PROS, CONS, CHALLENGES, AND SOLUTIONS: ENGLISH TEACHERS IN THE NEW NORMAL

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Abstract

This qualitative phenomenological research investigated the pros, cons, challenges, and proposed solutions of 13 English language educators from five (5) different higher education institutions (HEI) both private and public in Pampanga concerning education in the new normal. The participants were identified using purposive sampling technique, snowball sampling, and expert sampling. It used an open-ended semi-structured interview guide that was facilitated online via Google Forms. The method used is thematic analysis, and based on the analysis of codes, four (4) themes were identified in this paper. These are connectivity, technical knowledge and skills, pedagogical customization and student accountability, and institutional and academic planning. In terms of the advantages of online education, the participants deem convenience as the major advantage since it is a work-from-home (WFH) set-up, and the lack of student engagement as the primary disadvantage as students lack the necessary virtual classroom participation. In addition, majority of the participants recommended careful institutional and academic planning to address the challenges. In conclusion, education in the new normal brought about upsides, downsides, challenges that need for careful and long-term solutions for academic sustainability and continuous instructional delivery despite the pandemic. Both technological and pedagogical knowledge and skills during online education must be considered to make the teaching and learning experience worthwhile.

Keywords: online education, pedagogy, language instruction, new normal, pandemic, higher education institution, English language education

INTRODUCTION
Sub-theme: Building resilience on disruptions, such as pandemics, internal and external wars and displacements and natural disasters

The unprecedented impact of Covid 19 to the 21st century has shaken the world in multi-dimensional levels. The global community has been in a volatile, uncertain, complex, and ambiguous (VUCA) state that compelled institutions, organizations, offices, governments, and units to adapt to the current health crisis, and academia is no exemption.

With this sudden shift, educators, including myself, had to make necessary adjustments and adaptations that brought in pros, cons, and challenges.

UNICEF (2021) identifies mental distress, increased drop-out rates, child labor, and lower learning rates as the negative impacts of online education; as Singh and Hurley (2017), argue that online teaching is susceptible to criticism because of the absence of physical cues (facial expression, vocal projection, body gestures, etc.), the issue in technology and access; and the bias of the system towards those good in written communication and those ahead in the use of technology. Kim and Bonk (2006), Shea (2007) and Galeon (2019) further, that the monetary compensation for teachers may not be sufficient as there is now an increase of job roles and duties on top of the pedagogical and technological demands.

On the contrary, Singh and Hurley (2017), Shea (2007) and Herrington (2011) argue that online education is still advantageous as it brings enhanced communication between teachers and students, enhanced learning, decreased intimidation, use of technology in educational materials, cost-effectiveness (cost-efficiency), convenience, accessibility, and flexibility.

On the other hand, Ammenwerth (2017), is concerned that the teacher's adaptation to the new normal may be low. He posits that teachers may be content experts but may not be sufficiently trained for online teaching. Consequently, online teaching influences the teachers' role to change from being a "subject expert", to a "performance coach".

Evident in the study of Redmond, face-to-face instruction, to blended teaching, to online teaching (2007-2011), skepticism and resistance are the initial reactions of the teacher-participants due to the lack of time and preparation when it comes to online education.
But with development training, forums, and discussions, teacher perceptions may change and even the pedagogy shifts from teacher-centered to learner-centered.

Relatively, Kim and Bonk (2006) and Sun (2011) claim that online teaching and learning require collaboration, case-based learning, and problem-based learning. Lectures, modelling, or the Socratic method of instruction are less likely relevant in online teaching. Online classrooms need to be student-centered, while learning assessment may still be conventional.

Koehler (2012), defines TPACK (*Technology, Pedagogy, and Content Knowledge)* as a requirement for teachers to be competent in both content, pedagogy, and technology to be able adapt to online education and to promote student-centered, self-paced, cooperative, and social learning among students. Plainly, the demand among the teachers' competence has become tri-fold.

Likewise, Kebritchi, Lipschuetz, and Santiague (2017), mention three components for higher education online learning to be effective: *online learners, online instructors, and content development.* The expectation, readiness, identity, and participation of the learner must be included in the planning, the role change of the faculty [like the argument of Ammenwerth (2017), Redmond (2011), Sun (2011), and Gao and Zhang (2020)], management of time, and teaching style of the faculty must also be considered in the planning, as well as the integration of technology (multimedia), instructional strategies, and content development.

In their conclusion, they specified that "higher education must provide professional development for instructors, training for learners, and technical support for content development". Training and technical support are essential to teachers since online teaching demands new pedagogical strategies and inevitably new learning strategies too from online students. Hence, technological training, and pedagogical training internal and external are necessary (Kim and Bonk, 2006).

