| **RESEARCH ARTICLE**

Language Teachers on Teaching Strategies Using Online Distance Learning Modality during the Pandemic

ADRIAN G. HIPOLITO[1]✉ and Dr. Felina P. Espique [2]

[1]*University of Santo Tomas, Philippines*
[2]*Saint Louis University, Philippines*
Corresponding Author: ADRIAN G. HIPOLITO, **E-mail**: aghipolito@ust.edu.ph

| **ABSTRACT**

This study aims to identify the online teaching strategies used by language teachers in teaching Oral Communication during the pandemic and the challenges teachers face in utilizing select strategies. Moreover, it aims to create a proposed training program with the aforementioned objectives. Results surface that teachers lacked training in online teaching at the onset of the pandemic, but they managed to find their teaching strategies as the years went by. Some factors inevitably hindered the conduct of online classes, such as connectivity issues and dysfunctional gadgets for teachers and students. This study gathered data through individual interviews, small group discussions, and document analysis. The triangulated data helped the researcher create an enhanced curriculum guide to help the teachers enhance their competency level in teaching Oral Communication during online classes.

1. Introduction

Education is not simply concerned with knowing the very contents of a book, but rather it is more concerned with helping an individual grow in the sense of all around development and positive change within and among the individual (Obanya, 2013). It is a vital element for equipping individuals with the right set of knowledge, skills, competencies, values and attitudes that will enable them to function competitively in an ever-emerging e-driven society (Okute and Chukwurah, 2011). E-driven because at the current situation that we are all in because of the Covid-19 Pandemic, education is now driven by technology because of the schools, if not all, in our country and the whole wide world, have had that paradigm shift in terms of their teaching and learning, utilizing technology through online distance learning in order to have learning continuity and at the same time prioritize safety.

Over the past several decades, online distance learning has experienced tremendous growth as an educational practice that has been employed since ancient times (Russo, 2018). According to the National Center for Educational Statistics (2019) it has grown from 850,000 students in 2009 to 1.5 million students in 2017. The practice of home educating is something that an increasingly large proportion of the population chooses (Waddell, 2010). According to Collum (2005), educational researchers have noted the growth of distance learning, and in the past 40 years, a variety of research has been done examining the practice of it.

Specifically, research on online distance learning has centered around three main areas: teaching style (Cai et al., 2002), motivation to homeschool (Green & Hoover-Dempsey, 2007; Patterson et al., 2007), and academic outcomes (Cogan, 2010; Barwegen et al., 2004; Duvall et al., 2004). Missing, however, from the research is the information regarding the teaching strategies of teachers especially during this time of the pandemic which may happen only once in our life time.

The current situation therefore motivated the researcher to focus on not only online distance learning that most school do but rather focus more on the teaching strategies that teacher employ especially in Oral Communication in Senior High School, in order to explore possible best practices that exemplar teachers and accredited schools do in online distance learning.

The importance of choosing best teaching strategies during the time of pandemic in online distance learning is exposed due to the fact that there is a dearth of research about it, Schmoker (2011) emphasized its importance by saying, finding a teacher's teaching strategy may be the single largest factor that may affect learning, intellectual development, and career readiness. Since teaching strategies in online learning is so important, the decisions regarding the selection of the activities also become important. In many cases, teachers develop their own curricula known to be called as the individual teacher's curricula, which often time they refine and improve over the years, although it is also common for teachers to adapt lessons and syllabi created by other teachers, use curriculum templates, and guides to structure their lessons and courses, or purchase prepackaged curricula from individuals and companies. However, the use of best teaching strategies. Online distance learning became a must due to the pandemic, especially nowadays as the whole country and the world continuous to be challenged to find alternative ways to deliver education amidst the pandemic.

The Department of Education (DepEd) through its Basic Education Learning Continuity Plan (BE-LCP) emphasized that learning opportunities to students may be provided through blended distance learning (DepEd Order No. 12, s. 2020), and in particular to an Amendment to this through DepEd Order No. 20, s. 2021 in order to address the learning gaps and give pedagogical time to teachers for the different learning modalities particularly on distance learning. Hence, students stay at their homes and continue their learning through online learning that is teacher-aided by information communication technology (ICT) with varied and interesting teaching strategies.

In addition to this new modality of learning, Cogan (2010) pointed out that whether modular or purely online, distance learning is a practice of education in which education occurs in the home with a child's parent or guardian serving as the main educator and the teacher as facilitator and guide. Collum and Mitchell (2005) elaborate on this definition, stating, distance learning is both a means of educating children according to parental standards and an alternative social movement embracing a unique set of cultural norms and values. While the practice of modified distance learning has been in place since ancient times through homeschooling, the modern homeschool movement began in the 1970s (Kleist-Tesch, 2008).

However, everyone will agree that learning during this current pandemic will be not only modified but entirely different from regular learning. Thus, teachers must improve their ability to master a variety of creative and inventive learning approaches that are appropriate for their situation. Haridussilm (2020) expresses this as a gratitude, because according to her, learning is the process of actively changing behavior, the process of reacting to all situations that exist around the individual, the process of acting toward a goal, the process of acting through various experiences, and the process of seeing, observing, and comprehending something that has been learned, which will be tested in a situation like this, learning at home by means of technology amidst an on-going pandemic. Hence, that gratitude eventually becomes a challenge for most educators because typically in a learning setting, learning is the process of students interacting with educators and learning resources physically, but now more than ever, learning interaction may connote also a different meaning because learning happens virtually and not physically (Petrie, 2020).

The availability of technological facilities in students' homes, for example, will be a major concern in the application of best strategies on the part of the teacher in the conduct of distance online learning. According to studies by Cullinane and Montacute (2020) and that of Schuck and Lambert (2020), even before the pandemic, the students' capacity to participate effectively in their studies was found to be hampered by most of the time by economic inequality at home. Furthermore, the success of distance learning can be influenced by school preparedness for the use of technology. The transition to distance learning was easier among schools that used digital learning platforms and digital resources prior to COVID-19 (Lepp, et al., 2021). But how about the schools that do not have the capacity for technological infrastructure, or the students who do not have the capability to equip themselves with gadgets that are essential for online learning, these are only some of the main issues that brings forth all the more the importance of teaching strategies of teachers in order to address specific concerns like these.

In the light of the matter however, the Covid-19 education research has concentrated on educating instructors to cope with distance learning, in addition to distance learning, a study related to the use of technology was therefore pursued in most countries worldwide. In a survey of 574 Norwegian and 239 US teachers, Gudmundsdottir and Hathaway (2020) discovered that teachers had minimal prior online teaching experience. Specifically, 67% of Norwegian instructors and 92% of American teachers had never taught online before. It was also brought out that there isn't enough preparation for online teaching. Teachers, on the other hand, exhibited a positive attitude and willingness to go the extra mile to move teaching to online platforms under new circumstances, or, as Gudmundsdottir and Hathaway (2020) put it, "they were eager to go the extra mile to move teaching to online platforms.". Teachers were willing to "adopt an agentic position" in order to deal with a challenging new distance learning environment and develop solutions to manage. Furthermore, in a survey of 325 US K-12 instructors, Trust and Whalen (2020) discovered that

throughout the change to distance learning, teachers lacked both training and support in using technology to design high-quality instruction. On the other side, 61% of teachers indicated they were overwhelmed by the number of online learning tools and resources available. According to the poll, teachers found it difficult to identify appropriate digital tools to aid learning and communication with students during remote learning time.

In these lines, the researcher discovered the research gap primarily on looking into the various strategies used by teachers in online language teaching, particularly in senior high school, which was prompted not only by the pandemic, but also by the sudden shift to distance online learning and the rudiments that come with it due to certain individual aspects that lie in between the use of technology and the readiness of both teachers and students. Teachers must therefore face and adapt to a variety of obstacles as a result of online teaching. However, because most students cannot afford online learning, effective solutions for making online distance learning, particularly in language education, are difficult to come by.

2. Review of Related Literature
2.1 Language Teaching
Language is learned through trial and error. This is a term used in language teaching to describe the process of learning a language. The way in which language is employed is referred to as its mode. Language has long been regarded as man's crowning achievement. It is a must-have research resource for language professionals, giving a comprehensive and authoritative overview of research in the subject of second language teaching and learning. Every area of human life is dominated by language. It is, in reality, a criterion by which we can be distinguished from other beings. Language is a tool for exchanging information. Language allows us to communicate our thoughts and feelings to others. Society would be impossible without language. Language is a remarkable artifact that has swept the globe to witness the evolution of civilization, culture, and technology. By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. Therefore, teaching English is considered as a challenging task. Thus, to meet the present-day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. Using traditional methods, most class time will be spent on exercises and drills, as well as dealing with grammar and pronunciation, which will consume a significant chunk of class time. These approaches were primarily utilized to build basic language learning abilities such as hearing, speaking, reading, and writing, but listening and speaking skills were neglected as pupils were unable to put their language into practice using these methods. Language acquisition is not a natural process. As a fact, it is a behaviour, but it is not the same as walking or crawling, which come naturally to a youngster. Language by imitation and practice. Language is not possible without effort. Language is a complex system, and mastering it necessitates a lifetime commitment from the learner. Prior information, attitudes, personality, learning styles, skills, and motivation are all aspects that influence the language study's final outcome. As far as we know, language is a human-specific ability, i.e., it is the fundamental ability that separates humans from all other living organisms. As a result, language retains its capacity as a communicative medium capable of communicating ideas, thoughts, moods, sentiments, and attitudes. The assumed link of English language instruction with Asian learning culture is a prominent topic of discussion in Asia. Asian learning culture has evolved to refer to the widespread traditional belief in the importance of literary education and the low regard for knowledge acquisition for practical objectives. Teachers' authority as information dispensers is mainly unchallenged, as is students' status as mere recipients of knowledge. The emphasis on literacy and the prevalence of teacher-cantered learning are corollaries of this viewpoint. Rote learning, repetition, and reliance on the teacher's instruction are all significant characteristics of this ostensibly established Asian cultural learning approach (Zein,2017). Today, English is a one-of-a-kind language, functionally and structurally distinct from other languages. English has spread widely among non-native speakers regarding functionality, as many Asian, African, Pacific, and other countries have designated it as their official, associate official, or working language. As a result of the circumstance, millions of students are learning English as a second language to communicate more effectively. According to a 1999 Japan National Institute of Language survey, English is universally regarded as the most beneficial language for global communication (Honna, 2005).

2.2 The Need for New Teaching Strategies and Teaching Skills
In exploring the different teaching strategies of teachers during this pandemic, it is quite good to note that communication and engagement, distance and space boundaries have been reduced in a manner that the researcher can focus on. According to earlier research, teachers' pedagogical ideas are influenced by daily teaching practices and their experiences as students and teachers in in-service training. These pedagogical ideas are translated into teaching strategies in terms of learning objectives and content, however, still teachers favour what they believe is valuable putting in mind the learner and how will the learner understand (Fives and Buehl, 2012). The manifestation of these belief in practice is influenced by students' characteristics, school environment, and broader social and educational backdrop, in addition to the teachers' expertise and personal experience (Lepik, et. al. ,2021) However, there will still be contradictions in teachers' views and practices that will be evident in their teaching strategies. A survey of Estonian science teachers, for example, found that while teachers emphasize the importance of constructivist learning and practical activities in the classroom, this is not necessarily reflected in their teaching style or strategy (Henno, and Granstrom, 2020).

According to Sun (2011), practitioners in the field of online language teaching have long recognised the differences between teaching in a traditional classroom and online, and the need for new teaching approaches and teaching skills (Barker, 2002; Bennett & Marsh, 2002; Compton, 2009; Davis & Rose, 2007; Hampel & Stickler, 2005; Wilson & Stacey, 2004). The myth that a teacher who is good at teaching in a face-to-face class can easily jump in and teach online (Davis & Rose, 2007) is no longer entertained. However, exactly how different, and what the differences entail, is less clear. There seems to be little concerted effort in identifying and studying the new approaches and skills which online language teachers desperately need; and consequently, teacher training or professional development seldom goes beyond the technical and software-specific skills (Compton, 2009). One of the first comprehensive studies which attempt to address the pedagogical aspects of online language teaching is by Hampel and Stickler (2005). On the basis of several years' experience in teaching languages online and training online tutors, they identify seven key competences necessary for successful online language teaching.

In their framework "skill pyramid", Hampel & Stickler, (2005, p. 317), presented the basic competences through the three lower levels of the pyramid where there are issues to do with hardware and software (Compton, 2009) and only level four and five however seem to relate to teaching pedagogy. At level four – online socialization - they explain that "... socialization and community building in an online environment takes different skills than for the face-to-face classroom, there is no guarantee that even the most jovial and well-liked tutor of face-to-face course can become a successful online teacher at this level." (p. 318). At level five - facilitating communicative competence – they reiterate the value of "task design" and "tutor intervention" and see that as the ways to achieve "online interaction". However, advice like that proves to be vague and general, lacking in detail for teachers.

Sun (2011) further explained that frustrated by the fact that "to date, no literature review has been published specifically on the skills needed for online language teaching", Compton (2009, p. 74) on the other hand synthesises the then "existing but limited literature" (p. 74) and proposes a pedagogical framework on online language teaching skills. In Compton's (2009) proposal, the skills consist of three major areas: 1. Technology in online language teaching; 2. Pedagogy of online language teaching; 3. Evaluation of online language teaching. Each of these areas are further broken down into three levels of expertise: novice, proficient and expert: 1. Technology in online language teaching - a) Skills for novice teacher, b) Skills for proficient teacher, and c) Skills for expert teachers; 2. Pedagogy of online language teaching a) Skills for novice teacher, b) Skills for proficient teacher, and c) Skills for expert teachers; 3. Evaluation of online language teaching - a) Skills for novice teacher, b) Skills for proficient teacher, and c) Skills for expert teachers; Pedagogically (the second major area), Compton asserts that a novice online language teacher must learn and possess the knowledge of: 1. Strategies for online community building and socialising; 2. Strategies to facilitate communicative competence and online interaction; 3. Language learning theories for online language learning.; 4. Curriculum design frameworks for online language learning; 5. Strategies for online language assessment. As for the expert online language teachers, Compton believes that they should have the: 1. Creativity in using and adopting materials to create new online language materials and tasks to facilitate communicative competence and online interaction; 2. Creativity in facilitating online socialization and community building; 3. Intuitive and integrated assessment of language learning. These kinds of superficial talks, while it may be theoretically sound, practically it offers little help to the struggling online teachers. Compton (2009) does a fine job in summing up the areas, special skills and strategies which online teachers need to have, but however falls short in providing much needed details for action. She mentions strategies for online community building, to facilitate online interaction, online language assessment, and the need for new theories specifically for online language learning, etc., but is unable to clearly spell them out in details. Just what exactly are these strategies and theories? What to do and how to do it? Furthermore, what are the "not to do" in online language teaching? What is most needed by online teachers is advice and guidance with sound theoretical basis for everyday teaching practice, but they are largely missing from the research literature. It seems that online teachers are, by and large, left to do their own experiments and perhaps learn from their own mistakes (Sun, 2011).

Despite the pedagogical frameworks by both Hampel and Stickler (2005) and Compton (2009), are results of rather extensive research in the field of online language teaching over many years, and their literature reviews are meticulous and substantial, what they have painstakingly drawn up for online teachers is, nevertheless, very much lacking in details. A frustrated overnight-classroom-turned-online-teacher could find very few practical guidelines or immediate help in their proposals. The answers as to what to do and how to do it, or what not to do are still anyone's guess (Sun, 2011).

