning, including their strengths and weaknesses. In an inclusive sense, students are considered not to be left behind. This indicates that, as online learning is not perfect, personalized teaching strategies are also encouraged.

After pandemic, as online learning is expected to continue, the findings of the study show that personalized adaptive instruction would help teachers to address plagiarism practices of the learners in online learning. Personalized assessment ensure creativity and individualized learning among learners as learning by their own is practiced. This concludes that, in post-pandemic education setting, personalized assessment would be a flexible approach to assessing students' learning where plagiarism is inevitable in technological learning.

Scaffolded Learning

Scaffolded learning was also identified as one of the adaptive instructional strategies that ESL teachers used during the pandemic. The teachers characterized this learning as students teamed up for collaborative tasks. A learning support system is developed among the students for their online learning tasks.

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P3 stated:

Kung minsan naman po, uhm, ginagawa ko po is ginu-group ko sila. So random group. For example is, 'mahina 'yung signal ng isang kaklase ninyo, so kung anong 'yung grupo ng isa, grupo ng lahat. Pero lahat kayo, pwede sumagot.' So for example po, nakasagot group 1, lahat po ng group 1 kasama. Kasi sa ibang questions po, lahat ng miyembro ng group 1 pwede namang sumagot. Ganoon po siya, parang tulungan na po siya, ang ginagawa ko para wala man 'yung estudyanteng 'to kasi wala 'yung kwan siya, kulang siya sa internet connection or hindi stable 'yung internet nila, mahuhugot siya sa kwan, sa grade ng grupo, ganoon po siya. [Sometimes, I group them randomly. For example, if one of the students does not have good signal, the group where the student belongs should be concerned about him; group of 1 is the group of everybody. Everyone in the group is allowed to answer. So, for example if one member of group 1 answered, all of the members of the group would be part of it and vice versa, others can also answer other questions. It's cooperative to help students who might not be present because of insufficient data, or unstable internet connection. She/he gets grade from her groupmates.]

Kunwari, mayroon kasi kaming mga speed test na magpo-post ako ng questions sa (Facebook) group namin tapos sasagot silang lahat. Na-e-enjoy po nila kasi parang there's a challenge, pero alam nilang kapag hindi sila nakasagot, mayroon namang ibang ka-grupo nilang sasagot sa kanila, which made them more, anong

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tawag dito, enthusiastic to actually join. Kahit na sabihin nila, 'hala ma'am, wala na akong kwan, data' ganoon, 'okay lang, siges just tell you classmates or other groupmates na sila muna bahala tapos next activity, ikaw naman. [Let's say we have speed tests that I'll post questions on our (Facebook) group and then they'll all answer. They're enjoying it because it's like there's a challenge, but they know that if they don't answer, someone else will answer them, which made them more, what it's called, enthusiastic to actually join. Even if they say, 'Hey ma'am, I don't have anymore, data' that's all, 'Okay, just tell your classmates or other groupmates that they care first after the next activity, you're the one.']

Based on the data gathered, it is evident that the teacher used scaffolded learning through collaborative work to support the students' learning. In this case, according to Salma (2020), by helping each other on tasks, learners become effective. This was evident as P3 described that her students became enthusiastic about the strategy used. Scaffolded learning in this sense was effective, as collaboration was used as a strategy. In this sense, learners were encouraged to participate and support each other. Lascotte (2018) stated that, as students are considered active participants in interaction, scaffolding helps learners use strategies in interaction to scaffold or be scaffolded by their interlocutor in an attempt to negotiate and communicate meaning. In this case, it indicates that scaffolded learning is beneficial in the modality of online learning as learners become active and participative in their learning. This suggests that to enhance online learning outcomes, learners need appropriate instructional support, such as timely

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and appropriate scaffolding that encourages learners to construct their own knowledge in the online learning environment (Oliver and Herrington, 2003).

Counseling Learning

Counseling learning was also one of the adaptive instructional strategies that ESL teachers used in their online instruction during the pandemic. One of the participants, P3 specified her use of counseling learning in terms of talking to her students who struggle in their study during the crisis. P3 identified affective barriers that hinder her students' participation in their online classes.

P3 stated:

I try my best to talk to them, uhm, one by one po. Through conference po kasi mayroon po silang speech, mayroon silang speech na anong tawag dito, 'di ba po sa Purposive Communication mayroon tayong four types of speeches, uhm, na kung бага before sila mag-start ng speech I tend to talk to them first. 'Yung parang, uhm, anong tawag dito, stuttering report, making sure that they are calm gan'on, magjo-joke ako para malaman nila na—ay hindi naman pala ganoon nakakatakot si ma'am, parang gan'on. Then before after that, ide-deliver na nila 'yung speech, then after that I will ask them, 'oh kumusta ka na?', ijo-joke ko sila, and sometimes sa GC if may joke nakikisakay po ako pero I make sure na hindi nawawala doon 'yung boundery natin. Kasi kapag kwan kasi masyado silang natatakot sa'yo, hindi sila magsasalita, masyado ka namang mabait, baka

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mamihasa sila. So mayroon po 'yung times na kung saan, I make sure na I make jokes as well para makita nila na, ay magandang ka-bonding pala si ma'am kahit papaano, gan'on. [I try my best to talk to them, one by one. In their Purposive Communication in which they have four types of speeches, before they start a speech, I tend to talk to them first through conference. When they stutter in their report, I make sure that they are calm. I'll make jokes so they won't feel scared about me. Then after they deliver their speech I ask them, 'how are you?', I'll joke with them, and sometimes in our GC if they make jokes, I also go with them but I make sure that the boundary (as teacher-student) is firm. If students are afraid of you, they would also be afraid to talk, However, if you are too kind also to them, they might also abuse it. So there are those times where I make sure I make jokes as well so that they can see that I am also good to bond with.]

P3 exemplified that giving counsel to her students produces confidence to them.