Crawford-Ferre and Wiest (2012), reiterate the importance of instructor preparation and support as precursors to effective online teaching. According to the authors, most teachers who teach online come in unprepared; hence, they must receive proper training and professional development. Such training must not only be about pedagogy but also about technology.

Contrastingly, according to the participants in the study of Conrad (2004) the challenge was not mastery of technology but rather of pedagogy. They needed to rely on their face-to-face experiences in terms of

content and delivery, as they experienced restrictions in technology used, and in managing the processes in online learning. The participants cared how much content was enough for students to learn.

Conrad (2004) pointed out that the participants still cling to their "old" views and ways of instruction. This agrees with the argument of Sun (2011) that the idea of face-to-face instruction being transferrable to online teaching is a myth. It is not as simple as taking traditional instruction to the cyberworld. She suggests that there must be a pedagogical shift from being teacher-centered to personalized, small-group-oriented, and multi-dimensional.

Sun (2011) further argues that most studies show that the training for educators is mostly on the technical aspect – software specific to be exact, but not exactly on pedagogy.

In a more recent study conducted by Bao in Peking University in China (2020), there are five high-impact principles for online teaching to be effective. These are appropriate relevance of instructional design to student learning; effective delivery of online instruction/information; adequate support of the instructor to the learner; high quality student participation; and flexibility and contingency to unexpected circumstances. Bao (2020) highlighted that online teaching requires plenty of time for planning and preparation of lessons, materials, and technology.

In terms of online English Language teaching, Gao and Zhang (2020) conducted a qualitative study among three EFL (English as Foreign Language) university teachers in China. The findings suggest both challenges and benefits of online education. The challenges are on the limited knowledge in information technology, limitation of student-teacher interaction due to the lack of physical cues, the inability of the teacher to monitor students' attentiveness, impact of connectivity/network devices to the teaching and learning process, disposal or non-use of prepared materials due to inconsistent internet connection, shift in the teacher role from "provider" to "supporter"; the emergence of psychological pressure among teachers; and inactivity and idling among students. The two benefits based on findings are the students' accessibility to e-resources and repetition of use for reinforcement – which was recommended by Salma & Amara (2020) as well – and the faster and easier way of tracking students' progress. These are a mix of advantages and disadvantages of online teaching in ELF, and the authors concluded that teachers need resilience, flexibility, and ability to learn new skills to adapt to the new scheme of education.

Rinesko and Muslim (2020) and Padilla (2021) did their own investigations on the challenges faced by English teachers in the new normal. The common ground among the findings of their studies is internet connectivity, technology, and system failure. Among the other challenges are time constraints and techniques in delivering materials, which lead to the unproductivity and unresponsiveness of students.

Similarly, in the study of Atmojo and Nugroho (2020), the challenges of English teachers during online teaching are the lack of gadgets and technology among students, unstable internet connection, the financial condition of students and their families, students' low digital literacy, low literacy in general, student impunctuality and absenteeism, late submissions of requirements, varied level of subject mastery among students, complaints on workload, and low awareness of the online learning and its relevance. In addition, the teacher-participants of the study claim that their "lack of experience and knowledge in carrying out online learning" is a challenge to their pedagogy. Much more, they find it difficult to give feedback to students since time is limited and students submit their works late. The lack of sufficient facilities for high technology integration is also a challenge among the participants of the study. They also find student engagement as an issue in their pedagogy as students are low-motivated and passive. The lack of preparation or preparedness is also a challenge among the participants. It was also difficult for them to

provide moral support and values to their students as emotional bonds are difficult to establish given the situation and the limitations. Lastly, health hazards like eye sore are also part of the challenges among the English teachers.

The above findings resonate with the ones by Zhou, Li, and Jin (2021) where the 128 among 149 English teachers pointed three challenges in their pedagogy. Among these, the teacher-participants were most frustrated with the disengagement of their students; second in terms of tracking students' progress (in contrast to the claim of Gao and Zhang, 2020), and thirdly, the students' lack of self-discipline, technical challenges like weak internet connection, managing learning apps, and low configuration of devices. Zhou, et al. (2021) suggest that institutions should facilitate proper training on the pedagogical issues of the participants with close attention to the engagement of students. In terms of the teacher's readiness, the participants had more concern about their lifestyle and pedagogy than technology. Further, the authors believe that "online teachers need different skills than those who are trained to teach languages in a F2F classroom, and they also require different skills compared to online teachers of other subjects".

In the case of the Iranian EFL teachers in the study of Khatoony and Nezhadmehr (2020), they find the "lack of appropriate materials, learners' lack of attention and demotivation towards online classes, lack of funding and support for language institutions'' as challenges to their pedagogy. However, the participants of the study remain hopeful that technology can aid in lessening the barrier between teachers and students during online teaching and learning, which is like the discussions of Shea (2007), Singh Hurley (2017) and Herrington (2011).