While Hampel and Stickler (2005), Compton (2009) and others work on the broad, overall pedagogical frameworks for online teaching, many other scholars look at specific areas in online teaching. Guichon (2009), in an attempt to provide a theoretical framework for the organisation of online teacher training programmes, hypothesizes three competencies which language tutors need to develop in order to manage synchronous online teaching: 1. Competency of socio-affective regulation 2. Competency of pedagogical regulation 3. Competency of multimedia regulation. Guichon (2009) defines competence of pedagogical regulation as: "first, the capacity to design learning scenarios adapted to distance that truly engage learners emotionally and cognitively and, second, to manage learning experiences by providing feedback tailored to learners' individual needs" (p. 170). This is again nothing new to online language teachers. What the experts are telling them seldom seems to match the real problems or issues which they encounter in their everyday teaching.

The flipped classroom is another simple approach or teaching strategy tool worth discussing for presenting learning resources before class, such as articles, pre-recorded films, and YouTube links. The time spent therefore in online classroom is then used for further comprehension by engaging in discussions with teachers and peers (Doucet et al., 2020). This is an extremely successful technique or strategy to promote problem-solving, critical thinking, and self-directed learning skills. Video conferencing like Google Hangouts Meet, Zoom, Slack, Cisco, WebEx, and configurable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton, and Skype are becoming also more popular in virtual classrooms. However, accessibility, cost, flexibility, learning methodology, life-long learning, and educational policy are all reality problems that e-learning might bring to teachers and schools (Murgatrotd, 2020). Many countries indeed face significant challenges in terms of maintaining a stable Internet connection and gaining access to digital gadgets. While many economically disadvantaged students in developing nations cannot afford online learning gadgets, online education increases the learner's exposure to screen time. As a result, and as part of some teaching strategies, offline activities and self-exploratory learning have become critical for pupils. Due to the fact that both parents work, there is a lack of parental direction, especially for young learners. Physical workspaces that are conducive to various modes of learning provide a real problem. Inherently motivated learners are largely unaffected in their learning since they require little supervision and assistance, but pupils who are deficient in learning have challenges. In addition, some academically qualified students from low-income families are unable to access or afford online instruction. On the other side, due to reduced contact hours for learners and a lack of communication with teachers when there are learning challenges, the students' academic performance is likely to suffer in classes held for both year-end and internal examinations (Sintema, 2020).

It may however be also feasible that the pauses will enhance certain students' careers. In Norway, for example, it has been agreed that all 10th grade pupils would receive a high school diploma. Aside from being enjoyable for the children, school time helps them develop social skills and awareness. While kids are away from their regular school schedule, they face economic, social, and psychological consequences. Many of these students are now taking online classes and spending more time on virtual platforms, putting them at risk for online exploitation. Children have been exposed to potentially harmful and violent information, as well as a higher risk of cyberbullying, as a result of increased and unstructured time spent on online learning. More families are relying on technology and digital solutions to keep their children engaged in learning, entertained, and connected to the outside world as a result of school closures and strict containment measures, but not all children have the necessary knowledge, skills, and resources to keep themselves safe online. In Bhutan, the majority of online learners come from remote communities where their parents are primarily illiterate farmers. Students assist their parents with farm operations such as agriculture, cattle care, and home chores. Some students even requested that their exams be moved to the afternoon since they needed to work on the fields in the morning. What will then be the best teaching strategy for this situation?

Technically, when it comes to teaching strategy, teachers are expected to come up with innovative ideas no matter what the situation is, to help overcome the constraints of virtual teaching. The use of a smartphone for example to send instant messages on a daily basis could be viewed as educational opportunities. Implementing an instant messaging technique to improve students' writing skills in an online learning setting is effective. Written exchanges exist in instant messaging technique, according to Ahmed (2019). To exchange each student's writing, the nature of instant messaging, which is to send written interaction, was used. The children gained knowledge through their classmate's writing. Furthermore, the utilization of instant messaging would help students improve their writing skills in terms of natural interactions and contextualized language use (Winet, 2016). They would talk and exchange ideas in English medium. It will be accomplished if the teacher continues to use English in any instant messaging activity. The usage of games in English Language Learning can help students learn more effectively. Take pleasure in their education. It's achievable because the game's unique evaluation and feedback mechanism attracts students (Ma, 2018). The game's evaluation and feedback mechanisms are built in real time with a contextualized environment and a hard action. It differs from a typical learning setting in which pupils are aware of the need to participate and perform in order to learn. Using games in English language learning, on the other hand, creates a fun environment for pupils (Iaremenko, 2017). This atmosphere inadvertently motivates people to concentrate on the task at hand. completing their studies (Suputra, 2021).

On a positive note, in the local level, teachers are actively collaborating with one another to develop online teaching approaches. As instructors, parents, and children have similar experiences, there are unparalleled potential for collaboration, creative solutions, and openness to learn from others and try new techniques (Doucet et al., 2020). As of July 2020, the epidemic had affected 98.6% of learners globally, or 1.725 billion children and youth in 200 countries, from pre-primary through higher education (United Nations, 2020). As a result, making learning viable and accessible through distant online learning has become a pressing need along with the teaching strategies that goes along with it. Online learning technically does not allow for the use of pedagogy that is available and used for face-to-face learning. Despite the fact that a variety of pedagogy has been developed for online and distance learning, teachers who are technologically illiterate require appropriate professional development and training in order to align themselves with their pupils. Authentic assessments and timely feedback are critical parts of the learning process. The availability of helpful formative evaluations and fast feedback to online learners is a critical component of online distance learning (Doucet et al., 2020). This has been shown to be difficult for instructors and the educational system. Due to bigger class sizes, a lack of online teaching infrastructure and professional development, and the students' non-participative character, it is more

difficult. In educational circles, the expression "Maslow before Bloom" is commonly used. For the continuation of education during the current pandemic, this must be the mission of online learning. Before beginning online learning, we want to make sure that our students are safe and that their basic needs are satisfied. All face-to-face classes have to be cancelled during the school shutdown, forcing many institutions, including our own university, to instantly switch from face-to-face in-person instruction to entirely online classes. Many instructors and students who prefer in-person instruction have found the abrupt transition to totally online learning to be extremely unpleasant. Online learning is sometimes portrayed as a less desirable choice that gives a lower-quality education than face-to-face instruction (Hodges, et al. 2020). A big EDUCAUSE survey indicated similar negative sentiments toward totally online learning (Pomerantz and Brooks 2017). Only 9% of professors choose to teach a totally online course, according to a study of 11,141 faculty members from 131 U.S. universities. In other words, 91 percent of professors do not want to teach in an all-online context. Students' impressions of totally online classes aren't much better; according to a recent EDUCAUSE poll of more than 40,000 students from 118 American universities, as many as 70% prefer face-to-face learning environments (Gierdowski, 2019). Clearly, despite the fact that online learning has been available for decades, many staff members and students do not recognize the value of entirely online learning. Many teachers have forced to create rapid online learning solutions due to the present health issue (Hodges, et al. 2020). Students are encouraged to prepare for class by doing certain pre-class exercises in the online flipped classroom, which is comparable to the traditional flipped classroom format in examples like watching video lectures, completing quizzes. Students in online flipped classes, however, do not meet face-to-face, as they do in traditional flipped classrooms (Stohr et al. 2020).

Nevertheless, on top of professional knowledge and beliefs, teachers' decision-making on what strategies to use can be influenced by their purposes. These could be individual or collective as shared among colleagues, long and short-term purposes. For example, research on collective efficacy (Sun et al., 2017) has found a link between shared visions and student learning results. Collaboration with students' parents and the broader community is also critical in coming up with a good teaching strategy. The teacher can develop similar goals with the parents to encourage the children if they have a good relationship with them (Epstein, and Sheldon, 2019).

However, the situation or the environment that sometimes dictates the type of approach or teaching strategy can be more influential. In March 2020 for example, a state of emergency was declared in Estonia, a country with a population of only 1.3 million people due to the spread of COVID-19, teachers were actually given one day which is Friday, the last school day of the week, to agree on future activities and tasks with students, and students were given the opportunity to obtain the equipment and materials they needed from school, it is up to them as teachers to strategize teaching. To make it worse, by government decree, all schools in Estonia were closed on hastily to prevent individuals from congregating and spreading the virus. As a result, 153,155 pupils in general education schools with grades 1–12 and 15,843 teachers from 516 schools began distant learning with just one workday's notice (Haridussilm, 2020). The very same situation happened in the Philippines, however to make sure that learning remains unhampered, the Department of Education implemented the distance learning approach which is a learning delivery mode where interaction takes place between the teacher and the students who are geographically remote from each other during instruction. This move is actually incorporated in the Basic Education Learning Continuity Plan of DepEd in the time of Covid 19. This DepEd's response and commitment to the challenges posed by Covid 19 in the field of basic education. For the DepEd, the education of the children must continue, whatever the changes and even the dangers that confront DepEd now and in the future.

Distance learning as defined, is still supervised learning amidst the difficult situation that is focused on acquiring knowledge and skills but is not carried out in a school facility. As a result, it is the government's mandate that teachers continue to work toward curricular goals in conditions where learning takes place at a distance rather than in the classroom, which meant that both students and teachers were working from home and communicating via digital means.

2.3 Synchronous and Asynchronous Learning
According to the Department of Education (2020), schools offering basic education may adopt online distance learning and choose between synchronous and asynchronous teaching modalities as long as they follow the prescribed screen time for each grade level. Almario and Austria (2020) defined synchronous as a type of online distance learning done in real-time through various platforms, such as audio and video conferencing or messaging applications with an online tool. The teacher and students carry out different learning activities at the same place and simultaneously. This type of online distance learning may be more effective because it increases motivation and engagement (Lim, 2017). Moreover, the teacher's role in using this type of ODL is not far from their role in face-to-face classes, as it offers dynamic learning and teaching opportunities (Wintemute, 2021). Asynchronous, on the other hand, is a type of distance learning where students are given learning activities they can do on their own within a given time (Almario & Austria, 2020).

2.4 What is synchronous learning?
Synchronous learning means that although the student will be learning from a distance, the student will virtually attend the class session each week at the same time as the instructor and classmates. The class is a firm, weekly time commitment that cannot be

rescheduled. Much like an on-campus class, the student will have readings and assignments to complete outside class time to help prepare the student to participate in the discussion. This kind of student preparation, along with a dedicated agenda set by the instructor, ensures that each class session is productive (Sheiderer, 2021). Thus, much careful planning and setup ahead of time will make those sessions into meaningful connections between the teacher and the student in an online all at the same time class in synchronous learning. Online synchronous learning does not always take the form of a live video lecture or an instructor-led discussion. Most often, the students will lead discussions themselves or give presentations to the rest of the class. In an online class, group work is also possible. It may look a little different depending on how the teacher will carry out instruction or directions that will engage students in a collaborative manner, which is the essence of a group activity. Some instructors will pose case studies to students, who have to negotiate an answer first as a small group and then as a class. Depending on the course and the program, specific activities are also included in a synchronous course.

Hence, synchronous online teaching in a virtual classroom may be problematic to the previous discussions. In reality, gathering the class together online at the same time is getting harder and harder, let alone being able to present formal lectures and facilitate learning activities. Time zones, Internet connectivity and bandwidth, technical breakdowns, individual students" schedules (work vs. study), etc., are all real issues facing online teachers and learners. Even if a teacher manages to have students all coming to the virtual classroom at the same time, simple things such as the loss of lip synchronization and verbal clues, time lags, poor sound and images, turn-taking, etc., become huge challenges (Coverdale-Jones, 2000; Hampel & Stickler, 2005; Wang, 2004). The solution offered by researchers for such problems and challenges is mostly and typically "techno training" for both teachers and learners both before and during the course (Kabata & Wiebe, 2005; Stickler & Hauck, 2006a; Winke, Goertker, & Amuzie, 2010). Many researchers earnestly believe that digital-age students would endure, through proper training, the feeling of uncertainty and anxiety, put up with the uncomfortableness, waste their time, and remain coming to the virtual classroom. Research into learners' perceptions of synchrony within the virtual classroom needs to be carried out, but existing literature does not focus on that (Parker & Martin, 2010). It is simplistic to attribute virtual classrooms' problems to purely technical ones. Some hard questions need to be asked, for instance, what are learners' perceptions of the virtual classroom, how does this initial technical issue impact learning behavior, and furthermore, how many changes in learning behavior, if there are any, inform and help shape pedagogy for language online teaching? (Sun, 2011). So, generally, there are many discipline-specific, active things in those synchronous learning sessions that are not just the equivalent of a recorded lecture. It really is the same as doing some sort of activity in the classroom, but just in a virtual setting (Scheiderer, 2021).

2.5 What is asynchronous learning?

Asynchronous learning allows you to learn on your own schedule within a certain timeframe. You can access and complete lectures, readings, homework, and other learning materials at any time during a one- or two-week period. Thus, a big benefit to asynchronous classes is, of course, the flexibility. Asynchronous online classes mean that you do not always need to be online at the same time as your instructor or classmates (Muir, 2021).

Hence, online asynchronous classes may include short videos teaching key concepts that you can watch over and over again, if necessary. In some classes, students can also complete homework assignments and receive immediate feedback, as opposed to waiting for instructors to grade them.

During this pandemic, e-learning tools were also critical in assisting schools and universities in facilitating student learning during the shutdown of universities and schools (Subedi, et al., 2020). Staff and student readiness must be assessed and supported while adapting to the new adjustments. Learners with a fixed mindset have difficulty adapting and adjusting, but learners with a growth mindset adapt easily to new situations. For online learning, there is no one-size-fits-all methodology. That is why asynchronous learning in its approach to flexibility varies in the long run. There is a range of subjects to choose from, each with its own requirements. Various disciplines and age groups necessitate various online learning ways (Doucet et al., 2020). However, physically challenged students can benefit from online learning because it allows them to participate in learning in a virtual environment with limited movement (Basilaia & Kvavadze, 2020). Students, parents, and educators worldwide have felt the unanticipated rippling impact of the COVID-19 epidemic as schools have been closed to deal with the global pandemic.

The rapid changes caused by the pandemic affected everyone. Distance learning for two years was difficult for students and professors in most cases. However, although various asynchronous learning happen worldwide, it is the greatest option and technique to teach so that no pupils will be left behind. Asynchronous learning occurs depending on the schedules arranged by the teachers with their students according to their own pace and time instead of doing it in real time. In general, while the teacher or instructor provides study materials in various forms (texts, videos, tasks to complete, recordings), students access this information on their own time and accomplish course requirements as long as they meet deadlines. Self-guided lesson modules, lecture notes, virtual libraries, and pre-recorded lectures are all common asynchronous distance learning methods. Online discussion boards, video or audio content, and links to internet sources. Students complete their own study materials and only communicate with professors via social media or email on rare occasions. Flexibility, timing, and affordability are the key benefits

of this type of learning. Learners have access to freely available materials and can complete them whenever they want. They work at their own pace with the content, but they must meet deadlines and complete assignments depending on their comprehension of provided concepts and themes. This could be useful for both quick learners and those who take longer to absorb new information. Asynchronous distance learning programs are frequently less expensive than synchronous distance learning programs since they do not require instructors' or administrators' regular daily attention, which may be a point to consider for students who are self-funding their distant learning. The lack of personal interaction and possibilities to debate and network with others is one of the drawbacks however of asynchronous distant learning peers. Furthermore, without frequent feedback and support from an instructor, learners may find it difficult to stay motivated to learn about relevant topics and concepts (Rigo, Mikus, 2021).