She added:

So what I do is, I try to simplify most of the lessons, para meron po akong time sa kanila. Parang gan'un po siya. So minsan, I sacrifice (laughs) the discussion time na kung saan pwede pa sana kaming mag-delve deeper, pero I think mas importante 'yung dapat ma-feel at ease sila. Para kwan, maipakita nila 'yung talagang kaya nila. [So what I do is, I try to simplify most of the lessons so I can spend time with them. So sometimes, I sacrifice the discussion time where

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we could have delved deeper, but I think it is more important that they feel at ease so they can also show that they are also able.]

In cases where some of her students are left behind in their learning, P3 is also used to advise her students. P3 explained:

I, ah, notice na kunwari this specific students is like, uhm, talagang na-fa-fall behind sya sa klase niya ganon, 'yung isa nga po ma'am it's one of the most unforgettable conversations I've ever had, na sinabi niya mismo sa akin na gusto niya na magpakamatay. And that shocked me. I didn't know what to do. So I just tried my best to try to help him. So for example po is, kunwari mayroon siyang mga klase, 'sino 'yung mga teachers mo? Baka pwede nating kausapin,' ganun ganun. Eventually he calmed down. Pero ganun po 'yung ginagawa kapag kwan pero this is specifically for students talaga na parang masyado na siyang kwan, parang halos nawawala na siya sa klase ganon. [I noticed that there are specific students who really left behind in class. One of the most unforgettable conversations I've ever had was when a student told me he wanted to kill herself. And that shocked me. I didn't know what to do. So, I just tried my best to try to help him. For example, if you have a class, "Who are your teachers?" Maybe we can talk,'. Eventually he calmed down. It is what I do to the students who are really left behind in their class.]

P3 also used to message her students privately to counsel her students who have problems in their studies. She added:

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Sa English class po, 'yun nga po, English class po siya. Ah, mayroon po kaming specific students na kinakausap PM(private message) pero then again hindi ko po kasi sila ma-accommodate lahat so 'yung parang severe cases lang po siguro, 'yung halos hindi nag-prelims, hindi nagpapakita sa klase, ganun, ganun lang po siya.[In English class, we have students who we privately message but then again I can't accommodate everybody except for those who have severe cases; those who do not have prelims and those who do not attend classes.]

P3 reiterated that during her counseling with her students, she minimizes integrating discussion about the student's missed lesson but instead looks for a solution to the problem. She stated:

It's more about making them comfortable. Kasi po, ah, of course kunwari na-i-stress na 'yung estudyante mo, alangan naman pong sasabihin mo pa, 'uy 'yung ganito mo hindi mo pa natatapos,' 'yung ganito mo —', parang 'okay, what's the problem? Anong kailangan nating gawin? O sige, may problema ka sa family,' ganoon, 'hanggang kailan mo kayang tapusin 'to kasi ang deadline natin ay (ganito).' So sila na po ang nagbibigay. 'Ganito ma'am —', 'sige ah, make sure.' Tapos mag-a-update nalang, 'ah, update ka nalang kapag mayroon na.' Ganoon po siya. So I don't usually integrate lessons doon sa mga personal conversations. [It's more about making them comfortable in times that they are already stressed. I refrain telling them, 'You are not yet done of your...'. I rather ask them, 'what's the problem, what do we need to do', 'do you have problem with your family?'],'

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when will you be able to finish this until deadline?’. And then they set the date of their deadline and just remind me about their updates. So, I don’t usually integrate lessons in our personal conversations.]

Based on the gathered data, it shows that counseling learning was used as a response to the psychological and emotional needs of students in their learning. According to the participants, psychological challenge such as suicidal tendency and emotional stress were evident among the students in their online learning during the pandemic. Similarly, affective filter in language learning such as fear on online live-speech performance was also observed among students. To mitigate the challenges, the teacher composes her students by giving advice and encouragement. In this sense, counseling strategies were applied to help students overcome their psychological and emotional crises in their learning during the pandemic. Latif (2021) mentioned that supporting the mental health of learners was one of the coping mechanism utilized during the pandemic amidst the challenges faced by the students during their online learning. Ahmed and Firdous (2020) stated that the pandemic gave additional responsibility to teachers in online learning. It is believed that teachers have to take care of the student's mental health and render guidance and counseling services simultaneously with the teaching-learning process. The effect that the pandemic brought on the students resulted in uncertainties in education that caused higher cases of depression and suicide among youth. These uncertainties were primarily experienced due to the shift in the learning modality in which technological concerns were not met

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by the students. Amed and Firdous further discussed that, with the ongoing shutdown of academic institutions during the pandemic, students who are from lower socioeconomic backgrounds and are new to the modality find it difficult to keep pace with the technology. From these perspectives, angles on how counselling help in the learning of the learners amidst the different challenges faced were studied. The work on Digital-based online counselling guidance during the pandemic was stated that it built students' self-confidence and achievement motivation. This explains that despite disruption in learning in which psychological or emotional barriers affect the learning of the students, teachers need to know and understand the potential of their students so that the learning process is carried out optimally (Peura et al., 2021; PharmD et al., 2020). Furthermore, in the study conducted with the use of Mobile Counselling Online, it shows that online counselling guidance was proven to improve student learning achievement, students' capable of problem-solving, and adapt to their new environment and conditions (Fahyuni et al., 2020; Gozali, 2020; Haryani, 2018; Hernawati & Al., 2018; Koper, 2014; Satyawati et al., 2021). Counseling learning which was used by one the participants in the study in her online teaching during the pandemic as an adaptive strategy to make students cope up with the different challenges they encountered was observed as the teachers conduct private talks to her students to motivate the learners continue their studies during crisis. This concludes that anxiety, stress, fear and the like is always present in the learning journey of learners. May it be online or face-to-face, the findings of the study shows that counselling is helpful in mitigating these challenges among learners. This also show that in facing education after pandemic, counselling should be

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considered as a teaching strategy among teachers to help learners achieve equitable learning in times of their learning crisis.