In the same view, Lukas and Yunus (2021) underscored the challenges of ESL teachers in an online environment. The authors highlighted "teacher's readiness to adopt e-learning, accessibility to mobile phones and internet connectivity, classroom management in terms of low student participation and assessment" as the challenges met during online instruction.

When it comes to classroom management in an online environment, the study of Setyani (2021) sheds light. Based on the findings, engaging students, asking questions about them, making the classroom fun, and giving feedback are good techniques in maintaining the virtual classroom based on the observation of the researcher. Based on the interview with the case subject, some of the techniques employed in her online classroom are establishing a learning contract with the students, using multiple media, and the creativity in using these media are vital to students' learning.

Salma and Amrah (2020) explain that the shift from face-to-face education to online can be considered "reasonably fruitful"; however, the limitations are apparent especially for developing countries, like theirs (India) and the Philippines.

This research investigated the pros, cons, challenges, and possible solutions of online education based on the experiences of English educators from five HEIs in Pampanga.

More specifically, it answered the following:
1. What are the pedagogical challenges met by the participants?
2. What are the perceived advantages and disadvantages of teaching online by the participants?
3. What is/are the proposed solution (s) of the participants (short-term and long-term) to address the challenges?

METHODS

The research is qualitative and exploratory. It is phenomenological as it investigated or explored the experiences of participants in the new normal. The thematic analysis is used in the analysis of the data.

The 13 consenting participants were selected using Purposive Sampling Technique, more particularly Expert Sampling and Snowball Sampling Technique. These participants were also given code names or IDs (P1-P13) as measures to ethical research. The collection of data was done online via Google Forms.

Upon the collection of the responses from the participants, the verbatim were extracted without annotations. Then, the data were sorted digitally for thematic analysis. Based on the analysis and synthesis of data collected, pertinent discussions, conclusions and recommendations were written.

FINDINGS AND DISCUSSIONS
This section outlines the findings of the study that were analyzed into codes and themes. The discussion of each code and themes is also presented in this segment.

A. Challenges

Codes	ID
Student Engagement/Behavior	P1, P2, P4, P6, P7, P8, P10, P11, P12, P13
Academic Integrity	P1, P2, P8, P9, P10, P11, P13
Assessment Constraints	P1, P4, P6, P7, P10, P11
Checking of Outputs	P3, P5, P9, P10, P11, P12
Internet Connection	P1, P2, P4, P5, P6, P11, P12, P13
Platform Navigation	P1, P2, P8
Technical Knowledge	P3, P7, P10, P11, P12, P13
AV/ICT Materials	P1, P2, P4, P10, P11, P13
Collaborative Learning	P3, P11, P13,
Teaching Innovativeness	P3, P8, P9, P11, P13
Multiplicity of Platforms	P4, P6, P13

The most common challenges of the participants are lack of student engagement, poor internet connection and access to technology, assessment constraints and academic integrity, and teaching strategy.

Student engagement and behavior
Student engagement, the lack thereof, and behavior or misbehavior are a common finding among the related studies identified in this paper.

Findings tell that P4, P5, P7, P10, and P13 are concerned about students' participation during online classes. P4 wrote "poor student participation", while P5 said "Not everyone is given the chance to talk due to this 'new normal' limitations; thus, making it difficult to assess each and every student." Similarly, P7 expressed "…lack of actual practices and interaction", and P10 on the other hand expressed her frustrations and said "I personally think that the main challenge in teaching online is how I could reach my students…there still seems to be a barrier between us. The students don't ask questions or share insights freely." P13 also experienced the same challenge as explained in his verbatim "Pre-learning activities are given unnaturally. It would be difficult to know if humor is well-taken of if something motivates or interests them since most of the time their video is turned off." Based on the answers of these participants, it is apparent that the lack of visual, auditory, physical, and authentic interaction and connection with

students during online teaching is a challenge to their pedagogy as students tend to disengage, be passive, and be disconnected with their teachers and peers, Ammenwerth (2017), Gao & Zhang (2020), Atmogo &Nugroho (2020), Zhou, et.al (2021), Khatoony & Nezhadmehr (2020) and Lucas & Yunun (2021).

On top of the lack of student interaction, the participants are also concerned about student behavior. To cite some of their responses, P1 said "It was difficult for me to make sure if my students were really listening during my discussion because students were not required to keep their cameras open." As explained by P2 "Most of my students are only using data network. I have to allow them to turn their camera off and it is frustrating on my part because I can't determine if they are really listening or not". P6 expressed a related frustration when he said, "During synchronous online class, the inevitable negligence of students to mute their microphones during the class." This is identical to what P13 experienced where he wrote "Then, one student badmouthed and uttered 'P***ng I*a. Ang tagal! Gutom na'ko!' without noticing her audio is not muted. I was able to address such a concern the next meeting since I had to dismiss them already." As Setyani (2021) suggests, teachers must be able to address misbehavior in the online classroom calmly and objectively. Like what Atmojo & Nugruho (2020) argues, online learners tend to devalue learning when it's online.