As different teaching strategies continue to abound, blended learning and distance learning can be the two main examples of how these platforms merge with teachers' teaching strategies during this time. In most cases, by means of the learning management systems of schools, such as Moodle and Blackboard, most institutions have been steadily adopting technology to assist teaching and learning (Mbunge et. al. 2020) as well as other cutting-edge technology like virtual reality (Salyers et. al. 2014), artificial intelligence and data mining techniques as part of teacher teaching strategies for education (Bimha et al., 2021). Students and teachers alike can therefore use various learning platforms to access and get learning resources that can be critical for preparing a good teaching strategy on the part of the teacher and advancement in learning on the part of the student.

2.6 Six Teaching Strategies for Effective Teaching
Teaching strategies will be innovated to adapt online distance teaching. The strategy is a unique technique or method that the instructor uses to arrange the students, materials, methods, media, tools, and time to carry out the learning process effectively. In order to ensure that the learning process proceeds smoothly, teachers must follow patterns or sequences that are deliberate and methodical. Putting into practice a learning technique that allows for successful learning (Sutarto, 2020). There are six teaching strategies: Elicitation Strategy; Drilling Strategy; Traditional Lecture Strategy; Group Discussion Strategy; Guided Discovery Strategy; and Mind Mapping Strategy.

1. **Elicitation Strategy**
   Elicitation by teachers in language classes not only promotes active learning but also helps students improve their language comprehension. During the teaching and learning process, they can improve their speaking skills by interacting with teachers and students on a daily basis. Teacher elicitation is frequently used in classroom interaction and instructional discourse to create knowledge, promote student participation, and improve students' cognitive development (Nathan and Kim, 2007, p. 6). Thus, lecturers can monitor their progress, including how they apply grammar items, use words, and pronounce them (Usman, et al., 2018).

2. **Drilling Strategy**
   Drilling is a method of teaching language through dialogues that emphasizes the formation of habits in students through repetition, memorization of grammatical structures, and tense transformation, all while using the target language and the culture in which the language is spoken (Setiyadi, 2006, p.54) (ALM). Drill, on the other hand, entails forcing students to speak the target language. Repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill are some of the drilling techniques used in ALM (Setiyadi, 2006, p.63-66).

3. **Traditional Lecture Strategy**
   The standard lecture method is the one that most people are familiar with. Oral instruction is how teachers pass on their knowledge to students' language. The telling approach is included in the lecture method, method of interpretation, pronunciation, and speaking method. In the classroom, teachers use a variety of instructional strategies. Most teaching is accompanied by a teaching approach (Xing-Ju, et al., 2013).

4. **Group Discussion Strategy**
   When conducting the tasks and debating the answers to the exercises, the students could share their knowledge and opinions. Furthermore, when the group strategy in Small Group Discussion was combined with the use of a picture, the students were very motivated to make sentences. This study emphasized the use of the climbing grammar mountain game to improve the ability to use simple present tense and the similarity in both Small Group Discussion and the climbing grammar mountain game. It was a successful method of teaching structure, and it encouraged kids to compete with one another. Working in small groups allowed students to learn from one another and gain more practice in the target language (Rosadi, et al., 2020).

5. Guided Discovery Strategy

The guided discovery teaching technique is intended to assist students in learning fundamental scientific skills and improving their performance. According to Richards and Schmidt (2002), guided discovery is a successful method for learning by doing since it provides an ideal foundation. On the other hand, Unguided discovery has been proven ineffective in most cases (Mayer, 2004). According to the research, discovery-based practice is less successful than guided discovery (Mayer, 2004, p. 18).

6. Mind Mapping Strategy

Tony and Barry Buzan were the first researchers to invent and explain mind mapping as a powerful visualization tool that reflects the organization of the human brain (Buzan, 1993). Tony Buzan described the situation technique that works in tandem with the way the human brain processes information.

According to the United Nations Development Programme, the COVID-19 pandemic caused a halt in effective education for about 9 out of 10 children (UNDP, 2020). This setback must be addressed to increase educational quality. This can be accomplished by better addressing the issues that have been discovered in distance learning, as well as utilizing the potential that distance learning provides. The fundamental problem in distance learning is figuring out how to organize developing technologies in teaching and learning (Sangra et al., 2012).

In whatever way, teachers will always be expected to have a high degree of decision-making autonomy when designing teaching strategies under whatever teaching circumstances. As a result, Vanlommel et al. (2020) pointed out that the teacher must never forget that the pupils' learning experience determines the progress of pupils' educational trajectories, which normally depends on teachers' teaching strategies. Teachers must therefore be aware of their students' cognitive functioning and emotional, social, and behavioral development to successfully assist their development (Shavelson and Stern, 1981; Eggen and Kauchak, 2013). Furthermore, teachers' understanding of student motivation and capacity to create environments encouraging students' self-motivated are critical (Eggen and Kauchak, 2013). In addition, Mishra and Koehler (2006) merged technical knowledge with the aforementioned teachers' professional knowledge and its components into a Technological Pedagogical Content Knowledge Framework. In other words, this framework focuses on teachers' knowledge of how to teach a certain subject using technology and their skill to make the existing technical instruments suitable for the learning process (Mishra and Koehler, 2006). Teachers can decide on a general approach to teaching the whole class and each individual student, and make decisions to promote student learning in the most effective way possible, thanks to the extensive use of technological, pedagogical, and topic knowledge (Shavelson and Stern, 1981; Mishra and Koehler, 2006). Aside from their professional knowledge, instructors' teaching judgments are influenced by their personal values which can also affect how they prepare their teaching strategies (Borg, 2015).

Hence, to synthesize the many schools of thought that have been mentioned involving the pedagogy behind the teaching strategies that exists in the literature relative to distant learning and of which most often to referred as online learning, that is happening as worldwide phenomenon during this time of pandemic, much has to be explored with the real lived experiences of teachers teaching during this time of pandemic. Indeed, teachers have to be mindful of their professional knowledge, which is furtherly distinguished into content knowledge which is the teachers' subject-specific knowledge; pedagogical content knowledge, which is their understanding how to teach a subject-specific topic to students; and instructional knowledge in general, which is the understanding of learners and learning, classroom management techniques, and educational goals in general, whenever they prepare their teaching strategies.

2.7 Language E-Learning Challenges
1. Technical Challenges

Tanveer and Muhammad (2011) identified a few technical problems that act as a barrier between teachers and students in teaching language through online distance learning. Some teachers lack technical skills, problems conducting online activities, manipulating different gadgets, connectivity issues, unexpected power interruptions, and file corruption.
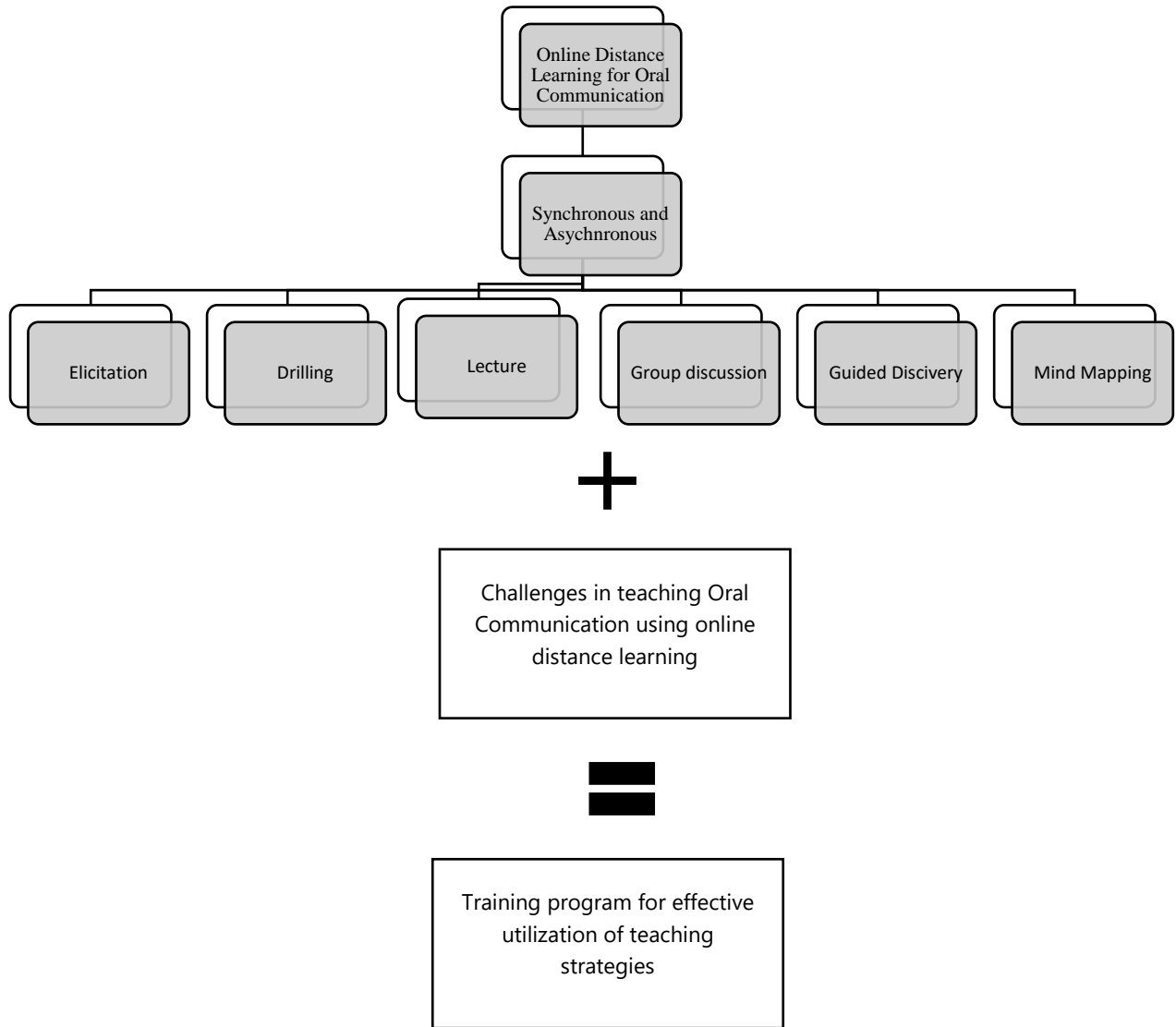
2. Administrative Challenges

Managing an online activity or a requirement needs a learning management system which is another challenge being faced by teachers and students in online language teaching and learning (Tanveer & Muhammad, 2011).

3. Pedagogical Challenges

The obstacles posed by the abovementioned issues, namely technological and administrative, make language teaching more difficult. "Lecturers' lack of understanding and confidence in using technology to develop language problems" was often mentioned as a fundamental issue. To improve ICT use in classroom-based language instruction, pedagogical problems must be addressed (Tanveer & Muhammad, 2011).

Figure 1. *Teaching Strategies for Online Distance Learning Framework*

```
                    ┌─────────────────┐
                    │ Online Distance │
                    │ Learning for Oral│
                    │  Communication  │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │ Synchronous and │
                    │  Asychnronous   │
                    └─────────────────┘
```

| Elicitation | Drilling | Lecture | Group discussion | Guided Discivery | Mind Mapping |

+

Challenges in teaching Oral Communication using online distance learning

=

Training program for effective utilization of teaching strategies

The figure above shows the utilization of various teaching strategies in oral communication during online distance learning. Along with the usage of these strategies are challenges that hinder teachers from effectively using said strategies. With those challenges, a proposed training program will be done to address these barriers.

2.8 Research Objectives
The following research objectives are presented to be achieved for this study:

1. To discuss the teaching strategies that the teachers use in teaching Oral Communication in online distance learning;
   a. Synchronous
   b. Asynchronous
2. To explain the challenges of teachers in teaching Oral Communication through online distance learning;
   a. Synchronous
   b. Asynchronous
3. To come up with a learning material borne out of the analysis of the aforementioned objectives.

3. Method
3.1 Research Design
Qualitative research design is the method used for this study. Qualitative researchers, on the other hand, believe that the data is reliable. Multiple realities exist in the world, all of which are socially produced by a variety of distinct perspectives on the same situation (Fraenkel et al., 2016). This is an approach for exploring and understanding the meaning individuals or groups ascribe to

a social or human problem (Creswell, 2012) which for this study points to the experiences, observations and insights of teachers in relation to their motivation and passion through their own work commitment. The qualitative inquiry focused on the participants' perceptions, experiences, and on the processes that are occurring as well as the outcome. Thus, this design featured the significant experiences of the participants regarding their work commitment as manifested in their passion and motivation as teachers despite the pandemic.

Specifically, it applied the qualitative descriptive research design. This design provides a detailed summary of specific events and experiences by a person or groups of people. This allowed the researcher to provide straightforward descriptions about the experiences of the participants by comprehensively summarizing them. Moreover, compared to other qualitative designs, descriptive qualitative design does not require the researcher to go as far away from or into the data, nor does it require a conceptual or highly abstract portrayal of the data. (Lambert, C., & Lambert, V., 2006)

This design is the least "theoretical" as compared to the other qualitative designs for it leans toward bringing out naturalistic inquiry. It implies a dedication to studying something in its natural state to the extent possible within the research field. As a result, there is no prior commitment to any one theoretical perspective of a target phenomenon, no pre-selection of research factors, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon. (Lambert, C., & Lambert, V., 2006)

3.2 Participants and Setting
The participants are language teachers during the time of pandemic that is selected from selected universities, specifically Republic Central Colleges. This college was chosen based on the number of stands offered, the number of sections, and the modality of instructions used during the pandemic. To identify cases of interest from sampling, purposive sampling was employed. Purposive sampling involves the intentional selection that the researcher will look for these individuals who presumably have a wide array of knowledge and experience relative to the primary concern of this study to enhance the understanding of the phenomenon under inquiry (Creswell, 2012; Seidman, 2006). The researcher asked key informants or well- situated people, "Who knows a lot about teaching strategies in the new normal or time of pandemic..." (Patton, 2002).
This study included five (5) Oral Communication teachers who were purposefully chosen based on the following criteria:

- A Senior High School oral communication teacher;
- Has been teaching for at least three (3) years; and
- Has a verbal rating of Excellent in the evolution for the past three (3) academic years.

Furthermore, data saturation was utilized in this study. By definition, it is the point where the data collection process no longer provides new or relevant data to the study.

3.3 Philosophical Underpinnings
As a qualitative descriptive study, this study focused on understanding and describing the experiences of teachers using different teaching strategies during the time of the pandemic. Utilizing a qualitative descriptive approach was appropriate for this study because according to Neergaard et al., (2009); Sullivan-Bolyai et al., (2005) "Qualitative descriptive design is focused on discovering the who, what, and where of events or experiences and gaining insights from informants regarding a poorly understood phenomenon."