Table 6

Summary of the Adaptive Instructional Strategies of ESL Teachers in Online

Instruction

Strategies
Differentiated instruction (DI)
Personalized-task based learning
Scaffolding learning
Counseling Learning

To conclude, the result of the study on adaptive strategies that teachers used in their online instruction during the pandemic shows that inclusive approaches in their teaching strategies were employed. This suggests that inclusive strategies are necessary in disrupted education due to the unavoidable difficulties posed by technological learning. Inclusive strategies in this sense consider the learners' disruptive learning, which is aided through differentiated instruction considering the individual needs of the learners, personalized instruction that bridges the gap between students and quality learning despite plagiarism practices, scaffolded learning that gives support to students amidst learning challenges, and counseling strategies that cater to the emotional and psychological crises of students in their online learning. As proposed by Dabbagh and

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Bannan-Ritland (2005), one characteristic that online learning should possess is an inclusive learning environment.

This concludes that learning spaces in online learning should consider an inclusive atmosphere that includes inclusive pedagogy and inclusive-characterized teachers who are emphatic and considerate of learning challenges. Moreover, these strategies are helpful in the continuity of learning in technological setting even after pandemic. Since disruptive learning may happen anytime and in any place where teaching and learning happens, teachers are expected to be adapt in their instruction considering the needs of the learners. Furthermore, as online learning continues in post-pandemic times, different adaptive instructional strategies would support the learning of the students in a challenged learning environment.

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CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the major findings derived from the study, the conclusions that were drawn, and the recommendations based on the findings of the study.

Summary of the Study

The purpose of this study was to look into instructional strategies that ESL teachers use in their online instruction, the challenges they encountered in their instruction, and the adaptive instructional strategies they applied when the challenges were met. The study started with the background of the impact of online modality that had been implemented during the pandemic. With the challenges encountered in the implementation of the modality, the teachers were primarily affected in the instruction since the implementation was abrupt and the pandemic brought limitations in the exploration of the right teaching strategies to be used in online learning.

The study sought to find the instructional strategies used by ESL teachers in their online instruction in consideration of the effect of industrialization on education. In line with the innovative changes in education, the study fits its findings to the future of online learning as part of the educational curriculum. As opposed to the situation where the study was driven, it sought to indicate that online learning should be an inclusive part of the education curriculum in line with the changes of industrialization and its counterpart in Education 4.0.

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Specifically, the present study sought to identify the:

1. instructional strategies that ESL teachers used in their online instruction;
2. challenges that ESL teachers encountered in their online instruction; and,
3. adaptive instructional strategies that ESL teachers used when challenges were encountered in their online instruction.

This present investigation is a case study and the researcher video-recorded and transcribed the four interviews conducted with the four participants. From these transcriptions, data were coded, categorized, and themed. As a result, each problem was discussed according to themes driven by categories and codes identified. This was later analyzed, presented, and discussed in Chapter 3.

Summary of the Findings

On the instructional strategies that ESL teachers used in their online instruction, it was found that:

1. ESL teachers used different instructional strategies in their online instruction with the aid of different digital tools;
2. the digital tools used by ESL teachers in their online instruction helped them execute their online instructional strategies, namely content-experiential learning, collaborative learning, and asynchronous task-based language learning;
3. Google Meet, Jamboard, Facebook, and Tiktok Applications were the digital tools that ESL teachers used to execute their instruction online;

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4. the instructional strategies of ESL teachers in their online instruction were dependent on the type of digital tool used in the delivery of instruction;
5. experiential learning is performed and documented using digital tools;
6. experiential learning is limited to task-based activities in which interview is mostly used; and
7. collaborative learning is aided by digital tools.

On the challenges that ELS teachers encountered in their online instruction, it was found that:

1. different e-space instruction limitations constitute the challenges that ESL encounter in their online instruction. These include limited knowledge of online modality, limited internet access, limited technological learning tools, limited technological learning skills, limited interaction in virtual synchronous modality, limited participation in asynchronous modality, difficulty in implementing task-based learning activities, students' unattended classes due to working opportunities, students' engagement in academic dishonesty, and teachers' difficulty in evaluating students' outputs;
2. e-space teaching and learning limitations disrupt good performance in quality education;
3. online modality redirects students' focus to finding jobs, which results in poor academic performance;
4. high affective filters result in the non-participation of students in online discussions or task-based activities.

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On the adaptive instructional strategies that ESL teachers use in their instruction when the challenges are met, it was found that:

1. ESL teachers employ inclusive strategies in their online instruction. These include differentiated instruction (DI), personalized-task-based learning, scaffolded learning, and counseling strategy;
2. ESL teachers use DI inclusive to the needs of students for Board Examinations;
3. ESL teachers use personalized activities to assess students' learning and avoid plagiarism practices among the students;
4. ESL teachers use scaffolding learning for collaborative tasks and;
5. ESL teachers use counseling learning to help students who experience psychological crises in their learning.

Limitations

The following are the limitations the researcher noted after the data gathering and the data analysis:

1. The participants' limited response to questions limits interactive discussion that could have led to better data.
2. Participants were conscious of their teaching performance that, in some cases, they were limited to answering the interview questions, which might lead to giving details of their inefficient performance as teachers.

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Conclusion

Online instruction in ISU was implemented during the pandemic. To trace, online learning was not commonly used in the university until flexible learning became a necessity that was widely adopted as a teaching approach during the pandemic. According to this viewpoint, the teachers encountered instructional difficulties. In the event that innovative changes are applied in the education curriculum, where online learning is becoming part of the instruction, and more so, to prepare the academe for industrialization changes, the study shows that systematic and prepared implementation of the modality should be addressed.

Based on the findings of this study, the following conclusions are drawn:

1. Instructional strategies in ESL online learning vary according to the type of digital platform used in the delivery of instruction.
2. Online modality in ESL limits experiential learning and/or task-based activities.
3. Affective filters of ESL learners are observed in communicative tasks.
4. Inclusive instruction of ESL teachers is determined by the learning needs of the students in their online learning;
5. Counselling learning helps ESL students to lessen their affective filters in learning.