Internet connection and technology
Another common challenge among the participants is the poor or intermittent internet connection, which affected the quality of their teaching, and this finding is also true to the studies of Rinesko & Muslim (2020), Atmojo and Nugroho (2020), Lucas & Yunun (2021), Padilla (2021), and Zhou, et al. (2021).

P7 explained that one of her main challenges is such. She said "intermittent access to internet connection, power outages" affect her teaching. P9 also experienced the same challenge as she mentioned "...unstable internet connection..." P11 specifies that "I think the major problem I encountered is the internet connection. I never had a class in which all of my students are present on our online meets. And with the problem of connection comes inaudible audio, disconnection and system glitches on the apps used." The dilemma of P9 is comparable to the challenges presented by Atmogo and Nugroho (2020) as well. Student impunctuality and absenteeism are prominent struggles of online pedagogy as P4 also experienced the same. As Padilla (2020) listed it, one of the challenges of rural areas during online education is signal strength and connectivity.

For instance, P1 explained "Mostly, the problems that I encountered were regarding internet connection. I thought that it is only students who will encounter weak connections, but it turned out that I also had a problem with internet connection." Further, P5 admits that "I should say the internet connectivity issues not only mine but the students' as well. It is already known to many that internet connections in the Philippines is far more inferior than those of other countries." P11 echoed the sentiment and wrote "And of course since our country is an internet-challenged country I also had days in which I was the one being disconnected from the meetings." This implicates that internet connection or lack of it thereof is a generic challenge among online participants, teachers, and students alike.

Besides internet connectivity, the participants also find technical skills a challenge both for them and the students. As Koehler (2012), Kebritchi, et. al. (2017), Crawford-Ferre & Weist (2012), Galleon, et.al, (2019), and Schrum & Hong, (2002) mention it, training for technology use is imperative to online instruction. According to P7, "Challenges range from simplest like setting the online link where at times students will be confused with what to do to the more complex like setting up audio visual presentation". P11 recognizes the same dilemma when she said, "On the part of the students joining the

LMS/GClassroom, this was the stressful part (on the first few days) since students didn't have any seminar or training about using it, they had to learn how to navigate it on their own. And of course, who are they gonna ask if they had problems is us teachers. So, I was probably asked the same questions for how many times that I even constructed a frequently asked question message to answer them. I just think that the university/campus should've conducted our own webinar for the students prior the start of the semester." Kim &Bonk (2006) anticipated that the emergence and use of CMS (Course Management Systems) or LMS (Learning Management Systems) as they are called now will demand pedagogical strategies and learning curve from online students. In addition, P12 feels sad about her own challenges as she answered, "Everyone might think that millennials are good in terms of technology. But little they did know; I am one of those "kumakapa-kapa" people. Sadly, because of the unexpected situation, I was so shocked that I have to deal with these challenges (setting the virtual classroom and checking the attendance using additional extensions). It is really hard for me to check the attendance in the first month but since we, teachers are expected to be flexible. I found a solution! - that is to check them using my "traditional paper and pen class record". In addition, I had so many days where I need to spend a hundred pesos because my connection was on and off." Evident in Atmojo and Nugroho 's (2020) paper, lack of digital literacy among students (now even teachers) is a challenge to online pedagogy, as well as the lack of formal extensive and intensive training and orientation for both teachers and students in the accessing and navigating of the tools used affect the quality of their teaching and learning on the initial days of online classes. And as P12 mentioned it, adaptability to the situation and spending extra time and money to remedy the problem was the immediate solution. As Bao (2020) and Gao & Zhang (2020) put it, resilience and flexibility are expected from an online teacher as contingency to unexpected circumstances.

Contrary to what most of the participants find challenging in terms of technology, P3 finds her online teaching easy. She stated, "The LMS (Canvas) we are using is very accessible and is easy to use. I also believe that I am technologically savvy, so if I don't encounter intermittent internet connection, I may say that I really do not have any problems on my online teaching." This statement of P3 implicates that a good LMS and technical skills allow smooth online teaching experience. P10 also expressed the same when she said, "I am lucky enough that I am still able to keep up with the technological and digital advancements brought about by our current situation." In her case, she was more concerned about the period that was given to her to master the navigation of the LMS. She furthered, "However, I was still stressed out when our institution introduced the new LMS and online meeting platform. We were not given enough time to master the new platform. During the first few weeks of the new set up, when the students were having troubles in using the LSM and Zoom, I was not able to help them immediately, which stressed me out." Thus, psychological pressure among teachers is present as expressed by Gao & Zhang (2020). She was also concerned about the performance of her tool as it may not provide the necessary requirement of the technology her institution is using. P10 added, "Plus, the condition of my old laptop also added to the challenges I encountered in adjusting to online teaching." Like in the case of students lacking the technology and gadgets (Atmojo & Nugrobo, 2020), teachers experience the same.