In this particular study, the phenomenon of teacher's teaching in the new normal of learning via distance online learning using different strategies and their experiences will be the main focus of the study. The primary aim of this qualitative descriptive study is to provide a precise description of the teachers' experiences and their response to these experiences. From the individual descriptions of the participants, general or universal descriptions and themes will be derived to present the teachers' rich experiences of the teachers in the utilization of individual modified activities will be fully taken into consideration.

3.4 Scope and Delimitation
The study is limited to investigate the use of learning strategies in language teaching for the School Year 2021-2022. The scope is to uncover the participants' viewpoints on crucial insights into various language teaching methodologies, the problems they encountered, and the solutions they devised to address those challenges.

The study is therefore limited to when the world and the country suffer from the covid-19 epidemic and the entire educational system has shifted to distance online learning.

3.5 Data Collection

The data collection procedure for this study was done through interviews. The researcher prepared an "interview guide" with open-ended questions and served as a guide for a free-flowing interview that elicited the participants' view of their lived experiences about teaching strategies they employed during the pandemic or in this new normal of teaching and learning. It consisted of a set of semi-structured questions. A semi-structured interview will be more flexible. While researchers may employ an interview schedule for predefined subjects, open-ended questioning will allow the researcher to unanticipated responses and issues that may emerge during the interviews (Tod, 2006). The semi-structured interview's flexibility allows the interviewer to pursue a sequence of less planned questions and investigate spontaneous issues highlighted by the interviewee (Coughlan, 2009). This semi-structured questionnaire was validated by three experts in the field of research and language teaching. The questions were asked to all the participants in the same order to observe if each of their answers supported the research and to see if there is a difference regarding their experiences (Angus, 2020). Moreover, a semi-structured interview was done once and usually lasted 30 minutes or more than an hour (Crabtree, 2006).

The researcher individually asked for the participants' available time and scheduled a video meeting interview through Google Meet with them. Each participant was interviewed once, and during the interview, the researcher transcribed the answers of the participants as part of the data-gathering procedure and documentation. With the permission of the participant to be interviewed, a video recording was also done. Moreover, an online safe space was provisioned for both the researcher and the participants.

The researcher did not find it necessary to conduct follow-up interviews to validate the results' credibility.

Figure 1. shows the data collection process that will be used for this study.

Figure 2. *Data Collection Flow Chart*
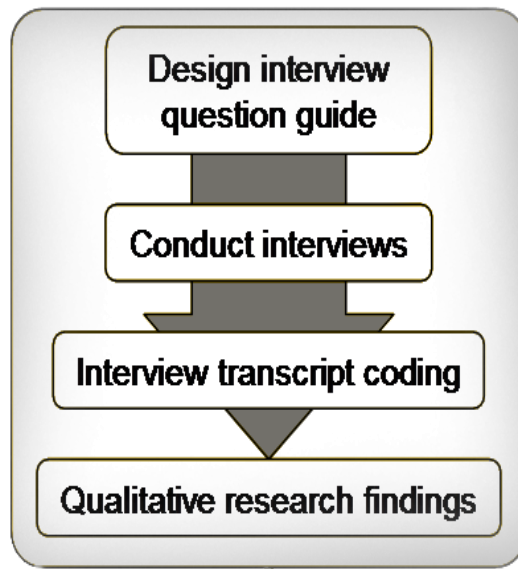
3.6 Data Analysis

After the interviews, qualitative data analysis was done. The researcher described the structures of the experiences based on reflective analysis and interpretation of the research participant's account or story. Transcripts were created from the data gathered during semi-structured interviews. These interview transcripts were "coded" accordingly through a constant comparison method using abstraction and conceptualization wherein the researcher went back and forth with the data like a pendulum in the data analysis (Agoncillo and Borromeo, 2013). Also, direct quotations as proof of the participants' statements culled from these interview transcripts were grouped into categories based on their similarities and later on, themes represent how the participants described the main concern of the study. The following steps were used to develop themes:

1. Convert the recordings to a transcript;

2. Identify key points;

3. Code the key points;

4. Group similar codes; and

5. Assign themes.

The responses of the key informants from their interviews were analyzed using qualitative data analysis. Before assigning themes, the researcher was familiarized with the data, coded, and grouped based on similarities, reviewing potential themes, defining and naming themes, interpretation, and reporting (Braun and Clarke, 2021). These themes serve as the foundation for the development of a proposed training program for teachers.

These steps in analysis in the method of analysis of the researcher are best portrayed in the diagram, Data Analysis Flow Chart, Figure 2 below:

Figure 3. *Data Analysis Flow Chart by Braun and Clarke*

Familiarization of Data	Initial Coding	Generating Themes	Validity and Reliability of Themes	Defining and Naming Themes	Interpretation and Reporting

Triangulated Data. The semi-structured interview for oral communication teachers was analyzed together with the learning maps as part of the document analysis of the researcher with the focus group discussion for 18 years old and above students from both sexes with decent access to the internet. There were no minors included in this study. This triangulation is a part of the entire process of data analysis to give more depth and understanding on how to resolve the phenomenon in focus of the study as shown in the diagram below.
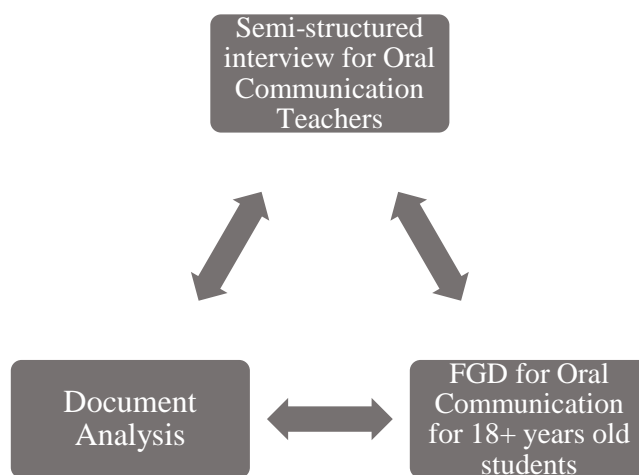
Figure 4. *Triangulated Data*

3.7 Conceptual Framework

The conceptual framework is presented for this study. It is a framework the researcher believes best explains the natural course of the subject under investigation (Camp, 2001). It is linked to the researcher's conceptions, insights gained from literature review and other studies, and the essential theories for advancing and systemizing his or her expertise. It is the researcher's description of how the research will progress and how the research questions will be investigated (Adom, et al., 2018). The framework below illustrates the aims of this study; to discuss the teaching strategies that the teachers use in teaching Oral Communication in online distance learning; and to explain the challenges of teachers in teaching Oral Communication through online distance learning. This framework shows the relationship between the strategies used by the teacher in teaching Oral Communication in online distance learning and the challenges they experience in using these strategies when teaching Oral Communication in online distance learning during the pandemic.

Figure 5. *Conceptual Framework for the Study*

```
┌────────────────────────────────┐        ┌────────────────────────────────┐
│ Teaching strategies used by     │        │ Challenges experienced by       │
│ teachers in teaching Oral       │        │ teachers in using their         │
│ Communication during the        │        │ strategies in teaching Oral     │
│ pandemic                        │        │ Communication during the        │
│                                 │        │ pandemic                        │
└────────────────────────────────┘        └────────────────────────────────┘
              ┌──────────────────────────────────────┐
              │ Language teachers on teaching         │
              │ strategies using online distance      │
              │ learning modality during the          │
              │ pandemic                              │
              └──────────────────────────────────────┘
```
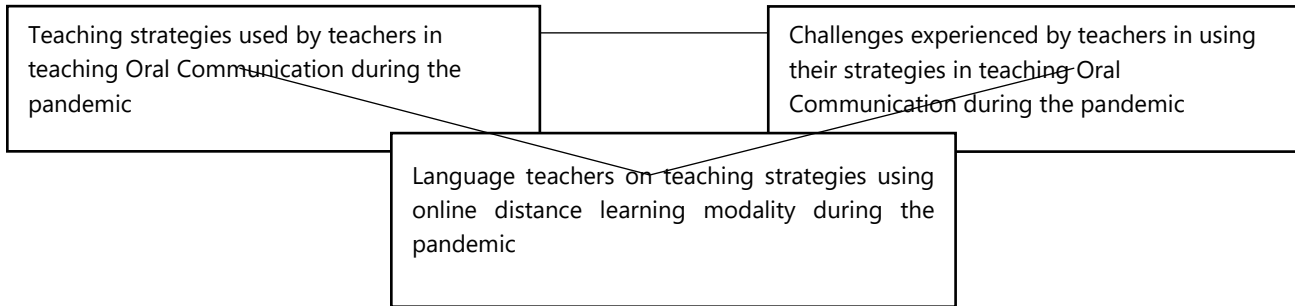
3.8 Establishing Trustworthiness

It is often argued that generalizability and trustworthiness may not be the purpose of qualitative research. Morse as cited by Horsburgh (2003) states that if qualitative research is not considered to be generalizable, then it is arguably of little use. In this qualitative study, the participants were selected by means of theoretical purposive sampling focusing on the lived experiences of language teachers using different teaching strategies during the time of pandemic. Each participant was considered as an experiment in itself that is observable and replicable in order to support this qualitative descriptive study. It may be said then, that generalizability and trustworthiness in this qualitative research refers to the extent and rigor of qualitative data analysis done and may be expounded to provide explanatory framework for the experiences of other individuals who are in comparable situations. As educators, one is always bound to teach and make a difference in the lives of others especially in situations where one is needed the most. To make logical generalizations therefore to a theoretical understanding of a similar class of phenomena rather than probabilistic generalizations to a population is what is intended for matters concerning validity, trustworthiness, and generalizability (Horsburgh, 2003).

3.9 Credibility

In making sure a study evaluates or analyses what is actually planned, internal validity is one of the key criteria addressed by positivists researchers. According to Merriam, credibility deals with "How congruent are the finding with reality?" Lincoln and Guba (1986), argue that in establishing trustworthiness, credibility is one of the most important factors. The following provisions are set to be observed all throughout:

A. **Triangulation.** The semi-structured interview for oral communication teachers will be analysed together with existing documents as part of the document analysis of the researcher with the focus group discussion for 18 years old and above students from both sexes with decent access to the internet. This triangulation will be part of the entire process of data analysis to give more depth and understanding on how to resolve the phenomenon in focus of the study as shown in Figure 3.

3.10 Dependability

To address the issue of dependability, positivists use ways to demonstrate that comparable findings would be reached if the study was performed in the same environment, using the same procedures, and with the same participants. Lincoln and Guba (1985) emphasize the link between credibility and reliability, claiming that demonstrating the former goes a long way toward securing the latter. This can be accomplished by using "overlapping approaches" like focus groups and individual interviews.

To address the issue of dependability more directly, the study's methodology should be detailed, allowing a future researcher to duplicate the work, but not necessarily with the same results. As a result, the study design may be considered a "prototype model." This level of detail also helps the reader to evaluate the extent to which suitable research techniques were followed. The content should include parts devoted to the procedures and their success so that readers of the study report may have a complete grasp of them.

A. the study design and its implementation, outlining what was strategically planned and implemented;
B. the operational details of data collection, including the finer points of what was done in the field; and
C. reflective appraisal of the study, measuring the effectivity of the process of investigation done.

3.11 Confirmability

The construct of confirmability is similar to the researcher's concern with objectivity. In this particular construct, steps should be followed to make sure that the research findings are the result of the participants' experiences and ideas, rather than the descriptions and perceptions of the researcher. Miles and Huberman (1994) believe that an important factor of confirmability is

the ability of the researcher to admit their own bias. To this end, convictions supporting choices made and strategies used ought to be recognized inside the exploration report, the explanations behind inclining toward one methodology when others might have been taken made sense of and shortcomings in the procedures really utilized conceded. As far as results, primer hypotheses that eventually were not borne out by the information ought to likewise be examined. A large part of the substance in relation to these areas might be gotten from the progressing "reflective critique".

3.12 Transferability
In positivist work, the worry frequently lies in showing the way that the consequences of the current work can be applied to a more extensive population. Since the findings of a subjective venture are specific to few specific conditions and people, it is difficult to show that the findings and ends are material to different circumstances and populaces. Erlandson et al. (1993) note that numerous naturalistic inquirers accept that, practically speaking, even ordinary general capacity is never conceivable as all perceptions are defined by the specific settings in which they happen.

It is simple for investigators to foster a commotion with transferability. At last, the consequences of a subjective report should be figured out inside the setting of the specific qualities of the association or associations and, maybe, geographical region in which the field work was done. To survey the degree to which findings might be valid for individuals in different settings, comparative undertakings utilizing similar strategies yet led in various conditions could well be of extraordinary worth.

Thus, it should be made sure whether the concept of producing truly transferable results from research has the same goals or whether the significance of context which is very important in qualitative studies.

3.13 Ethical Consideration
The welfare of the participants was considered in all the stages of this research. Hence, interviews will be conducted following safety protocols if physically done, however, video-meeting interviews through Google Meet will be preferred and set. Participants will receive a letter of consent for the interview to be conducted and will be acknowledged through their signature. This document will also explain both the scope of the study and the outlined avenues available to them in the conduct of this research endeavour. The document will indicate the participant's ability to cease involvement without any recourse should they be put in harm's way. To mitigate the risk of confidentiality, each participant has the right to withdraw in this study without harmful consequences should they feel uncomfortable in answering personal questions and sensitive interview questions. Also, the participants will not receive any monetary benefits from this study.

The video recording files of the online interview are going to be stored in a private Google Drive and will be deleted after two years. Moreover, in case of a possible use of the data gathered, the participants' right to refuse future storage and use in future study is going to be acknowledged. The treatment of the data collected will be in accordance with Republic Act 10137 or that Data Privacy act of 2012, including its implementing rules and regulations. The participants are also going to be informed that this study may be presented in a forum or published in a journal. Prior to making this study available to the public, each participant can opt to receive a summary of the results.

The investigator has no coexisting personal, financial, political, and academic interests aside from achieving the objectives of this study. Also, the researcher is going to seek approval from Holy Angel University-International Review Board prior data collection.

4. Findings
Participants talked about their individual experiences with the distance learning modality. In light of the COVID-19 Pandemic's impact, particularly on education, colleges, and universities around the world must address the educational needs of the students during this crisis. The study focused on the strategies and challenges of teachers who have been teaching Oral Communication for three years and have received a verbal rating of excellent in the past three academic years. For triangulation, students from Oral Communication classes who are 18 years old and above were also interviewed in a Small Group Discussion. Oral Communication Learning Maps were also requested from the institution to be analysed. The following themes emerged from coding, document analysis, and focus group discussions.