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Recommendations

Based on the findings of this research, the following recommendations were made:

1. Limitations in online learning should be addressed according to the inclusive needs of every learner.
2. Emphatic involvement of teachers should be considered to lessen the affective filters of students' learning in online modality.
3. The same study could be conducted in a different locale with participants of different age categories to determine the differences or similarities of the instructional strategies, challenges, and adaptive instruction of the teachers.
4. Study on the effectivity and appropriateness of the online learning platforms used in the delivery of instruction should be conducted to determine their effectivity in the learning of the students.
5. Blended learning is recommended to be applied in post-pandemic settings in education to address the limitations of technological teaching and learning and resolve the affective problems of students in an online modality of learning.

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APPENDIX A

INFORMED CONSENT

CONSENT FORM/WAIVER FOR PARTICIPATION IN DEPTH- INTERVIEW ABOUT CHALLENGES AND ADAPTIVE STRATEGIES OF ESL TEACHERS IN ONLINE INSTRUCTION

I, _____ (Given Name, Middle Name, Last Name, Extension Name if any), a Filipino citizen, of legal age, and a resident of _____, (Complete Address) hereby, declares that:

1. I am participating in the in-depth interview conducted by the researcher, Ms. Jessica R. Balite;
2. I understand the nature of the research about the instructional strategies that I use in my online instruction and the challenges that I encounter, and the adaptive instructional strategies that I use to reconstruct my instruction when challenges occur;
3. I voluntarily agree to participate in the interview;
4. I understand the purpose of the research;
5. I understand that the data to be obtained shall be used solely for this research;
6. I may opt to not answer questions that are deemed detrimental to one's health,
7. I understand that data shall be treated with confidentiality; and
8. I understand that my anonymity as a participant is ensured.

With my full knowledge and understanding of the above declarations, I hereby wholly give my consent and confirm my participation of my own free will and volition in the conduct of the in-depth interview of the researcher relative to her study. Accordingly, I set the researcher, Jessica R. Balite entirely free from any liability or responsibility in the event of my participation in the interview.

Signature over printed name of the participant

Date _____

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APPENDIX B

INTERVIEW GUIDE

1. What instructional strategies do you use in your online instruction?
2. What challenges did you encounter when you are using these strategies during your delivery of instruction?
3. Describe how these challenges affect your instruction and your students' learning.
4. Describe how your students behave when these challenges are identified in your instruction.
5. What do you think are the reasons why these challenges are present in your instruction?
6. What adaptive instructional strategies do you use/consider when you experience these challenges during your online instruction?
7. Describe how you used these adaptive instructional strategies in your instruction.
8. What are the reasons why you choose to use these adaptive strategies?
9. What have you observed in your students when you use these adaptive strategies?

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APPENDIX C

Summary of Validation of Interview Guide Validated by Experts

Questions	Validator 1	Validator 2	Validator 3
1. What instructional strategies do you use in your online instruction?	You may as well begin by establishing the online teaching context. You may ask the participant to tell something about their ESL instruction particularly on the difference in their approach in teaching offline and online.	Agree	What instructional strategies do you use in your online ESL instruction?
	Add: 2. Why have you chosen these strategies to use in your online instruction?		
2. What challenges did you encounter while using these strategies during your delivery of instruction?	Agree	Agree	What challenges did you encounter when you are using these strategies during your online instruction?
3. Describe how these challenges affect your	Agree	Might as well ask probing questions to find out if it is	Describe how these challenges affect your instruction as

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instruction and your students' learning.		their first time to use the strategy.	well as your students' learning.
4. Describe how your students behave when these challenges are identified in your instruction.	Agree	Agree	What were your students' responses/reactions when these challenges were identified in your instruction
5. What do you think are the reasons why these challenges are present in your instruction?	Agree	Agree	What reasons do you surmise why are these challenges present in your instruction?
6. What adaptive instructional strategies did you use/consider when you experienced these challenges during your online instruction?	Agree	Agree	What remedial instructional strategies or pedagogical approaches do you use/consider when you experienced these challenges during your online instruction?
7. Describe how you used these adaptive instructional	Agree	Agree	Point out how you used these remedial or adaptive

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strategies in your instruction.			instructional strategies in your instruction.
8. What are the reasons why you choose to use these adaptive strategies?	Agree	Agree	Identify the reasons for adapting these remedial instructional strategies?
9. What have you observed in your students when you use these adaptive strategies?	Agree	You may consider specifying the aspect observed in students. E.g. Students' performance, Students's output, etc.	List down experiential learnings you observed among your students when you used these adaptive/remedial strategies?
Overall Remarks	The interview questions address the nature of inquiry as the study is case-based. In anticipation of data gathering, memoing is suggested for the researcher to undertake in the course of the interview to expand on answers/concepts. Interview questions are sufficient enough to draw the information needed for the case study. The questionnaire is quite substantial for the research study being undertaken.		

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Also, for the study's
trustworthiness,
keep a detailed
audit trail
containing physical
evidence of data
collection and
analysis.

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APPENDIX D

Transcript of Interview

J: Sir, kindly just share your experience in online instruction, in your ESL classes.

R: When the covid-19 struck the educational landscape, I thought I would not be able to deliver quality instruction because online education was partly new to us, most especially in higher education institutions na public. Farelly new ang pagconduct ng online instruction or ng online classes so I did not know kung paano ko ideddeliver yung mga klase ko, what kind of activities ang ibibigay ko kasi we were not trained before the covid-19 pandemic. So... but overall, my experience was difficult. Online instruction is, let's say for the 21st century, but it's not for everybody.

J: Kindly share sir, kung ano yung mga, what are the instructional strategies that you used in your ESL online instruction or classes.

R: okay po. Uhhmm... my syllabi were contextualized to the setup that time. So, my syllabi before the covid-19 pandemic were more interactive compared to my syllabi during the covid-19 pandemic that's why most of my activities were student-centered in a way na sila lang nag-aaral. I cannot say modular kasi nga self-learning kit ang isang module but most of the time, yung mga activities nila included yung kanilang mga parents, yung kanilang environment, kasi ang English lang na hawak ko that time ma'am eh ay literature, yun lang po. Lit 11 sa old curriculum po, wala po kasi kaming kwan dito ma'am English major, and yung GEC 4 po hinahawakan po siya ng ibang English teacher. Although na try ko po yung ITBPO and mahirap po talaga siyang iimplement eh, lalo na po kapag communicative language teaching na yung context, yung task-based dapat, skilled-based dapat yung laman ng syllabi natin. Mahirap siyang iimplement so, kailangan mo talagang ibaba yung standard mo sa mga bata, ah... although may mga estudyante padin naman na kaya nilang magkwan, magcome up ng output na maganda. One of the instructional strategies na ginamit ko ay since ITBPO ahh, writing business letters po yun po yung naalala ko, writing business letters.