The Learning Management System (LMS) or the lack of it is also another technological challenge of the participants. As P8 stated it, "I have struggled in navigating Canvas since this LMS is new to me. I have to continuously explore it to gain mastery of this platform.", which somehow echoes the troubles of P10. Apparently, an online English teacher not only needs mastery of the subject handled, but also mastery of the technology used. P9 on the other hand said, "The challenges of online teaching now would be the limited functions of LMS and large number of students in one class/in one screen." P11 needed to be honest about her response when she admitted, "I have to be honest on this one...on my part as a teacher even though we had a one-day seminar about the LMS I still had some difficulties on the setting up part

since it is a new platform of teaching, good thing is that I got the hang of it over time. I just think that the university/campus should've conducted our own webinar for the students prior the start of the semester." P4 was straight to the point when he blatantly wrote "No LMS" as his technological challenge.

In sum, the participants find internet connectivity and LMS availability, training, navigation, and restrictions their major challenges.

Assessment and academic integrity

Another challenge identified by the participants is the difficulty in assessing student learning. The participants find the online scheme of teaching limiting in the aspect of checking the students' learning. Technology may have brought about speed and advancement in human activity; however, when it comes to gauging learning, especially for skills-based courses, it may have not served the same purpose. Lukas & Yunun (2021), argues that classroom management in terms of assessment, is a challenge of online pedagogy. According to P2, "Giving tasks to my students is a bit challenging because most of the time answers and even contents were only googled." As Zhou et al. (2021) puts it, students' lack of self-discipline is a challenge in online pedagogy as well. P3 finds the same dilemma as she explained "…you cannot fully assess your learners' oral and written communication skills due to some technological barriers." The lack of high-technology integration in the online classroom may contribute to the dilemma of an online English classroom (Atmojo & Nugroho, 2020). This shows the duality of technology. It aids in education but at the same rate it creates limitations due to multiple factors. Real life assessment or learning is also prohibited by the current health crisis as P10 expressed "…students can't go out because of the pandemic. They are not able to practice what I teach them in Purposive Communication and Language Acquisition." As Sun (2011) mentioned, assessment may still be traditional even for online education.

The participants further expressed their issues on the learning assessment component as choices are limited. As P1 finds assessment difficult he stated "Assessment of language learning is difficult. Students' involvement is very limited because of internet connection." P4 wrote, "Assessment is not really a good validation", while P6 added "The validity of the scores decreases as the assessment given is similar to that of a take home test/examination". It is apparent that assessment using online means compromises the quality of performance or that it does not guarantee authentic learning. P7 strengthens this in her statement as she wrote, "Since AB Communication is an actual course, the limitations are immense. Students are confined within the books also the output is not too efficient. The measurements of skills and participation." Skills-based courses are jeopardized in online education since actual practice and tests are restricted. P10 experienced multiple problems in her learning assessment strategies as she expressed "It was very challenging to think of learning assessments because I have to consider the means of students. On top of that, I also have to think of ways to at least lessen their chances of cheating and plagiarizing. So, I mostly gave them essays, reflection papers, etc. However, in return, it is very difficult and time consuming for me to check their works because I have to read about 35-40 submissions per class (I have 8 for this semester)." Besides academic integrity, P10 had to consider the means of her students and the number of classes she handled. P11 also raised good points in her response, she said, "In terms of assessment I think we are kind of limited with our choices on the type of assessment we can give. Since online assessments like quizzes and tests are really prone to cheating and plagiarism it's hard to assure the validity or accuracy of the result. When it comes to checking yes there are times that it was easy and there are activities that will really take time to check. And again, connected to internet connection, there are times that we need to be so understanding if the students weren't able to take exams. We lose the sense of the assessment to be time bounded since we have to give extensions." This response has several layers to consider. One, assessment is limited, two academic dishonesty is easy to commit, internet connection is

often used as an excuse not to take tests; hence, the quality of assessment is lost, and checking is taxing,

Checking may be a minor task in the whole process of teaching, but it sure does take time and effort for educators especially in online education where checking is done in front of the screen. As P10 explained in her response, "Limited time to check papers and all because there are times that magtatanong mga students if nacheck na ba or what, they do not know that tambak na mga teachers and hindi naman pinagawa ngayon, e mamaya nakacheck na agad. Honestly, last semester was really difficult in terms of assessment because of the sudden adjustment. I must admit that it is hard for us to stay all-day facing our computer because of some health concerns and radiation." This also implicates the health hazard of too much exposure to screens.