4.1 Strategies that the teachers used in teaching Oral Communication in online distance learning;
A.   Synchronous:
Theme 1. Complex Questioning
One theme from the study's results was the importance of asking complex questions in promoting student learning in the synchronous modality. The theme of "complex questioning" encompasses teaching strategies that rely on effective questioning and class sharing in teaching during synchronous classes. The findings showed that teachers who utilized various questioning techniques and encouraged class participation and sharing of ideas could effectively engage and challenge their students, resulting in higher levels of learning. These are evident in the quotes of the participants, such as:

"I am the type of teacher po kasi who always ask about their experiences, about their life, about how they perceive things." – TP1

"...sir through a simple question yung simple sentence ng question nila sir I will definitely know if they are using and applying our lessons. [sir, through a simple question, from their simple asnwers, I will definitely know if they are using and applying our lessons]" – TP2

"I asked them to speak in English. The basic pronunciation their diction, their pitch is being watched in class, so, as harsh as it may sound, that particular practice enables them to be comfortable with the language." – TP5

"I actually ask them about situations where they can perform or apply the concepts and skills that we have discussed." – TP3

The same is found true in the documentary analysis. The giving of pre-assessment activities was evident across different learning maps used by the teachers. Parallel results from coding the responses of students during the SGD also support this theme:

"... after discussing, uh she would ask us a question about the presentation– VLS

"Ano po pag tahimik po yung klase dun po siya tatawag ng mga students na kung sino po sasagot sa mga questions na pinapatanong ni ma'am para po magising yung ibang students and yun po. [When the class is silent, she would call on students for recitation to make the class participative]" – JMD

"...nirerelate niya po sa kung ano po yung mas applicable po samin sa age po namin para po mas makarelate po kami and mas marami po yung magshare nga ideas nila. [She relates the lessons on things we can relate to so we can easily share our ideas]" – MD as agreed by PAR

This theme was named "complex question" because, in Oral Communication, a complex question is a fallacy committed when someone asks a question that presupposes something. In this case, teachers would ask the students questions, not just to check their understanding or to make them share their experiences, but also to allow them to speak in English.

Asking complex questions is helpful to students because it provides opportunities for them to actively process and apply their learning. This finding aligns with previous research indicating that effective questioning and class discussion can promote deeper understanding and critical thinking in students. To build knowledge, encourage student engagement, and enhance students' cognitive growth, teachers regularly utilize elicitation in classroom interactions and instructional speech (Nathan and Kim, 2007, p. 6). Teachers also use this theme to get students' attention during synchronous sessions whenever they feel like they are getting bored. Teachers also use this strategy to encourage students to practice speaking the English language so they can be better at using it. As a result, instructors may keep track of students' development, including how they utilize words, apply grammatical rules, and enunciate words (Usman, et al., 2018).

Theme 2. Maximizing Online Platforms
Another theme that emerged from the results of the interviews was the value of using a variety of online platforms in the synchronous modality. This theme summarizes using different online platforms such as e-learning, websites, videos, and even social media sites. Findings from the interviews and the documentary analysis of the learning maps revealed that teachers often employ various tools and platforms, such as video conferencing software, online discussion boards, and collaborative documents, to support students' learning. Their responses state:

"For online for synchronous kase sir in oral communication of course via Google meet po yan. [For online synchronous sessions in Oral Communication, we use Google Meet]" – TP2

"I am also posting video presentation sir, video presentations from YouTube" – TP2

"Then once I post the announcement there activity or whatsoever I'll tell them, I'll remind them po sa Group chat namin "oh I posted this" para for me to note it po [After I post an announcement, I will remind them that I posted something through our Messenger group chat]" – TP2

Teachers employing this strategy are also more successful at engaging and supporting their students. As the students' responses state the following:

> *"...sinesend niya po yung ppt ng lesson namin para po sa next meeting po namin meron na po kaming... uh meron na po kaming konting alam sa idi-discuss ni ma'am [X]. [She sends the ppt of her lesson so we can have ideas on our nect session]" – JMD*

> *"...after the discussion sir, uhm nagpopost po si ma'am [X] ng key takeaways po. [After the discussion, Ma'am [X] would post discussion boards for our takeaways]" - PAR*

During the pandemic, everything migrated to the online world, which is why teachers found it very useful and convenient to deliver instructions through different online platforms. During their synchronous session, teachers would use video conferencing tools such as Zoom or Google Meet to discuss lessons in Oral Communication as if they were discussing them face-to-face. Teachers have mentioned that they would scour the internet to look for online teaching materials that would enhance students' communication skills. These materials would range from various online texts and videos from YouTube that the students would then use to reinforce learning. Educators also use different social media sites, such as Messenger, to give specific task instructions to students. Teachers found this very convenient in reiterating instructions and addressing concerns and questions from students.

Teachers' use of multiple online platforms is helpful to students because it allows for a more diverse range of content and information. E-learning resources were crucial during this epidemic to support schools and institutions in promoting student learning when closed (Subedi, et al., 2020). A few private institutions in the north of Iraq have adopted Zoom as a regular teleconferencing platform as an alternative to in-person instruction since it became popular among educational groups, notably during the COVID-19 pandemic (Holloway, Johnsen, & Syrbu, 2020). Most universities have been slowly using technology to aid teaching and learning through learning management systems for schools, such as Moodle and Blackboard (Mbunge et. al., 2020). This also aligns with prior research suggesting that multiple online platforms can increase student learning and participation (Khan et. al., 2022). One reason for this finding is that using different online platforms can provide students with multiple methods for learning and engagement, as explained by the teacher participants. Additionally, various online platforms can give teachers more flexibility and options for delivering content and facilitating student learning. Teachers must be present on multiple platforms to post content, answer questions, and engage in real-time discussions with students. This strategy provides a more personalized learning experience for their students than they could if they were limited to just one platform.

Theme 3. Attention Check
Getting students' attention and checking if they are still listening to the discussion is one of the themes found in this study. This theme was evident in interviews as the teachers reported encouraging students to take notes during synchronous learning sessions, view recorded or online videos, or watch and listen to their fellow learners. The responses of the teachers range from:

> *"Bago pa natin ma-enhance yung speaking or yung oral skills nila sabi ko it's essential na marunong din tayo mag enhance or mag develop ng listening skills na natin. [Before we can develop our oral skills, we should develop our listening skills]" – TP3*

> *"Actually, during synchronous sessions my students are required to have a note or a paper kung di naman paper pencil or notepad [Actually during synchronous session, my students are required to have a notepad]" – TP1*

> *"I do the typing test. Sometimes I ask students to type one if they're still active. Type Type 2, um, if they're answers, no. Type one if their answer is yes. So that's a basic check-up if they're still with me during the lesson." – TP5*

Similarly, the documentary analysis showed that many of the study's teachers used visual aids, such as slides or videos, to help students focus on the lessons. Students also noted this strategy in their responses such as:

> *"Before the discussion po nirerecap po namin yung mga before po namin na mga powerpoint or lesson po ni ma'am. Then kung ano po yung sasabihin na importante na sasabihin ni ma'am hinahighlight po bamin or nagtetake down notes po kami. [Before the discussion, we would have a recap of the previous lesson. Then, our teacher would mention important terms to highlight or take note]" – PAR*

> *"same lang din po and sometimes po from time to time chinecheck po ng teacher namin while discussing if we are taking notes po. [From time to time, our teacher would check our notes]" - MD*

Students and teachers have mentioned that online distance learning is much more exhausting than face-to-face classes. It is even more challenging to focus on the discussion, especially if you are in front of a gadget that can also be a barrier to listening. That is why teachers had to find a way to get the students' attention during synchronous discussions. Teachers would require the students to turn their cameras on to ensure they are present and listening to the discussion. Likewise, teachers have also mentioned

that they have been working on their presentation to be aesthetically pleasing so the students would be more interested in the discussion. Activities such as reviewing the previous lessons and requiring students to jot down notes would make the students listen attentively. When the students could not open their cameras, a teacher thought of an innovative way to check if the students were still listening. The teacher would ask the students to type in "1" if they are still attentive and "2" if they feel exhausted.

The importance of checking the students' attention as a teaching strategy in synchronous learning can be because this method can help students to actively process and engage with the material rather than simply passively listening to the teacher. This active engagement may lead to better material retention and increased motivation and engagement on the part of the students. Other studies have found that note-taking and visual aids can be effective teaching strategies in synchronous learning environments. A study by Bagila et. al. (2019) found that using visual aids in synchronous learning sessions was associated with improved student engagement and retention of material. The current study's findings have implications for teachers looking to improve their teaching strategies in synchronous learning environments. Encouraging students to take notes and using visual aids can improve student retention and engagement with the material. Teachers need to consider these strategies when planning and delivering synchronous learning sessions.

Theme 4. Group Communication

Group communication refers to group work and collaborative activities as teaching strategies to engage and motivate students in a synchronous learning environment. The theme emerged from the interviews with the teachers as they stated how they nurture peer learning through debates, incentivize good practice, and promote collaborative work through various group works. The responses present this as follows:

> *"Yes peer learning so sometimes I do group them, ginugroup ko naman sila so doon sa grouping na yon magiging creative sila. [Yes, peer learning, so sometimes I do group them so they can be creative]" – TP3*

> *"What I prefer is letting them collaborate with one another. So instead of competing with one another, I let them work with their groups and then just like what I've mentioned with the previous questions." – TP4*

> *"These discussion boards ask them to answer certain prompts that I provided in the instructions, but I also asked them to interact with their classmates by liking, commenting, replying on other classmates answers." – TP5*

The learning maps from the documentary analysis also present similar findings as debates and levels advocated in some teachers' learning maps.

Group communication is a term in Oral Communication that refers to any verbal and nonverbal interaction between a group of thee to about 20 persons. This teaching strategy in synchronous learning allows students to actively participate and engage with the material rather than listen to the teacher. Using this strategy, students are made to realize the importance of listening. During the course, students are taught to listen before they can be influential speakers. In this case, students are asked to listen to their classmates when answering questions in class because they can learn from one another. Students must also interact with their classmates' answers in posted discussion boards by liking, sharing, and commenting. In this way, they share their ideas and expand their knowledge with their classmates.

Moreover, students can learn from one another and acquire more practice using the target language by working in small groups (Rosadi, et al., 2020). According to studies, social support is crucial for students to succeed in the classroom. Students can engage in an interactive learning environment by working in groups. Learners' social and linguistic skills might grow thanks to this engagement. Students actively participate in the group project, gain confidence, and take ownership of their own learning. Working together is advantageous and efficient because it allows students to communicate meaningfully in the target language and get constructive criticism from their peers that they can utilize to advance their learning Maxammadjonova (2022). Mercer (2019) presented this matter and stated that this active engagement leads to better retention of the material and increased motivation and engagement on the part of the students. Incorporating collaborative activities and friendly competition can effectively engage and motivate students in synchronous learning sessions. It is important for teachers to consider these strategies when planning and delivering synchronous learning sessions.

Theme 5. Becoming an Effective Communicator

Becoming an effective communicator refers to group performance tasks, simulation, and different ways to practice being an effective speaker. The theme emerged from the interviews with the teachers as they stated how they give students various performances to practice their oral communication skills. The responses present this as follows:

> *"Yes peer learning so sometimes I do group them, ginugroup ko naman sila so doon sa grouping na yon magiging creative sila." – P3*

"What I prefer is letting them collaborate with one another. So instead of competing with one another, I let them work with their groups and then just like what I've mentioned with the previous questions." – P4

"We're going to simulate business. We uh business presentations as well" – TP4

"...mga role playing that's one kase I always make sure that in my class for one hour. [Role playing, that is one activity I ask them to do in an hour]" – TP2

The learning maps from the documentary analysis also present similar findings as different performance tasks in some teachers' learning maps.

Assessment in oral communication needs many performance tasks. Since this course is focused on enhancing the students' listening and speaking skills, teachers have been giving different performance tasks to students that would enable them to practice the skills they need to become good communicators. These performance tasks ranged from role-playing, where students were sometimes asked to apply a concept from oral communication to a particular scenario, simulations, where students would simulate a product endorsement or business proposal depending on the context of their strands, and reporting, where students would act as if they are the teachers of the class, they would be given a topic in oral communication. They would have to discuss it as if they were the teachers. In these tasks, students are expected to showcase their skills in communication, both verbal and non-verbal. Typically, students would perform these tasks in front of their classmates, but depending on the situation, students can also record themselves and submit the video to the teacher. Moreno-Guerrero (2020) mentioned that role-playing had been established in recent years as a very useful technique to adopt in any field, with a specific focus on its application in education by many authors. This is due to the emergence of active pedagogies and the active role of students in their learning.

B.   Asynchronous
Theme 1. Intrapersonal Learning
Intrapersonal learning is a teaching strategy allowing students to take charge of their learning process. This approach allows students to be more actively involved in their education, as they are given the freedom and responsibility to choose what they want to learn, how they want to learn it, and when they want to learn it. During the interviews with teachers, several emphasized the use of self-directed learning in asynchronous learning modalities in activities such as advanced reading, self-practice, and self-check, among others. The responses state the following:

"I am actually uhm providing them some videos, links wherein they could actually do their advance reading and youtube videos po to enhance their knowledge and their communication skills po while they are not around." – P1

"Walang araw na hindi ako nagpost sa kanilang ng instructions, any instruction or and again a supplementary learning materials. [There is no day that I did not post an instruction, or supplementary material]." – P3

"Self-checks and self-recordings prove to be beneficial in checking whether the students are able to retain and practice what was taught in the virtual classroom." – P5

"I provide them with resource materials. Did that [so] they can check during their free time so that they can learn and discover things on their own." – P5

Students also shared how teachers encourage them to self-study during asynchronous learning:

"She reminds us and she constantly reminds us kapag nagmimeet po kami again sa meet and sometimes po nagbibigay narin po siya ng deadlines sa mga asynchronous key takeaways po na pinapagawa niya para po sure na magpaparticipate po lahat. [She constanly reminds us during meetings regarding deadlines to make sure everyone participates]" – MD as agreed by PAR, VLS

"Usually po yun po yung mga activities po na pinapagawa niya yun po yung parang shineshare po namin yung.. kinocombine po namin yung mga idea namin and yung nga natutunan namin sa lesson para po malaman niya kung naaapply po namin and alam po namin siyang iexplain on our own kung ano po yung natutunan namin yung asynchronous po. [Usually in our activities, we would combine our ideas to the lessons for her to know if we can apply and explain what we learned]" – MD as agreed by VLS, PAR

"They are asking us on the stream po for what are our learning takeaways are then magcocomment po yung mga kaklase ko tapos po pwede po namin basahin yung mga sagot ng mga kaklase ko and yung mga sagot po namin. Ganun po. [They are asking us on the stream about our takeaways and then we could also read our classmates' answers and comment on them]" – VLS

Such is also evident in the documentary analysis of the learning maps. Intrapersonal is a type of communication with the self; in this sense, students get the opportunity to take charge of their learning. Giving activities such as posting PPTs, quizzes, and writing activities are found to be the most common strategy in the asynchronous setup. The teachers mentioned that during their asynchronous sessions, they would make their students watch a video from YouTube, then ask them to assess the speaker in the video. In that way, the students would know what good qualities they can adopt from the speaker to apply to themselves. Aside from that, teachers would also provide pre-recorded discussions so students can use them as supplementary materials for reviewing the previous lessons. During the asynchronous session, teachers would be active in giving instructions to students using different platforms. Also, teachers would use this time to remind students of their missed activities or due dates.

Studies have found that self-directed learning can be an effective teaching strategy in asynchronous learning environments. Students generally access course materials on their own time and complete assignments as long as deadlines are met, even when the teacher or instructor gives study materials in various formats (texts, videos, tasks to complete, recordings). Asynchronous remote learning techniques include self-paced lesson modules, lecture notes, virtual libraries, and pre-recorded lectures. Online forums, audio or video content, and references to online sources most of the time, students work on their own course materials and only sometimes email or use social media to contact their lecturers. The main advantages of this kind of education are its flexibility, timeliness, and price (Rigo, Mikus, 2021). The study by Geng et. al. (2019) found that students who were given the opportunity to engage in self-directed learning activities had higher levels of motivation and engagement. Self-directed learning, in its broadest sense, refers to the process by which individuals, with or without the assistance of others, take the initiative to diagnose their learning needs, formulate learning objectives, identify human and material resources for learning, choose and implement appropriate learning strategies, and assess learning outcomes (Geng et. al., 2019).