J: So Sir dun sa ano mo, sa synchronous, ano yung naging modality mo sa synchronous online classes mo?

R: Ahh, gumamit po ako ng google meet kasi yun yung pinaka friendly ahh...yung zoom naman kasi medyo magasto siya sa data kaya mas prefer po ng bata ang kwan ang, google meet pero I had recorded lectures naman po para po anytime the lectures can be accessed by the students po.

J: During your, synchronous meet with your students sir, what specific instructional strategies did you employ in your ESL classes.

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R: Come again ma'am?

J: Dun sa ano sir, dun sa synchronous classes mo, what instructional strategies did you employ in your ESL classes?

R: I tried Quizziz. For formative assessment and for diagnostic assessment. Bago ako magpro-porocceed sa klase, I would try to squeeze some idea from my students using Quizziz, and I also use Quizziz at the end of a particular discussion for mastery and retention purposes. Ahh like for example in my GEC 1 class, that's understanding the self yun po, yung nagagamit ko po siya. For my ITBPO English subject, ahh, google forms yun po yung nagagamit ko, quizzes, written output yung mga yun po. But ah, kapag po kwan discussion, pure lecture po.

J: Besides sa pure lecture sir, meron pa bang sa synchronous mo na ginagamit mo na strategies?

R: Wala po ma'am.

J: So pure lecture po lang sir,

R: yes po, pure lecture.

J: How about sa asynchronous sir?

R: Uhhmm, we had our google classroom po eh and messenger, so all instructions were posted there po for students to follow.

J: Sa google form sir.

R: Sa google classroom po and messenger. Yun po yung ginagamit po naming avenue to communicate with our students.

J: So dun sa lecture sir that you are using in your synchronous online instruction, what made you chose this strategy?

R: I think my lack of knowledge on the instructional tools that we can use during the pandemic was the sole reason why I opted to use lecture po. Had I known other strategies po, other modes, baka po mas nagagamit ko po ang mga yun.

J: So sir, using lecture as one of your instructional strategies, what challenges did you encounter in using this strategy?

R: Uhhm, I would say, lecture was not the problem, discussion was not the problem the problem would be technology related the digital divide that we use nowadays, uhhm, I had the materials, I had the technology but my students do not have ahh equipped technology para po makaattend, actually ma'am we have our FTML and I reflected sa

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FTML ko na 50% most of the time ang students po namin na hindi umaattend sa klase. That's why during the pandemic, based on my class record, more than 50% failed but we were not allowed to give a failing grade that time, so ang binigay po namin is deferred lang na grade but if I were to kwan po, yun talaga, digital divide hindi po lahat prepared to engage in that kind of modality. Kaya yun po ang pinakaproblema.

J: Both sa part mo sir and sa part din po ng estudyante?

R: Sa part po ng estudyante po yun mam, sa part ko naman po, ang pinakaproblema po ay yung weak internet connectivity and based on my readings parang almost more than 50% in the entire Philippines ang weak ang internet connectivity. Kaya sabi ko, ay, ito yung isa sa mga problema even nung nag-pa upgrade na po kami, parang kapag sabay-sabay na pong nagkaklase, wala na. Yun po yung problema.

J: So kindly describe sir, how these challenges affect your instruction as well as your students' learning?

R: Somehow, there was a part of me, saying that I should have done better. If I had only known na ganito ang mangyayari parang umatend sana ako sa ganito, mas natuto sana ako sa ganito, kasi I can say na ang predominant po sa akin ay teacher-centered. Although nagagamit ko po ang ibang strategies, eclectic parin po, pero most of the time po kasi since college po, parang ang approach ko is to deliver instruction to my students I should be the fountain of knowledge, kasi content dapat. Ang basis naman po nun ay kasi kulang ang alam ng bata, kulang po, kaya yun po.

J: That's why lecture ang ginagamit mo sir.

R: I do diagnostic assesment po before ko finafinalize ang syllabi ko ma'am, kapag nakita ko po na ganito ang weakness ng bata, ay ito ang gamitin ko. Just like for example, in one of my classes, since pandemic sabi ko, ahh. I wanted my students to have communication with their parents habang nasa loob cla ng bahay while studying srdyg so ang ginagawa ko mam, I forgot yung ginamit kong strategy dun mam eh, pero they needed to capture their daily lives kasi it's about culture, ipakita nla kung nasa , for example nasa bukid cla, parang, nakalimutan ko yung strategy na ginamit ko dun ma eh.

J: I describe mo nalang cguro yung process sir.

R: ahhmm. Anthropological ba yun or sociological perspective of the self kasi I wanted to know better my students po ma'am eh. Parang It was my way para mas makilala ko sila, so sabi ko talk to your parents, take a picture, and gusto kong makita yung isa sa mga bagay na palagi niyong ginagawa.

J: Dun sa Understanding the self yun sir.

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R: Yes po ma'am.

J: How about sa mga English subject po sir?

R: English subjects, ahhh, Digital role playing meron po akong ganon mam and sa local language studies ganun din po ma'am may mga digital role playing po ako, ano pa ba, interviews sa mga heritage speakers ng Ilocano.

J: Sa local languages yun sir.

R: opo, may mga ganon po.

J: So dun sa role playing, video role playing ba yun sir, so what challenges did you encounter when you used this strategy?

R: Not all students can come up with a good digital role playing kasi wala naman silang magandang camera. If I were to compare our students here po sa ibang estudyante mas maswerte po yung mga nasa ibang institution. Kaya po, even if you want to uphold the standards that you set for the class, sometimes nauuna na yung kwan mo, yung humanitarian reasons mo para ipasa.

J: So how did it affect your instruction sir dun sa digital role playing and dun din sa mga estudyante mo?