On the other hand, P5 is concerned that there is no longer delineation between the home and the workspace, as both are considered one now. He expressed, "The boundary between work and home is gone because of this new normal set-up. Work and house tasks are now being done both at the same time. Thus, making the assessing and checking of student works and outputs more time consuming."

Essentially, the participants experienced academic dishonesty as a challenge; therefore, devising ways to avoid the immense occurrence of such resorting to essays and reflections as learning assessments. The drawback of such a resolution is that checking has become more strenuous and time-consuming. These challenges are all inter-related and are deeply rooted to the complexity yet limitation of technology.

Academic dishonesty is the unique finding of this paper. P2 explained her case in her statement, "Plagiarism and cheating are some of the challenges I encountered in giving assessments. I realized that because it is online students have the tendency to cheat and plagiarize so I just give them deductions on their grades." This shows the limitation of an online learning environment. Assessment is compromised since there is no full proof of students not comparing notes or copying contents from the web, especially that these are adult learners with full capacity to connect to online references as they deem. P8 affirms this in his statement "Another is the perennial issue on academic integrity. A lot of students find cheating all the more convenient for them." P9 also addressed the same concern, however, she devised a way to remedy the problem. In her statement she mentioned, "I would agree that plagiarism and cheating are the biggest concerns when it comes to learning assessments. So, I gave more essay questions and I reduced the number of activities since the number of students per class did not change (compared when face to face was allowed) and online teaching is not easy especially when there are at least 35 students every meeting." Although the strategy may have solved the prior issue, the bulk of essays she had to read was a new concern altogether. P13 identifies academic integrity as his primary concern as he wrote, "Academic integrity is my top concern. I always get the feeling that pure online assessment is not enough. Although I can detect most of the times if my students cheat on their essays, and the like, I still feel unsatisfied with works submitted purely online."

While intellectual growth is the cornerstone of education, Zhou, et al. (2021) and Shcrum & Hong (2002) reiterate that student discipline is still a factor to learning online.

Teaching strategy
As P6 mentioned, the Socratic Method in an online environment takes time. This is somehow telling that Socratic Method as a traditional strategy may not be effective in an online class compared to face-to-face instruction as debated by Sun (2011). P9 also expressed that in online teaching, the question-and-answer interaction between the teacher and the student is short, she said "…limited time to entertain all the

students' concerns during discussion", echoing the findings of Atmojo & Nugroho (2020) wherein giving feedback to students is limited by time and the modality.

P6 also finds the traditional method of asking (Socratic Method) time consuming if conducted in an online classroom. While P12 raises the traditional feel of using a marker and expresses, "What I remember the most, I had difficulties…online teaching without a marker on my hand". This explains the adjustment of the participant from using traditional tools of education like the whiteboard and the marker, and then adjusting to online tools among other technological equipment. This may also implicate that acclimatizing to a new environment affects teaching. As Ammenwerth (2017) puts it, adjustment and adaptation to online teaching is needed among teachers.

P10 enumerated the teaching strategies she used to adapt to the new modality; he said, "1. Encouraging students sharing of opinions or thoughts about issues related on the topics we are discussing. 2. Randomly using the messenger chat box for question-and-answer portion just to check their understanding. 3. Collaborative activities that don't really require them to set up personal meets since we're still in the middle of a pandemic. 4. Using ppts, videos and images most of the time to support and supplement my discussions and for visualization as well." P11 admits that "Actually, there is no particular strategy, I've combined the traditional method (having my paper and pen) together with the technology. Also, I have used the combination of visual and student-led (they have the chance to experience how to manipulate the platform and chances to discuss also.) On the other hand, P3 is more specific wrote several strategies she incorporated in her online teaching. She said, "I usually facilitate more rather than monopolizing the discussion on my online classes… group/individual recitation, radio drama, talk show, digital storytelling, reflective group dynamics after every discussion, role play, reporting with a twist, poem and short story writing, literature games, before, during, and after reading activities, Q&A, breakout rooms". P3 obviously had a variety of tricks up her sleeves, while P2 has a different strategy. According to P2, her best strategy is "to have tons of patience with my students and with internet connectivity. I also try to be emphatic and considerate with my students." Her strategy is more on the affective learning of the students, which is to some extent like P10's strategy which is to shorten discussion to match the lesson to the attention span of her students especially during discussion, who said "At first, I held my online classes like how I would do them in face-to-face instruction…So now I do my best to finish the discussions in a short period of time because I know that it is difficult for my students to concentrate."