Providing the necessary support can effectively incorporate intrapersonal learning into teaching strategies and enhance the learning experience for the students. The findings of this study suggest that intrapersonal learning can be an effective teaching strategy in asynchronous learning modalities, as it allows students to take charge of their learning process, fosters critical thinking skills, and creates a more personalized and engaging learning experience.

Theme 2. Communicator's Tasks
The theme "communicator's tasks" refers to activities involving students creating written or oral presentations or demonstrating their understanding or skills through performance. The interviews with the teachers showed that these tasks are often used to engage students in the material and allow them to apply their knowledge more authentically and creatively. Their responses are as:

> *"Right after watching or right after the advance reading, every now and then po, meron po silang output either oral, a video presentation or a reflection or essay po." – P1*

> *"sometimes I would ask them to create scripts of the scenarios that they've created na yun ang gagamitin naman for their videos. [Sometimes I would ask them to write scripts for the scenarios they have created which was used for their videos]" – P3*

> *"Having presentations or recording themselves, doing or performing oral communication skills and also pronunciation practice. They film them themselves are pronouncing words and also." – P4*

> *"They are a task to record themselves and then submit it to me so that I can check and the score their understanding and absorption of the lesson." – P5*

It was also similarly found in the learning maps during the documentary analysis conducted. The learning maps show writing and performance activities that ranges from oral presentations, demonstrations, essays, or reflections. Students further confirmed this as they stated:

> *"Parang basehan narin po nila ng pag ano yun may ginagawa sa essay. [It is like their basis about when we write our essays]" – WS*

> *"...nagbigay po ng activity yung teacher namin like gagawa po kami ng sarili naming model of communication po [The teachers gives activities like creating our own model of communication]– JMD*

This theme was named "communicator's task" because the tasks given to students would help them become effective communicators at the end of the course. These would range from written tasks that would elicit students' understanding of the material posted; discussion boards in which students would have to post their takeaways from the previous discussion; group works; and video submissions.

As Strelan et. al. (2020) described, performance tasks provide students with opportunities to actively process and apply their learning, enhancing retention and comprehension. Additionally, the use of writing tasks can help to foster critical thinking and creativity, as students must synthesize and apply their knowledge to complete these tasks (Aloni & Harrington, 2018). These activities and tasks can be particularly valuable in the asynchronous modality, where the lack of real-time interaction can make it more challenging to engage students and facilitate deeper learning. These findings can provide insight into what works well with different types of students with different learning styles. By allowing students to express themselves and apply their knowledge creatively and authentically, these types of tasks can help to foster critical thinking skills and encourage students to take a more active role in their own learning.

Theme 3. Receiving Feedback

Receiving feedback refers to the information or guidance provided to students on their performance or progress to help them improve and learn. The theme was derived through interviews with teachers, who emphasized the importance of providing timely and consistent feedback to their students to promote learning and engagement. The use of feedback through online platforms was a common practice in the asynchronous learning modality as stated in the following quotes:

> *"I actually cater or addressing their concerns directly wherein most of the time I do provide it for them but at the same time after me providing what they need its their time to reflect." – P3*

> *"I constantly remind them of the due dates that they have, and also the assignments and activities that they have online, so then they won't miss any." – P4*

> *"They are usually asked of the things that they could improve on or things that they could retain which is an essential step called feedbacking." – P5*

Students also expressed similar observation of their teachers how they consistently provide instructions and checkups on them. The responses follow:

> *"Ma'am [X] tells us that she would post an activity or a question. If no one answers the next meeting she would tell us that we need to answer it again before she start the discussion po." – VLS*

> *"She reminds us and she constantly reminds us kapag nagmimeet po kami again sa meet and sometimes po nagbibigay narin po siya ng deadlines. [She constantly reminds us during meetings about due dates of activities]" – MD*

> *"nagcocomment po kami sa stream or minsan po nagaano po kami sa group chat namin na nagbibigay po kami ng idea sa isa't isa. [We would comment on the stream or sometimes we would send queries using our group chat]" – JMD*

In light of these findings, it is clear that consistent feedback is a crucial teaching strategy for promoting learning and engagement in the asynchronous learning modality. By providing timely and specific feedback on student activities, teachers can help build a sense of community and support among their students and foster a sense of autonomy and responsibility. The guided discovery teaching method aims to help students acquire the foundational concepts of science and enhance their performance. Richards and Schmidt (2002) assert that guided discovery is an effective strategy for learning by doing because it offers a solid foundation. According to Bruner (1960), guided investigation increases students' achievement. However, an unguided discovery has often been found to be unproductive (Mayer, 2004). Research indicates that guided discovery is more successful than discovery-based practice (Mayer, 2004, p. 18). In guided discovery, students engage with their environment by investigating and manipulating items, debating issues, and conflicts, or carrying out experiments (Ormrod, 1995). Additionally, consistent feedback can help to improve student academic performance and reduce the perceived isolation often experienced in online classes (Gopal et. al., 2021). It is important for teachers to consider the role of feedback in their teaching practices and to make an effort to provide consistent feedback to their students to support their learning and engagement.

Theme 4. Virtual Attendance Checking

Virtual attendance checking refers to the innovative ways of teachers in checking the attendance of students during asynchronous sessions. The theme was derived through interviews with teachers, who found a new and meaningful way to check the attendance of their classes. The use of this theme was a new practice in the asynchronous learning modality as stated in the following quotes:

> *"Let's say for example In checking the attendance they need to create a video or send an audio recording doing a particular activity." – TP1*

> *"so the session usually starts with the checking of the attendance, the orientation on the tasks or activities assigned to the students." – TP5*

This theme is an innovative way to check students' attendance during the asynchronous session. Since teachers cannot employ the usual roll call or call of the names during asynchronous, they have found a new meaningful way of doing so. This requires the students to record themselves while stating their key takeaways from the synchronous discussions and sending it to their group chat in a messaging app. This not only helps the teachers keep track of the student's attendance but also helps them monitor the acquired knowledge of students.

4.2 The Challenges of Teachers in teaching Oral Communication through Online Distance Learning;
A.   Synchronous
Theme 1. Technical Barriers
The technical barriers are an inevitable challenge the teachers identified in the study as impacting the usage of their online teaching strategies. These technical barriers include power interruptions, internet connection issues, software maintenance, and gadget problems. According to the interviews, these barriers can make it difficult for teachers to use their strategies in teaching during synchronous sessions. These disruptions manifest in various ways, such as slow loading times, intermittent disconnections, or complete loss of connection. Teachers describe it in the following responses:

> *"I would say for like within three months we can only experience it once one maintenance every one every three months." – TP4*

> *"So, sometimes when Q & A happens na or the recitation happens na. Hindi ko na naririnig yung bata ng maayos. Hindi ko na naririnig na, or sometimes naputol na talaga yung [connection ng] bata at all… [Sometimes during recitation, I would not hear the student clearly because of the connection]" – P4*

> *"I think sometimes it would be dysfunctional gadgets. Bakit ko nasabi yon? Kase, overused and cellphone, overused yung gadget, yung laptop for the whole day. [I think sometimes it would be the dysfunctional gadget. Why did I say that? It is because the gadget is overused. My laptop and cell phone are being used the whole day]" – TP3*

This finding was further supported by the statements of students in focused group discussions, who reported that unstable internet connection can be frustrating and can interfere with their ability to focus and learn. Their statements follow as:

> *"Main problem po is connection po yun lang naman po ang problem sa ano po. Minsan po Mahina minsan po nawawalan ng koneksyon si mam po. [The main problem is connection. Sometimes the teacher would lose her internet connection]" – VLS as agreed by WS*

> *"Uh, internet connection lang po talaga yung nagiging problem especially po if ginagamit na po yung google meet. [Internet connection is the problem especially if we would use Google Meet]" – MD as agreed by JMD, VLS*

A barrier in communication is a term used to describe something or someone that hinders a communication process from being successful. These barriers hinder the teachers' success in using the mentioned strategies. One of the significant barriers is technical barriers. Teachers have mentioned their difficulties in teacher when they experience fluctuating internet connection. One teacher talked about her experience when asking students questions; she would not understand their answers when they unmuted their microphones because of their weak connection. Moreover, teachers could not check nor validate the students' non-verbal cues if they could not and would not open their web cameras. Aside from these, power interruption and system maintenance are also problems for teachers in utilizing their strategies in teaching Oral Communication online because these prohibit them from conducting synchronous sessions.

A lack of technology infrastructure and other issues, such as the significant percentage of students from lower-income households who cannot afford the internet and gadgets for online education, prevent many developing nations from providing entirely online education. Some studies have gathered evidence in this regard, including the lack of good internet bandwidth and electric devices, lower participation due to isolation and less interaction in online classes in Nepal (Surkhali & Garbuja, 2020), the poor internet connection of rural students in Malaysia (DeAlwis & David, 2020), the lack of internet connectivity in rural areas, and the incompatibility of 4G for live streaming (Harsha & Bai, 2020). In a related study by Chung et. al. (2020), it was found out that issues in connectivity had become a major cause of academic dissatisfaction and low motivation among learners. To address this challenge, teachers should consider providing students with alternative methods for accessing course materials and engaging in class discussions or considering alternative modes of instruction when these barriers are present. By doing so, instructors can effectively support student learning and success in the synchronous modality.

Theme 2. External Barriers
External barriers refer to different factors that affect teachers' teaching strategies during synchronous discussions. External factors, such as the students' environment at home, time constraints, and difficulty establishing rapport, can significantly affect the use of strategies during the online modality. Their responses describe the challenge as follows:

> "I wanted to have performance task say for instance as much as I want a performance task real time. I cannot kase nga we just have limited time. [I wanted to have performance task say for instance as much as I want a performance task real time but I cannot because we just have limited time.]" – TP3

> "Alam naman natin sir na mahina na ang mag establish ng report when it comes to synchronous [We all know that it is really difficult to establish rapport during synchronous]" – TP4

> "Environment, especially in my case it's very loud, particularly kase po yung kwarto ko kalabas mo daan na po kase siya [Environment, especially in my case, it is very loud because my room is adjacent to the highway]." – TP1

The teachers have mentioned this barrier, which significantly affects their synchronous teaching strategies. One of the factors is their home environment; some teachers talked about their working spaces at home being loud and not conducive to teaching and learning; building rapport among students became a considerable problem because of the online setup, and this also affects student participation; teachers have also mentioned that they were not able to have their students perform their tasks real-time because of time constraints. During pre-pandemic, all performance tasks were done in-person, but since time has become a problem during the online modality, teachers and students were forced not to have tasks done live.

Low participation in activities during online learning modalities has been a prevalent issue among students, particularly during the pandemic, as described by Alawamleh et. al. (2020). This can be attributed to various factors, such as lack of motivation, difficulty in adapting to the new learning environment, and technical challenges. Excessive workload is the underlying issue on this. It seems the students are not lacking, but the activities are simply too much for their capacities. The findings of the study highlight the need for more effective strategies to engage and motivate students during asynchronous learning. This may include the use of interactive and collaborative learning activities, as well as simplifying and reducing the repetitive tasks. The low turn-in rates and participation in activities during asynchronous learning demands the need for a more comprehensive approach to addressing the challenges of online learning. Addressing the underlying issues that contribute to low turn-in rates and participation can help educators and educational institutions create a more effective and engaging online learning experience for all students.

B. Synchronous and Asynchronous
Theme 1. Digital Literacy
Digital literacy refers to the teachers' inability to effectively use technology and digital tools due to limited knowledge and skills to manipulate them, including online learning platforms used by schools. Teachers described their digital literacy as knowing the basics of manipulating gadgets and software. The responses of both teachers and students range from:

> "I do not know how to navigate properly the google classroom and meet. Everything is new to me so ayun po dun lang po nagkakaproblema. [I do not know how to navigate properly the google classroom and meet. Everything is new to me so that is where I would experience problems]" – P1

> "So I know basic or downloading of videos. I know basic playing of videos or playing of recorded materials." – TP5

> "Meron din po mga times na dumodoble yung question ayun po. [There would be times that the questions is my exams are going to be doubled]" – TP1

Teachers have mentioned that their digital literacy is knowing the basic manipulation of gadgets, software, and other online materials. This led them to stick with what they knew and hindered them from finding more innovative ways to teach online. Teachers mentioned that during the onset of the pandemic, they had a hard time posting announcements and committing minor errors in deploying online exams. This is also evident in how teachers created their modules, presentations, and other teaching materials, which they described as not visually pleasing. They also had significant difficulties in finding the right and valid online materials.

The importance of digital literacy in student success in online courses has been identified in previous research, such as the study by Inan Karagul et. al. (2021) that investigated students' digital literacy during online learning and found that students with strong digital literacy skills tend to perform better academically in online courses, while those with lower digital literacy skills tend to

struggle more. The need for more flexible and adaptable online learning platforms, ongoing professional development and support for teachers, resources, and support for students to develop digital literacy skills are essential. Additionally, addressing equity issues related to access to technology, and conducting more research on the effectiveness of online learning approaches must be addressed. Promoting communication and collaboration among stakeholders could potentially help in this cause. These issues highlight the need for a holistic and comprehensive approach to addressing the challenges of online learning for students and teachers alike.

Theme 2. Validity of Assessments
A theme that emerged in synchronous and asynchronous discussions, identified as a significant challenge by teachers during the interviews, was the validity of assessments during online learning. Validity of assessments as a challenge refers to the uncertainty of teachers whether students do outputs, the tendency for cheating, and plagiarism, to mention some. The exact quotes of the teachers are as follows:

> *"Teachers could not measure and monitor if students are cheating ayun po di po namin sila syempre nakikita oo naka on cam sila pero malay ba namin kung may kodigo sila may hawak ba sila sa tabi nila. [Teachers could not measure and monitor if students are cheating. Yes, they have their cameras on, however, we still do not know if they have notes with them]" – P1*

> *"I don't have the power to see, I don't have the power to know na malaman kung sakanila ba galing yung answer. Or yun din sa submission of activities on time I think. [I don't have the power to see. I don't have the power to know if the answer really came from them or if they are the ones who did their activities]" – P3*

> *"I am receiving inputs or submissions that are plagiarized directly from the internet they were not even paraphrased but they are really plagiarized word for word." – P4*

> *"But sometimes for me it is not really assured. If there is, there is not a chance of cheating, especially if you are not really seeing the student face to face." – P5*

The findings of the focus group discussion with students also provided additional evidence for this theme. Students personally shared instances where a classmate engaged in academic dishonesty. When asked if there are instances where teachers check the authenticity of their recitations, the responses are as follows:

> *"meron po akong isang kaklase na nag search po siya then binasa niya po yung sa Google. [We have a classmate who used google to search for answers]– PAR, as supported by JMD*

> *"(Referring to plagiarizing answers from Google) sa asynchronous po nagagawa po naming magsearch so kahit po sa synchronous nakakagawa po kami ay nakakapagsearch po kami especially sa mga pinapagawa niyamg activities. [We could search during synchronous or asynchronous especially in doing the activities given to us]" - JMD*

This was a significant problem among all teachers who participated in this study. Teachers mentioned their difficulty in monitoring dishonesty among students during assessments. Moreover, most activities in Oral Communication are to be done face-to-face. Still, because of the pandemic, teachers found it challenging to deploy some performance activities to students because they are limited by the online modality, making them question the validity of these tasks. Aside from that, exams are automatically checked during the online modality, which becomes a problem for teachers because they would have to check and verify if there are answers from students which can be considered correct. However, this is not an isolated case. A significant difficulty frequently brought up was "lecturers' lack of understanding and confidence in employing technology to address language issues." The study by Surahman & Wang (2022) found that cheating and plagiarism were significant concerns in online learning environments and suggested that urgent adjustments to the design of online learning and assessments are necessary.