R: Ahhhm syempre po affected yung kanilang performance, but somehow naisip ko nalang na, instead of kwan po kasi mam, instead of praising the output, I would rather praise the effort of the students based on the theories of Carol Dwight and Angelo Daphtworth do not the intelligence or the output or the tealnet of the child, praise the effort of the child because that drives the child to do something. So kung pangit yung output ng bata you give the strong points, you give the weak points, but at the end of the discussion, at the end of giving feedback, mas nagingibabaw pa rin yung effort ng bata kaysa yung quality ng output niya.

J: Ahhhmm.... Ginagamit mo na ba siya dati sir sa instruction mo yung digital role playing?

R: Hindi po ma'am, Hindi po. Bago po yung pandemic ma'am wala akong ka idi-idea na pwede pala ang digital poster, digital slogan, digital roleplaying. Saka ko lang po siya naencounter nung pandemic.

J: So, ah, What were your students' reaction or responses when these challenges were identified in your instruction specifically dun sa digital role playing sir, ano yung naging response or behavior reactions ng mga estudyane mo na naobserve mo when you used this digital role playing?

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R: uhhmm. They did not expect that they would be able to do that. Because it is their first time to do that. I set the expectation, this is what I needed to see, I provided the example at yun po yung ginaya nila ma'am. Kahit ako po nung napanood ko po yung ginamit po nila na, hindi ko po kasi alam kung paano nila ginawa yun eh, yung process po eh. Kasi multiple na tao yung nandon tapos iba-iba ang location, gumamit lang sila ng background. Parang, If I were the student, mapupull-off ko ba tong ganito, di ko kayang gawin. So parang, wow! natuwa naman ako, na nagawa nila yung ganon.

J: They were able to perform.

R: Opo.

J: Uhhm, what do you think are the reasons sir that wherein these challenges are present in your instruction, dun sa digital role playing sir yung challenges na naecounter mo dun, what do you think are the reasons?

R: Uhhm, abrupt po kasi yung pag-implement ng online education mam eh. It was a swift shift from traditional to online, so siguro po nagulat po ang lahat, ah na ganon yun. Ahhh, Certainly yun po yung reason na nakikita ko ma'am pero kung mas prepared po lang po sana ang ISU siguro? In terms of technology ma'am, baka mas naging maayos.

J: So, what remedial instructional strategies or alternative instructional strategies sir, that you consider to use when these challenges na nameet mo duon sa, sa, instruction mo sir dun sa digital role playing? Alternative or remedial adaptive instructional strategies sir, yung ikaw mismo yung nakaisip na "ito ang gagamitin ko, rather than this", kasi mayron kang Nakita na challenegs na na-identify.

R: Uhhmmm, I always use WLL ma'am or the Weekly Learning Log. Ahhh, although kwan po kasi yun eh, medyo teacher-centered siya pero somehow ahhh, it's a way para sa estudyante na magreflect. Sa Weekly Learning Log ko ma'amm nakalagay duon yung topics lahat ng nadiscuss sa first na row, and then sa first column po, yun yung mga ahh natutunan nila and then sa second column po yung reflection nila then at the back of the Weekly Learning Log, nadun po yung kwan po nila sa akin yung feedback nila. Nilalagay ko po dun na, "Dear students as your partner, blahhh blahh blahh", nilalagay ko po yun na wala pong bearing yung kahit anong comments nila or feedback na negative sa akin. So I use the Weekly Learning Log to improve. Say for example po, "Mabilis magsalita si Sir Ryan"; because yun po yung culture namin sa Review Center pag nagtuturo po kami for board exam. Mabilis kami magsalita and short period lang yung binibigay ng ISU sa pgtuturo ahh, 35 minutes yata ma'am yung online classes namin; so ganon kabilis. Pag ganon yung sinabi ng estudyante, next time, ta's babagalan ko na. And there was a time also na I was not able to prepare my power point presentation, so I presented the whole word document and nagfeedback po ang

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bata na, “It would have been better if there was a presentation”, kasi your presentation is ahh naka sum up na dun. Ahh bullet points lang yung mga nilalagay dun. And yun po, gumamit po ako ng powerpoint presentation and natutuwa po ang mga bata na mas nagagamit mo yung ganon.

J: So dun sa Weekly Learning Log sir, the feedback is for the teacher?

R: Yes po. Kaya hindi po ako nagwo-worry at the end of the sem. Kung may estudyante ako na nasaktan, etc. ganyan, kasi right after ahhhh the discussion or after a week, alam ko na po yung kwan...yung feedback sa akin ng estudyante, “eto na yung gagawin ko next week”. Kaya kahit hindi ko na po tignan yung result ng IPCR, yung result ng online feedback ng mga estudyante, ok lang po kasi alam ko na dati.

J: So paano nakatulong yung Weekly Learning Log sir na strategy mo for you to, siguro sabihin natin to make your instruction better.

R: Mas naging interactive po kami, kasi I am a very strict teacher ma’am. Content-cetered ako, subject-centered ako, dapat makinig ka asa akin. Ganon po akong klase ng teacher. Bookish po ako eh, dapat ahh, ang reference mo yung mapagkakatiwalaan. Uhhmm, ang purpose po kasi nun ma’am, ay gusto kong prepared po sila pagdating ng board exam. Yung naman po yung goal ko, yun ung end in mind ko. Dapat ah, someone who knows what appears on a board examination. Yung mga points of interest ni PRC or BOT ito dapat yung finofocus ko. At yung way ng pagtuturo ko ma’am is for purposes of mastery and retention. Say for example, kahit na nakapagdiscuss po ako ng tatlong topics, I would be able to help my students remember everything from top to bottom using yung strategies pag face to face na po. Ahh, bullet points lang po, sinsusulat ko lang po ito, ito, ito, ito and then after ko po magsalita, sasagot ang bata dere-deretso, pag mali balik kaagad sa top question, number one question. Ulit-ulitin hanggang sa ma-master. Ang resut po nun, ay very good performance in a multiple choice examination. Proven and tested. And I also taught my students to ahh, answer multiple choice questions using this what I developed reader technique. I devised my own technique. Reader technique ang tawag ko sa kanya. I taught my students how to get the correct answer even if you do not know the content of the question, and it appeared after a series of sessions, they can get as high as 93 out of 100 questions. First year, no background in proffessional education subjects.