In contrast, P8 shows innovativeness in his strategies as he mentioned "I have used classroom flipping where students are informed beforehand on the topics they need to study. I have also adopted adaptive learning where I make use of videos as a springboard to the lesson. I have also thought of using self-learning where I assign them topic/s for them to read." This strategy is quite like the proposition of Hong (2002) where students can negotiate their learning goals as there is flexibility in content. P9 also does document her discussions when she said, "I always record our classes via Zoom. There was one instance that I uploaded the recording in our Facebook group page so that those who were not able to attend could watch our discussion when they are available." This is a great advantage for online learners as they can access the material multiple times (Gao & Zhang, 2020). P13 also exhausts his means to provide variety of strategies as reflected in his response, "ICT-assisted instruction using relevant apps/sites…TPR-based icebreakers, collaborative learning through zoom break-out rooms, etc."

B. Advantages of Online Education

Codes	ID
Availability of Resources	P1, P11, P12
Convenience	P2, P3, P4, P7, P11, P12
Safety	P5, P7, P8
ICT-Based Learning	P6, P9, P13
Non-verbal Cues	P7
Low Level of Learning Anxiety	P10
New Learning Opportunities	P13

C. Disadvantage of Online Education

Codes	ID
Assessment Constraints	P1, P7
Internet Connection	P2, P3, P4, P11
Academic Integrity	P2
Power Outage	P3
Student Engagement	P5, P8, P10, P11, P12
Teacher-Student Interaction	P5, P9
Overlapping of Domestic and Academic Duties	P6

From the responses of the participants, what they deem as advantages to online education are convenience, safety, availability of resources, and ICT-based learning. Among these, the most recurring code is convenience. In the study of Shea (2007), flexibility, economy, and enhanced learning are some of the advantages the participants experience in an online environment. She concluded that a "flexible work schedule" was the most significant to the participants of her study. Singh and Hurley (2017) also find convenience and flexibility as advantages among others. P2 said, "The only advantage that I can think of as far as online learning is concerned is convenience on the part of the teacher and the students." P3 also agreed and wrote "The real comfort of working at your own place." More time to work on lessons during asynchronous sessions. You can sleep or take a nap between breaks." P11 said the same in her answers, "The flexibility of online teaching when it comes to time/place and resources is the advantage of online teaching." And this is one advantage highlighted by Gao & Zhang (2020).

On the other hand, the identified disadvantages are student engagement, poor internet connection, and incompatibility of online learning to language teaching. As P11 stated, "The key disadvantages of online classes are internet connectivity and technology issues. Without a consistent internet connection for students and teachers, there can be a lack of continuity in the delivery of lesson and learning process of the students." P2, P3, and P4 have the same sentiment. While P8, P10, and P13 feels that online education is not the best alternative to language instruction. As P8 said, "It is hard to teach a skill-based course like writing in an online set up. Another is the difficulty in prompting students to actively engage during synchronous sessions especially in a language class." P10 also addresses the same concern, she wrote, "The disadvantage lies on the motivation. I am not quite sure if the learners are motivated to learn and master the target language since there is no practical application because they are only at home. I think online discussions are not enough for students to practice using the target language." Lastly, P13 argues that "Language teaching must be holistic and spontaneous. There are still a number of things that cannot be perfected online (e.g., actual spontaneous conversations)."

D. Recommendations of Participants to Address Challenges

Codes	ID
Teacher Grit	P1, P3, P11
Technological Upgrade	P2, P4
Student Orientation on Plagiarism	P2
Self-Learning	P3
Strategic Planning of Tasks	P3
Institutional/Academic Planning	P5, P6, P7, P8, P10, P13
Online Community Building	P9
Superiority of the Traditional Education over Online Education	P12

In terms of the recommendations shared by the participants as to how their challenges may be addressed, the majority of them views institutional and academic planning as the solution. According to P5, "Universities to provide strict health protocols for the gradual reopening of universities." P5 deems that face-to-face teaching must be gradually brought back, and the institutions must devise alternative and safe arrangements for both teachers and students. P6 also agrees with P5's statement where P6 wants blended learning to be maximized. In his statement, "Maximize blended learning - combine both face-to-face and online distance learning once the world is safe again from the pandemic." P7 sees "A systematic or efficient way to engage students in the virtual class" the solution to the problem, which requires not only careful personal and academic planning but also the implementation of institutional policies apt for online learning and much more student engagement." P10 was very specific about what she wanted. She wrote, "I think these challenges can't be addressed by the teachers alone. To overcome these challenges, I believe there should be support from the institution's administration. The school should only implement one user-friendly learning platform that will be easier for teachers and students to master. It will also be helpful if the teachers can focus on their primary function, which is instruction, instead of performing multiple roles/tasks. If teachers can focus more on instructions, they will be able to devise strategies that are more suitable for this online instruction." This statement of P10 implies the complexity of teacher tasks and expectations on top of teaching as their primary role. The teacher is a facilitator, checker, technician, content creator and much more in one. As Ammenwerth (2017) and Gao & Zhang (2020) stress it, the change in the teacher's role is inevitable.