In online learning, valid assessments are crucial for ensuring that students are not cheating or plagiarizing and that the results of assessments accurately reflect the student's understanding of the material. The implications of these findings are significant for educators and school administrators. Ensuring the validity of assessments is crucial for accurately assessing student learning and providing meaningful feedback. Without valid assessments, it is challenging to accurately determine student progress and identify areas for improvement. Therefore, it is essential to address the challenges teachers face in ensuring the authenticity of online assessments. This may involve implementing additional safeguards such as parent-proctored examinations, plagiarism detection software, and providing resources and support for teachers to assess student learning in an online setting effectively.

4.3 A Proposed Training Program to directly Address Challenges Experienced by Teachers

This training program is being proposed because the study found that teachers experience significant challenges in using different strategies when teaching Oral Communication using online distance learning during the pandemic. This training program aims to help teachers how to address different challenges and better utilize strategies when teaching Oral Communication.

In light of the study's findings, the first session shall engage our educators to better understand online instruction as a complementary strategy for the virtual mode of instruction within the context of their institution. We shall discuss how technical barriers should be addressed by educators while teaching. Moreover, educators will be trained to manage their time teaching online distance learning and building rapport among students. To address these concerns that emerged in the study's results, it is proposed that the teachers should have training regarding the following: Addressing Technical Issues during the Virtual Mode of Instruction; Managing Environmental Barriers in Online Teaching; Preparing Time Efficient Speaking Activities; and Building Rapport Among Students in the Online Modality.

The virtual mode of instruction shall remain our primary mode of instructional delivery, with the continuous implementation of the five enrichment strategies of Complex Questioning, Maximizing Online Platforms, Attention Check, Group Communication, and Becoming an Effective Communicator.

The second session will focus on developing the following: Utilizing appropriate technologies in a Virtual Mode of Delivery, Designing visually pleasing teaching materials for Gen Z Learners, Creative Ways of Designing PowerPoint Presentation and Modules, Effective Ways of Localizing Valid Teaching Materials, and Different Online Authentic Assessments. This session shall address the challenges experienced by teachers, such as digital literacy and the validity of assessments, which are found in the study's results.

4.4 Reflexivity

The researcher is also a teacher who has been teaching Oral Communication for four years now. He has practiced giving his students their needs and interests throughout his teaching career. The investigator has no coexisting personal, financial, political, or academic interests aside from achieving the objectives of this study. The welfare of the participants was considered in all stages of this research. Hence, the investigator conducted online rather than in-person interviews to protect the participants from contracting any virus. Moreover, the researcher sought the approval of the HAU-IRB for the ethical consideration of the research. The investigator made sure that the participant would not be named, nor will they be outed to the public for confidentiality. Some themes were not included in the final paper because data could not be triangulated. The investigator found it very interesting, although tiring, that most of the participants in the study experienced mostly the same things.

The following is a summary of the study's findings and results:

1. On the one hand, the following themes emerged as the participants' strategies during synchronous – Complex Questioning, Maximizing Online Platforms, Attention Check, Group Communication, and Becoming an Effective Communicator. On the other hand, the following themes appeared as the participants' strategies during asynchronous sessions – Intrapersonal Learning, Communicator's Tasks, Receiving Feedback, and Virtual Checking of Attendance.
2. The participants mentioned the obstacles they experienced while using the strategies mentioned. These obstacles are – Technical Barriers, External Barriers, Digital Literacy, and Validity of Assessments.
3. To overcome these barriers, a proposed training program for teachers will be helpful to ensure effective student learning. The challenges will serve as the basis for the planning of the training program.

5. Conclusion

The following are the conclusions drawn from the findings:

1. It is sufficient to say that during online distance learning, teachers applied similar strategies to what they were used to doing during the pre-pandemic. Teachers did not widely explore innovative teaching strategies because of their digital literacy.
2. The urgent challenges that the participants faced in implementing online distance learning are encouraging and should be handled in the right way to prioritize the needs of the learners. The participants experienced different challenges that hindered them from utilizing different strategies during the online modality.
3. The themes that came from the insightful sharing of the selected participants, which demonstrated various challenges and difficulties, confirmed that there must be sufficient training for teachers in online distance learning to ensure the effective delivery of instructions and lessons.

5.1 Recommendation

In light of the findings, conclusions, and outcome of the study, the following recommendations are made for consideration:

1. The proposed training program for teachers should be used to allow them teachers to widen their horizons when it comes to online teaching. It should also be the basis of educational institutions in knowing which part of their teaching pedagogy they should improve. The training program may guide teachers to a more efficient and effective way of teaching online.
2. It is better to balance teacher-professional collaboration, educational services, and assistance. The fundamental principles of distance learning should serve as the foundation for this flexibility.
3. There is a need for more teacher training programs and seminars on applying innovative pedagogy. The following areas may be part of these programs: undergoing numerous sudden adjustments in their educational strategy; obtaining assistance from their school and technology; confronting difficulties; and inventive instruction for efficient learning.

References

[1] Ababon, C., V. (2016). *Developing Communication Skills for the 21st Century Learners: A WorkText for   Senior High School*. Quezon City, Philippines: MaxCor Publishing House

[2] Adedoyin, O.B. and Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities," Interactive Learning Environments. 2020, https://doi.org/10.1080/10494820.2020.1813180.

[3] Ahmed, S. T. S. (2019). Chat and Learn: Effectiveness of Using Whatsapp as an Pedagogical Tool to Enhance EFL Learners' Reading and Writing Skills. *International Journal of English Language and Literature Studies, 8*(2), 61– 68. https://doi.org/10.18488/journal.23.2019.82.61.68

[4] Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. Asian Education and Development Studies.

[5] Almario, A., & Austria, R. (2020). *Helping K-12 Schools Transition to Post-Covid 19 Times*. Https://Authdocs.Deped.Gov.Ph/Wp-Content/Uploads/2020/06/BE-LCP-Annex-E-Ani-Almario-Helping-K-12-Schools-Transition-to-Post-COVID.Pdf.

[6] Aloni, M., & Harrington, C. (2018). Research based practices for improving the effectiveness of asynchronous online discussion boards. Scholarship of Teaching and Learning in Psychology, 4(4), 271.

[7] Angus, K. (2020). How To: Create Your Qualitative Interview Guide. http://www.askingsmarterquestions.com/how-to-creating-your-qualitative-interview-guide/

[8] Bagila, S., Kok, A., Zhumabaeva, A., Suleimenova, Z., Riskulbekova, A., & Uaidullakyzy, E. (2019). Teaching primary school pupils through audio-visual means. *International Journal of Emerging Technologies in Learning (iJET), 14*(22), 122-140.

[9] Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018). Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools. *Journal of Education and Educational Development, 5*(1).

[10] Barker, P. (2002). On Being an Online Tutor. Innovations in Education and Teaching International, 39(1), 3-13. 2.

[11] Barwegen, L. M., Falciani, N. K., Putnam, S. J., Reamer, M. B., & Stair, E. E. (2004). *Academic achievement of homeschool and public school students and student perception of parent involvement. School Community Journal, 14*(1), 39-58.

[12] Basic Schools and Upper Secondary Schools Act. Available online: https://www.riigiteataja.ee/en/eli/ee/530102013042 /consolide/current (accessed on 19 August 2020).

[13] Basilaia, G., Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 10. https://doi.org/10.29333/pr/7937

[14] Bates, A.W. (2005). *Technology, E-learning and Distance Education*.

[15] Bennett, S., & Marsh, D. (2002). Are we expecting online tutors to run before they can walk? *Innovations in Education and Teaching International, 39*(1), 14-20.

[16] Biesta, G., Priestley, M., Robinson, S (2015). The role of beliefs in teacher agency. Teach. Teach. 2015, 21, 624–640.

[17] Bimha, H., Mbunge, E., and Fashoto, S. (2021). Prediction of Box-office Success: A Review of Trends and Machine Learning Computational Models," Int. J. Bus. Intell. Data Min., https://doi.org:/10.1504/ijbidm.2021.10032162.

[18] Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K-12: A systematic review. *Computers & Education*. https://doi.org/10.1016/j.compedu.2020.103819

[19] Borg, S. (2015). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Lang. Teach. 2003, 36, 81–109.

[20] Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative research in psychology*, *18*(3), 328-352.

[21] Cai, Y., Reeve, J., & Robinson, D. T. (2002). Home schooling and teaching style: Comparing the motivating styles of home school and public-school teachers. *Journal of Educational Psychology, 94*(2), 372-380.

[22] Chung, E., Noor, N. M., & Mathew, V. N. (2020). Are you ready? An assessment of online learning readiness among university students. *International Journal of Academic Research in Progressive Education and Development, 9*(1), 301-317.

[23] Cogan, M. F. (2010). Exploring academic outcomes of homeschooled students. *Journal of College Admission, (208),* 18-25.

[24] Collum, E. (2005). The ins and outs of homeschooling: The determinants of parental motivation and student achievement. *Education and Urban Society, 37*(3), 307.

[25] Collum, E., & Mitchell, E. (2005). Home schooling as a social movement: Identifying the determinants of homeschoolers' perceptions. Sociological Spectrum, 25, 273-305.

[26] Compton, L. (2009). Preparing language teachers to teach language online: a look at skills, roles, and responsibilities. *Computer Assisted Language Learning, 22*(1), 73-99

[27] Coughlan, M. (2009). Interviewing in Qualitative Research. Retrieved from: https://www.researchgate.net/publication/261471599_Interviewing_in_qualitative_research

[28] Coverdale-Jones, T. (2000). The use of video-conferencing as a communication tool for language learning: Issues and considerations. *IALL Journal of Language Learning Technologies, 32*(1), 27-40.

[29] Creswell, J. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth Edition. Pearson.

[30] Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods Approaches. Sage Publications. 3rd Edition.

[31] Cullinane, C., Montacute, R. (2020). COVID-19 and Social Mobility Impact Brief #1: School Closures.https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf (accessed on 4 August 2021).

[32] Davis, N., & Rose, R. (2007). Professional developments for virtual schooling and online learning. Retrieved 27July 2010 from http://www.inacol.org/research/docs/NACOL_PDforVSandOlnLrng.pdf.

[33] DeAlwis, C. & David, M. K. (2020). Pennywise Rips Your Arms Off, You Still Won't Be Able to Wipe, So Keep Walking: Teaching During COVID-19 Lockdown. *Journal of Humanities and Social Sciences Research, Horizon, 2,* 145-158.

[34] DepEd Order No. 12, s. 2020.

[35] DepEd Order No. 20, s. 2021

[36] Doucet, A., Netolicky, D., Timmers, K., Tuscano, F. J. (2020). *Thinking about pedagogy in an unfolding pandemic* (An Independent Report on Approaches to Distance Learning during COVID-19 School Closure). Work of Education International and UNESCO. https://issuu.com/educationinternational/docs/2020_research_covid-19_eng

[37] Duvall, S. F., Delquardi, J. C., & Ward, D. L. (2004). A preliminary investigation of the effectiveness of homeschool instructional environment for students with Attention Deficit/ Hyperactivity Disorder. School Psychology Review, 33(1), 140-158.

[38] Eggen, P.; Kauchak, D.P. Educational Psychology: Windows on Classrooms, 9th ed.; Pearson Education: Upper Saddle River, NJ, USA, 2013.

[39] Epstein, J.L., Sheldon, S. (2019). The importance of evaluating programs of school, family and community partnerships. Aula Abierta, 48, 31–42.

[40] Fives, H. and Buehl, M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In Educational Psychology Handbook, Vol. 2: Individual Differences and Cultural and Contextual Factors; Harris, K.R., Graham, S., Urdan, T., Eds.; American Psychological Association; pp. 471–499.

[41] Fraenkel, J. (2016). How to Design and Evaluate Research in Education. Retrieved from: https://saochhengpheng.files.wordpress.com/2017/03/jack_fraenkel_norman_wallen_helen_hyun-how_to_design_and_evaluate_research_in_education_8th_edition_-mcgraw-hill_humanities_social_sciences_languages2011.pdf

[42] Geng, S., Law, K. M., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education, 16*(1), 1-22.

[43] Geng, S., Law, K. M., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1), 1-22.

[44] Gierdowski D.C. (2019). Study of undergraduate students and information technology. EDUCAUSE Centre for Analysis and Research. https://library.educause.edu/resources/2019/10/2019-study-of-undergraduate-students-and-information-technology.

[45] Giorgi, A. (2012). The Descriptive Phenomenological Psychological Method. *Journal of Phenomenological Psychology 43* (1):3-12.

[46] Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies, 26*(6), 6923-6947.

[47] Green, C. L., & Hoover-Dempsey, K.V. (2007). Why do parents homeschool? Education and Urban Society, 39(2), 264-285.

[48] Gudmundsdottir, G.B., Hathaway, D.M. (2021). We Always Make It Work': Teachers' Agency in the Time of Crisis. *J. Tech Teach. Educ.*, *28*, 239–250. https://www.learntechlib.org/primary/p/216242/ (accessed on 4 January 2021).

[49] Guichon, N. (2009). Training future language teachers to develop online tutors competence through reflective analysis. ReCall European Association for Computer Assisted Language Learning, 21(2), 166-185.

[50] Hampel, R., & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach languages online. *Computer Assisted Language Learning, 18*(4), 311-326.

[51] Haridussilm. K.A. (2020). Making Decisions with An Eye. Estonian Education Information System. https://www.haridussilm.ee/ (accessed on 2 August 2021).

[52] Harsha, R., & Bai, T. (2020). Covid-19 Lockdown-Challenges to Higher Education. Cape Comorin,2(4). 26-28

[53] Henno, I., and Granstrom, S. (2020). Ülevaade aineõpetajate ja koolijuhide veebiküsitlusest "Uutest riiklikest õppekavadest lähtuv kooliõppekavade arendus ja rakendamine". https://dspace.ut.ee/bitstream/handle/10062/40934/Uld_Koolijuhid_Veeb.pdf?sequence=1&isAllowed=y

[54] Hodges C, Moore S, Lockee B, Trust T, Bond, A (2020). The difference between emergency remote teaching and online learning. Educause Review. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning (2020)

[55] Holloway, J. A., Johnsen, D. C., & Syrbu, J. (2020). Student performance comparisons for a critical thinking skill set (technology decision-making) for classroom and remote (zoom) facilitation. *Journal of Dental Education. Retrieved from https://onlinelibrary.wiley.com/doi/full/10.1002/jdd.12443*

[56] Honna, N. (2005). English as a Multicultural Language in Asia and Intercultural Literacy. Retrieved from: https://web.uri.edu/iaics/files/06-Nobuyuki-Honna.pdf

[57] Horsburgh,D. (2003). 'Evaluation of Qualitative Research, *Journal of Clinical Nursing 12*(2):307–12.