J: Sa reader’s technique sir.

R: (Nods)

J: So how do you use this reader’s technique sir?

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R: Dinidiscuss ko po yung kung ano ang ibig sabihin ng reader technique and then I present questions and then sa question na yun, you need to extract the topic. Kapag naextract mo yung topic sa question na yun alam mo na kung saan iikot yung reasoning mo sa options. So even if an option is related to the question, kung hindi yun yung sinasabi ng topic na naextract mo dun, hindi mo yun pipiliin. Kaya alam ng bata po kung ano yung tamang sagot at yung maling sagot.

J: so, sa online yun sir.

R Yes ma'am.

J: Nagamit yun sa online.

R: Yes po, nagamit ko po siya sa online.

J: So what are your reasons sir why you adapted or opted to choose this strategy alternative instruction rather than the role playing yung sinabi mo kanina sir na weekly learning log.

R: My focus has been on the board examination ever since po, since I was in second year high school, ay college po, ahh... nagstart na po akong magpareview ng classmates ko for the board exam. And when it was our time na po para magreview for the board examination, ganon din po yung ginagawa ko. So, parang dapat five steps, steps ahead ka, parang ganon pala yung sinasabi ko, pero hindi, walk an extra mile also. Yun palagi yung ginagawa, kaya that's why ahhmm, binansagan kami na golden batch ng mga professor namin kasi, it was the first time yata in the history of english major sa ISU Cauayan na may 100 percent po sa educ po sa institutional passing rate. Sabi ko, ahhh, pass it on, yun yung palaging sinasabi ng mga kwan, and when I applied here po, nakita ko po sa performance ng ISU San Mateo na mababa po talaga sila sa board examination. That's why my pledge has always been to produce hundred percent passers and hopefully top notchers. I even do lecturing Saturdays and Sundays po ma'am, kaya wala po akong boses ngayon, for free. It's for free. Nakarating na po ako ng ISU Cauayan, PNU North Luzon, IFSU, Nakarating na po ako ISU Jones. May umatend po sa lecture ko nung Saturday. Naawa po ako, kasi what kind of career nalang ang maging career ng batang ito kung di ko sila tuturuan. Yun palagi po. Parang, I wanted to uplift the name of ISU San Mateo. Hindi po kami kilala. At mababa ang tingin po sa ISU San Mateo, as in po, when it comes to the board examination po, mababa po ang tingin. Kaya yun po ang pledge ko at yun siguro po yung naging edge nung nag-a-apply po ako.

J: Sir, can you please identify or list or enumerate experiential learning sir among your students when you used this adaptive remedial strategy, or yung tinatawag mo na weekly, ano yun sir?

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R: Learning log.

J: Learning log. Ano yung mai-enumerate mo sir na observations mo among your students as to their performance, output?...

R: Improved performance in multiple choice examination. Ahh.. mas engaging ang discussion kasi sa weekly learning log ma'am eh, everything that you learned, bullet points lahat po yun ma'am. Lahat po yun. Prang I'm meeting two bridges in one stone. Gagawa ka ng weekly learning log ngayon, may output ka, and at the same time may reviewer ka before taking the major examination or before taking my summative exam.

J: So the weekly learning log, kayo ang gumagawa or yung estudyante sir?

R: Nagbibigay ako ng format ma'am, and then yung format ang susundin nila, isusubmit nila sa goggle classroom. Binabasa ko bago ako magstart. Kaya mas maganda po yung performacne nila. Kasi based on research po, kung di ako nagkakamali, dapat binibigyan ang bata ng chance na magrecall after ng instruction kasi walang retention kapag walang recalling. Yun po yung purpose nun ma'am. Kaya kapag nagmumultiple choice exam sila angga-galing nila magsagot ng multiple choice exam.

J: Sir kindly please ano, kindly please expound or, ah yes, the explanation on how you used this weekly learning log. Kasi ang, ang... nasa utak ko kanina, akala ko it's you are the only one making this and then the teachers, ay the students give feedback. So yung mag bata rin pala meron silang copy.

R: Ahhhh.. opo. Actually, ahm yung weekly learning log po, nakalagay duon kung anong week number na. Say for example, week number two. Then topics sa first row, and then nadivide po yung papel sa dalawa, what I learned and my reflection as a future teacher. And then sa likod po nun, yung feed back po nila sa akin in that particuarl week.

J: and then yung effect sir is...

R: Maganda po. Ahh, those students po na parang timid sa klase na parang di mo alam kung magpe-perform ng maayos pagdating na ng written examination, "Ha? Totoo yan?". Kasi, syempre, po, I have my humble background sa board examination, ah nagtututro ako sa isang review center so yung mga questions practical ang questions na biniibigay ko sa kanila, at yung pinakatimid na estudyante sa klase ko, siya pa yung may pinakamataas na score minsan sa multiple choice examination. Ang feedback nila, "ang ganda ng weekly learning log sir". Kasi guided po sila eh. Hindi na nila kailangang gumawa ng reviewer. Before the major examination, prelim, midterm and final po. Ahh, di na nila kailangan magcram.

J: Kasi they have... dun sa column, meron ng what I learned sir.

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R: opo, meron na.

J: so topics..

R: And kwan po eh, ini-isa-isa ko po talaga. Say for example po, ang topics na ncover po namin within that particular time eh, three topics. Sa three topics na yun, makikita mo talaga yung mga natutunan ng bata eh, kung kulang yung nilagay niya, provide more; provide more. Ganon po palagi. Parang commitment mo sa kanila. Kasi at the beginning of the instruction po, mayron akong binibigay na learning contract. Na, I am your teacher, and you're my students at ako responsibilidad ko na turuan kayo at responsibilidad niyo din na mag-aral. Let's meet half way. Learning contract.