Besides institutional and academic interventions, P3 in addition recommended specific ways to address the challenges: "For teaching strategies: Attend webinars and online training; For students: Be more compassionate but do not tolerate students who are not really compliant. For activities: Limit the activities for students. The learning totality of the students is not only measured to the activities and outputs that they are submitting. You may give them other things to explore." P3 suggests self-learning as an immediate solution to the challenges and demands of online teaching. She also suggests a balance between compassion and discipling student misbehavior or dishonesty. Further, she recommends strategic planning of tasks by limiting the quantity of tasks while maintaining quality. P11 was inspirational when she said, "Be like BDO we really have to find ways…we just have to be creative as educators and resourceful as well as finding strategies to deliver our lessons well with this set up." To P11, creativity, resourcefulness, adaptability, and openness to new learnings are musts when it comes to coping with the challenges of online teaching.

As P13 capped it, "Provide detailed, honest, and timely feedback in order to come up with relevant appropriate action/solutions."

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INDUCTION OF CONCEPTS

Codes	Themes
Internet Connection	Connectivity
Platform Navigation Technical Knowledge Platform/LMS Restrictions LMS Training/Orientation	Technical Knowledge and Skills
Student Engagement Academic Integrity Teaching Strategy Assessment Constraints Collaborative Learning Availability of Resources Teacher-Student Interaction AV/ICT Materials Teaching Innovativeness Checking of Outputs	Pedagogic Customization and Student Accountability
Platform/LMS Training/Orientation Institutional/Academic Planning Academic Integrity Convenience Safety	Institutional and Academic Planning

After the extensive study, sorting, coding, and analysis of the responses from the participants, there are four (4) themes that were identified in the study. These are the following:

CONNECTIVITY

The participants identified internet connection as their primary technological challenge. In a country where ICT infrastructures are still developing, the lack of strong signal strength and internet connectivity is an apparent concern. Internet connection is the blood of online education. In most cases, the LMS and other platforms accessed during online classes require bandwidths and certain signal strength to function. In some advanced nations, internet connection may not be a major issue among online educators. However, in a country like the Philippines where connection strength has always been a perennial issue, it may be a generic challenge not only to teachers but also to students.

TECHNICAL KNOWLEDGE AND SKILLS

Another theme that emerged in the study is Technical Knowledge and Skills. This includes platform navigation, technical knowledge, platform/LMS restrictions, and LMS training/orientation. The participants identified that some of their pedagogical challenges involve the lack of an LMS, the restrictions of the LMS and other platforms, and the lack of extensive and intensive training both for them and their students. Based on the findings and the related literature studies cited, online teaching requires both training in pedagogy and technology.

PEDAGOGIC CUSTOMIZATION AND STUDENT ACCOUNTABILITY

The third theme that appeared in this study is pedagogic customization and student accountability. Pedagogic customization refers to the style and personal-professional preference of English educators as they innovate for teaching strategies, and as they incorporate or deviate from traditional strategies in online teaching. Student accountability, on the other hand, refers to both student engagement or behavior,

and academic integrity.

INSTITUTIONAL AND ACADEMIC PLANNING
The final theme identified refers to the careful, intensive, and extensive planning on the administrative and instructional levels to address the issues and challenges met by the participants.

CONCLUSIONS
After careful analysis, the following are concluded
1. The challenges of the participants involve connectivity, technical knowledge and skills, and student engagement, accountability, and customization of pedagogy.
2. The advantages identified by the participants are convenience, availability of resources, and safety; while the main disadvantages are the lack of student engagement, poor internet connection, and the incompatibility of online teaching to language instruction.
3. The primary recommendations of the participants are institutional and academic planning.

RECOMMENDATIONS
Based on the conclusions established by study, the following are proposed:
1. Improve IT infrastructures and intensify teacher training on e-pedagogy both teaching strategies, technical knowledge and LMS navigation.
2. Institutionalize academic policies on student accountability, integrity, and dishonesty.
3. Consider flexible and blended learning schemes to address the cons and take advantage of the pros.
4. Consider intensive and extensive institutional planning on administrative, instructional, technological, and classroom levels.
5. A longitudinal or a quantitative assessment study relating to such challenges may be conducted.
6. Factors affecting student engagement and participation during online education may be explored too.

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