[58] Iaremenko, N. V. (2017). Enhancing English Language Learners' Motivation Through Online Games. Information Technologies and Learning Tools. 59(3), 126–133.

[59] Inan Karagul, B., Seker, M., & Aykut, C. (2021). Investigating students' digital literacy levels during online education due to COVID-19 pandemic. *Sustainability, 13*(21), 11878.

[60] Jurianto, R. (2018). The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin. Retrieved from: http://journal.unair.ac.id/download-fullpapers-anglicista3855da37efull.pdf

[61] Kabata, K., & Wiebe, G. (2005). Challenge of developing and implementing multimedia courseware for a Japanese language program. *CALICO Journal, 22*(2), 237-250.

[62] Khan, R. A., Atta, K., Sajjad, M., & Jawaid, M. (2022). Twelve tips to enhance student engagement in synchronous online teaching and learning. *Medical Teacher, 44*(6), 601-606.

[63] Kleist-Tesch, J. M. (2008). Homeschoolers and the public library. *Journal of Youth Services in Libraries, 11*(3), 231-41.

[64] Kunzman, R. (2009). Understanding homeschooling: A better approach to regularization. Theory and Research in Education, 7, 311-330.

[65] Lambert, V. A., & Lambert, C. E. (1). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, *16*(4), 255-256. https://he02.tci-thaijo.org/index.php/PRIJNR/article/view/5805

[66] Lampert, M (1998). Studying teaching as a thinking practice. In Thinking Practices in Mathematics and Science Learning; Greeno, J.G., Goldman, S.V., Eds.; Lawrence Erlbaum Associates, Inc: Mahwah, NJ, USA, 1998. 53–78

[67] Lepik, M., Elvisto, T., Oder, T., Talts, L. (2021) Õpetajate üldpedagoogiliste uskumuste struktuur ja tüüpprofiilid. Opet. Prof. Areng Ja Selle Toetamine 2013, 248–273. https://www.digar.ee/arhiiv/et/raamatud/22182

[68] Lepp, L., Aaviku, T., Leijen, Pedaste, M., and Saks, K. (2021). Teaching during COVID-19: The Decisions Made in Teaching. Educ. Sci. 2021, 11, 47. https://doi.org/10.3390/educsci11020047

[69] Lim, F. (2017). An Analysis of Synchronous and Asynchronous Communication Tools   in e-Learning. 10.14257/astl.2017.143.46.

[70] Ma, K. (2018). The Application of Educational Games in English Teaching for Non-English Major Students. 8th International Conference on Education and Management, 75, 46–48. https://doi.org/10.2991/icem-18.2019.12

[71] Maurin, E., McNally, S. (2008). Vive la révolution! Long-term educational returns of 1968 to the angry students. *Journal of Labor Economics*, 26(1). https://doi.org/10.1086/522071

[72] Maxammadjonova, S. (2022). KEY COMPONENTS FOR ORGANIZING COLLABORATIVE WORK IN THE CLASSROOM. *Gospodarka i Innowacje.*, *29*, 359-361.

[73] Mbunge, B. Akinnuwesi, S. G. Fashoto, A. S. Metfula, and Mashwama, P. (2020). A critical review of emerging technologies for tackling COVID-19 pandemic, Human Behavior and Emerging Technologies., https://doi.org/10.1002/hbe2.237.

[74] Mbunge, E. (2020). Effects of COVID-19 in South African health system and society: An explanatory study, Diabetes Metab. Syndr. Clin. Res. Rev., https://doi.org/10.1016/j.dsx.2020.09.016.

[75] Mbunge, E. (2020). Integrating emerging technologies into COVID-19 contact tracing: Opportunities, challenges and pitfalls," Diabetes Metab. Syndr. Clin. Res. Rev., https://doi.org/ 10.1016/j.dsx.2020.08.029.

[76] Mbunge, E., Fashoto, S., Akinnuwesi, B., Gurajena, C., Metfula, A., and Mashwama, P. (2020). "COVID-19 Pandemic in Higher Education: Critical Role of Emerging Technologies in Zimbabwe," SSRN Electron. J., https://doi.org/10.2139/ssrn.3743246.

[77] Mbunge, E., Fashoto, S., Akinnuwesi, B., Gurajena, S., and Metfula, A. (2020). Challenges of Social Distancing and Self-Isolation during COVID-19 Pandemic in Africa: A Critical Review, SSRN Electron. J., https://doi.org/10.2139/ssrn.3740202.

[78] Mercer, S. (2019*). Language learner engagement: Setting the scene*. Second handbook of English language teaching, 643-660.

[79] Mishra, P., Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teach. Coll. Rec. 2006, 108, 1017–1054. [CrossRef]

[80] Moreno-Guerrero, A. J., Rodríguez-Jiménez, C., Gómez-García, G., & Ramos Navas-Parejo, M. (2020). Educational innovation in higher education: Use of role playing and educational video in future teachers' training. *Sustainability*, *12*(6), 2558.

[81] Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Using Zoom to support English learning during Covid-19 pandemic: Strengths and challenges. *Jurnal Ilmiah Sekolah Dasar, 5*(2), 222-230.

[82] Murgatrotd, S. (2020, March). *COVID-19 and Online learning, Alberta, Canada*. https://doi.org/10.13140/RG.2.2.31132.8512.

[83] National Centre for Education Statistics 2019 National Curriculum for Basic Schools. https://www.hm.ee/sites/default/files/est_basic_school_nat_cur_20 14_general_part_1.pdf

[84] Neergaard MA, Olesen F, Andersen RS, Sondergaard J (2009). Qualitative description - the poor cousin of health research? *BMC Medical Research Methodology.* 2009;9:52.

[85] Obanya, PAI. (2013). Quality teaching for quality learning in higher Education. Academic Staff Work shop at University of Calabar, Calabar,12th -13th February,2013.

[86] Okute, A. L and Chukwurah, C. (2011). Rethinking Teacher Quality at the Higher Education Level: Need for ethical Reorientation towards Teacher effectiveness in Business Education. Annals of Modern Education. 3, (1): 98- 107.

[87] Patterson, J. A., Gibson, I., Koenigs, A., Maurer, M., Ritterhouse, G., Stockton, C., & Taylor, M. J. (2007). Resisting bureaucracy: A case study of home schooling. Journal of Thought, 42(3), 71-86,142-143.

[88] Petrie, C. (2020). *Spotlight: Quality education for all during COVID-19 crisis* (hundr*ED* Research Report #01). United Nations. https://hundred.org/en/collections/quality-education-for-all-during-coronavirus

[89] Pomerantz J, Brooks DC (2007). *ECAR study of faculty and information technology. Research report*. Louisville, CO: ECAR. https://library.educause.edu/-/media/files/library/2017/10/facultyitstudy2017.pdf (2017)

[90] Prince, M., Felder, R., & Brent, R. (2020). Active student engagement in online STEM classes: Approaches and recommendations. *Advances in Engineering Education, 8*(4), 1-25.

[91] Rabe-Aranda, M. R., Ababon-Cervania, C. V., Engracia, Litao, R. A., & Gunobgunob-Mirasol, R. (2021). *A Worktext on Oral Communication Meeting the Challenges of the 21st Century*. Infopage Education Services, Inc.

[92] Ragupathi, K. (2018). Facilitating effective online discussions: Resource guide (Centre for Development of Teaching and Learning (CDTL)).

[93] Ravichandran, P., Shah, A. K. (2020 July). Shadow pandemic: Domestic violence and child abuse during the COVID-19 lockdown in India. *International Journal of Research in Medical Sciences*, 08(08), 3118. https://doi.org/10.18203/2320-6012.ijrms20203477

[94] Raymond, A.M (1997). Inconsistency between a beginning elementary school teacher's mathematics beliefs and teaching practice. J. Res. Math. Educ. 1997, 28, 550–576. [CrossRef]

[95] Rigo, F., Mikus, J. (2021). Asynchronous And Synchronous Distance Learning Of English As A Foreign Language. Retrieved from: https://www.mlar.sk/wp-content/uploads/2021/04/6_Rigo_Mikus.pdf

[96] Romanowski, M. H. (2006). Revisiting the common myths about homeschooling. Clearing House: A Journal of Educational Strategies, *Issues and Ideas, 79*(3), 125-129.

[97] Rosadi, F. (2020). THE USE OF SMALL GROUP DISCUSSION STRATEGY IN TEACHING ENGLISH SPEAKING

[98] Russo, C. J. (2018). Encyclopedia of education law. Dayton, Ohio: Sage Publications.

[99] Salyers, V., Carter, L., Carter, A., Myers, S., and Barrett, P. (2014). The Search for Meaningful eLearning at Canadian Universities: A Multi-Institutional Research Study, Int. Rev. Res. Open Distrib. Learn.,. 313–347, 2014, https://doi.org/10.19173/irrodl.v15i6.1713.

[100]San Antonio, D. (2020, July 21). *Department of Education Memorandum DM-CI-2020-00162-2*. Https://Region8.Deped.Gov.Ph/Wp-Content/Uploads/2020/07/DM-CI-2020-00162-2.Pdf.

[101]Sangra, A., Vlachopoulos, D., and Cabrera, N. (2012). Building an inclusive definition of elearning: An approach to the conceptual framework," Int. Rev. Res. Open Distance Learn.. 145–159, 2012, https://doi.org/10.19173/irrodl.v13i2.1161.

[102]Scheiderer, J. (2021). What's the Difference Between Asynchronous and Synchronous Learning? https://online.osu.edu/resources/learn/whats-difference-between-asynchronous-and-synchronous-learning

[103]Schmoker, M. (2011). Curriculum now. The Phi Delta Kappan, 93(3), 70-71.

[104]Schuck, R.K., Lambert, R. (2020). Am I Doing Enough?" Special Educators' Experiences with Emergency Remote Teaching in Spring 2020. *Educ. Sci.*, *10*, 320.

[105]Shavelson, R.J.; Stern, P (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. Rev. Educ, 51, 455–498.

[106]Shulman, L (1987). Knowledge and teaching: Foundations of the new reform. Harv. Educ. Rev. 1987, 57, 1–23.

[107]Sintema, E. J. (2020). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(7). https://doi.org/10.29333/ejmste/7893

[108]Sipacio, P. F., & Balgos, A.G. (2016). Oral Communication in Context for Senior High School. Quezon City, Philippines: C & E Publishing, Inc.

[109]Stickler, U., & Hauck, M. (2006a). What does it take to teach online? Towards a pedagogy for online language teaching and learning. *CALICO Journal, 23*(3), 463- 475.

[110]Stohr, C., Demaziere, C., & Adawi, T. (2020). The polarizing effect of the online flipped classroom. *Computers & Education*. https://doi.org/10.1016/j.compedu.2019.103789

[111]Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects   on student performance across disciplines and education levels. *Educational Research Review,* 30, 100314.

[112]Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., Shah, J. M. (2020). Impact of e-learning during COVID-19 pandemic among nursing students and teachers of Nepal. *International Journal of Science and Healthcare Research*, 5(3), 9.

[113]Sullivan-Bolyai S, Bova C, Harper D (2005). Developing and refining interventions in persons with health disparities: the use of qualitative description. *Nursing Outlook.* 2005;53(3):127–133.

[114]Sun, J., Zhang, S., and Przybylski, R. (2017). Conceptualizing the Critical Path Linked by Collective Teacher Efficacy. In Proceedings of the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX, USA.

[115]Sun, S. (2011). Online Language Teaching: the Pedagogical Challenges. https://www.researchgate.net/publication/281539069_Online_Language_Teaching_the_Pedagogical_Challenges

[116]Suputra, D. (2021). Teaching English through Online Learning (A Literature Review). Retrieved from: https://media.neliti.com/media/publications/346492-teaching-english-through-online-learning-86128968.pdf

[117]Surahman, E., & Wang, T. H. (2022). Academic dishonesty and trustworthy assessment in online learning: a systematic literature review. Journal of Computer Assisted Learning, 38(6), 1535-1553.

[118]Surkhali, B., & Garbuja, CK. (2020). Virtual Learning during COVID-19 Pandemic: Pros and Cons. Journal of Lumbini Medical College, 8(1), 2 pages. DOI: https://doi.org/10.22502/jlmc. v8i1.363

[119]Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129-137.

[120]Sutherland-Smith, W. (2002). Integrating online discussion in an Australian intensive English language course. TESOL journal 11, 31–35.

[121]Tanveer, M. (2011). Integrating E-learning in Classroom-based Language Teaching: Perceptions, Challenges and Strategies.

[122]Trust, T. and Whalen, J. (2020). Should Teachers be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic. *J. Technol. Teach. Educ. 28*, 189–199. Available online: https://www.learntechlib.org/primary/p/215995/ (accessed on 4 August 2021).

[123]United Nations Development Programme (UNDP), "COVID-19 AND HUMAN DEVELOPMENT: Assessing the Crisis , Envisioning the Recovery," 2020.

[124]United Nations. (2020). *Policy brief: Education during COVID-19 and beyond*. United Nations. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

[125]Usman, B. (2018). Teachers Elicitation: Inviting Students To Speak. Retrieved from: https://www.researchgate.net/publication/323450722_TEACHERS_ELICITATION_INVITING_STUDENTS_TO_SPEAK

[126]Uttarakhand Open University. UNIT 1: PRINCIPLES OF LANGUAGE TEACHING. Retrieved from: https://www.uou.ac.in/sites/default/files/slm/A5(II).pdf

[127]Vanlommel, K., Van Gasse, R., Vanhoof, J., Van Petegem, P (2020). Teachers' decision-making: Data based or intuition driven? Int. J. Educ. Res. 2020, 83, 75–83. [CrossRef]

[128]Waddell, T. B. (2010). Bringing it all back home: Establishing a coherent constitutional framework for the re-regulation of homeschooling. *Vanderbilt Law Review, 63*(2), 541.

[129]Wang, Y. (2004). Supporting synchronous distance learning with desktop videoconferencing. *Language Learning & technology, 8*(3), 90-121.

*[130]*Welner, K. (2002). Exploring the democratic tensions within parents' decisions to homeschool. New York: *National Center for the Study of Privatization in Education, Columbia University.*

[131]Wilson, G., & Stacey, E. (2004). Online interaction impacts on learning: teaching the teachers to teach online. *Australasian Journal of Educational Technology, 20*(1), 33-48.

[132]Winet, D. (2016). Mobile Instant Messaging in the ESL Writing Class. The Electronic Journal for English as a Second, 20(3), 1–6.

[133]Winke, S., Goertler, S., & Amuzie, G.L. (2010). Commonly taught and less commonly taught language learners: are they equally prepared for CALL and online language learning? Computer Assisted Language Learning, 23(3), 199-219

[134]Wintemute, D. (2021, September 7). *Synchronous vs. Asynchronous Classes: What's the Difference?* Https://Thebestschools.Org/Resources/Synchronous-vs-Asynchronous-Programs-Courses/.

[135]Wise, J (2020). "Covid-19: New coronavirus variant is identified in UK," BMJ, https://doi.org/10.1136/bmj.m4857.

[136]Yang, P., & Kayaardi, N. (2004). Who chooses non-public schools for their children? Educational Studies, 30(3), 231-249.