J: Sir you said na very good yung naging performance ng mga bata using this strategy .What do you think is the characteristic of this strategy that gives a good performance to your students? Ano yung..., ano yung..., meron yung strategy na 'to na parang na-arouse pa nga yung mga bata , they are..., they are parang meron silang excitement, cguro satisfaction na rin.

R: Yung recency po kasi eh. Na...the factor, ahh, kung di po ako nakakamali, of the three laws of learning ni EL Thorndike, ang pinaka..., ahh..., ang pinakakwan po dun duon ay yung law of exercise kung di po ako nagkakamali. Dapat na-exercise po talaga eh. Paulit-ulit na nare-retain sa utak ng bata. Yun po siguro. Yung recency nung information na binibigay mo sa kanila, agad-agad nilang maala-ala kasi na-enumerate. Ganon po .

J: So, ahhmm... so you have this role playing, ahh, tawag dito, digital role playing sir, then you also use this one, yung weekly learning log, to the point na, ahh... 'tawag dito', when you use the digital role playing sir, is there a satisfaction, na... what made you choose na gamitin ko rin yung ano... yung weekly learning log.

R: ahhh...

J: Ano ang nag-urge sayo sir para gamitin din ang weekly learning log?

R: Content po eh. Dapat marunong ang bata. That's non-negotiable po. Yun yung parati kong sinasabi. Of the factors that we need to consider as teachers, deliverers of instruction, the psychological foundation is the most important. Yun po yung palagi kong sinasabi. The way na magturo ang isang teacher yun yung pinakaimportante. Competent instruction is the greatest factor na makakatulong sa isang teacher para madeliver ang quality instruction. Kaya palagi kong sinasabi, non-negotiable yan. Nasa preamble of the code of ethics that you should be technical, and... technically and professionally competent. Yun yung palagi kong sinasabi. Kaya content and then the way you teach them the content. Nandon na po.

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J: So , all throughout duon sa mga English subjects mo sir, ginagamit mo ito.

R: Sa...pinipili ko lang po siya sa educ ma'am. Kasi the education students here are different from...those from... other colleges po. Say for example in my English 16A class, ang mga estudyante ko po duon ay lifelong learners, so they are older compared po sa akin , kaya hindi ko po siya maexcute ng maayos because I needed to consider the nature of my learners. Say... ahhh...Say for example, si Reggie 38 years old, magagawa niya kaya ang weekly learning log kung ganitong klase ng foundation ng English meron siya. Ganon po.

J:Sir, how about dun sa interview nasabi mo kanina dun sa local languages, ano yung instructional strategies din na ginagamit mo duon, dun sa online instruction mo sir?

R: Intervieww...

J:interview.

R: Magle-lecture lang ako ma'am then at the end of the lesson, meron silang interview, na kapag...na..ba... sinasabi ko po sa kanila palagi na, prepare first the questions bago kayo maginterview. Let me check first the question , kasi local language studies ang purpose ay para makita ahh... yung...kung meron pa bang heritage speakers ng mga language na to kasi yun naman yung focus ng local languages.

J: So what challenges naman sir yung na...naobserve mo or nameet mo when you used...you let your students have the interview.

R: Siguro po more on kwan po siya, the transcription. Weak po ang... for me ma'am ah.. weak po ang.. foundation ng mga estudyante sa English yung simpleng pagtranslate ng ganitong word for me, makikita mo din naman ganito dapat ang pagkagamit.

J: So,from...from the dialect sir, for example yung kanilang ini-interview then they have to transcribe it into the target language?

R: Opo.

R: pinapagawa ko po yun ma'am. Kasi may mga estudyante po kami na hindi po siya pure ilocano. Kaya, para po macater yung individual...yung individuality ng estudyante iko-consider ko po yun. Say for example, si Krisel... was it Krisel? Taga Visaya po siya eh, somewhere in Visaya. So kailangan pong...para maintindihan ko po yung sa kanila, kailangan niya pong itranslate yon sa target language. Pero yun po, weak po talaga.

J: So from, ang interview nila sir is English or the local language?

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R: The local language po and then for purposes of kwan lang po, macheck ko po na maayos ganyan, ahh... para po... macater yung mga ibang estudyante na hindi talaga nagi-ilocano, nagi-ibanag, pinapatranslate ko po sa english.

J: So, what.. ahh.. wh... what are the reasons why you chose this strategy sir, ung interview dun sa subject mo?

R: It's the most appropriate strategy for me. Uhhh... Getting to know the heritage speakers would help these students realize na "ay, ito pala dapat ang ginagamit ko". Kasi obsevation ma'am, parang...wala eh. Pagdating na sa facebook, pagdating na sa mesenger, parang napaka kwan naman makipagcommunicate ng batang to... parang..very millenial ang way ng pakikipagusap. Parang ganon.

J: Sir, kindly... ano.. kindly uhhhmm...explain more about dun sa interview na ginagawa nila dun sa local lanaguages, kasi, uhhhmm... tawag dito, so you le.. you give them the..., sila mismo ang gumagawa ng interview sir, or ikaw ang nagbibigay sir?

R: Sila po ma'am. Uhhhmm....meron lang po akong general instructions, and then sila na po gagawa ng questions and then ipapacheck po nila sa akin yun pag ok po yung questions, then proceed sila.

J: Meron silang certain ah setting or place sir kung saan sila mag-iinterview.

R: Ahh....since, kwan naman po yun kasi noon, Covid ganyan, so hindi sila pwedeng lumayo, so yung mga heritage speakers lang po nila , malapit sa kanila or yung mga pwede po nilang kontaken, yun po yung kwan po nila.

J: So, sino po yung mga target nila sir, as to heritage speakers?

R: Ahh... Yung mga local languages po dito. Kung sino po yung available ,kung meron pong Itawe, Ibanag, Gaddang, Ilocano and even yung mga IP ganyan po, ok lang po. Pero mostly po ma'am ilocano kasi taga dito lang malapit sa San Mateo.

END OF INTERVIEW

CHALLENGES AND ADAPTIVE INSTRUCTIONAL STRATEGIES OF ESL TEACHERS IN ONLINE INSTRUCTION: A CASE STUDY



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

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