

# Exploration on the strategy used by the teacher in teaching language and literature during pandemic: A phenomenological study

Dipolog, Susan ✉

University of Mindanao, Philippines ([dipologsusan@yahoo.com](mailto:dipologsusan@yahoo.com))



ISSN: 2243-7703  
Online ISSN: 2243-7711

**Received:** 26 October 2022

**Revised:** 1 November 2022

**Accepted:** 8 November 2022

OPEN ACCESS

**Available Online:** 8 November 2022

**DOI:** 10.5861/ijrse.2022.362

## ***Abstract***

This phenomenological study aimed to explore the challenges and insights of the selected language teacher participant using different strategies in teaching language and literature during pandemic. The participant in this study was chosen through purposive sampling technique. The instrument used in this study underwent validation both internal and external validators. Empirical data were gathered using an in-depth interview (IDI) and focused group discussion (FGD). The results of the study revealed the following themes as to the challenges faced by language teacher were experiencing teaching during pandemic. As to the insights shared by the informant, the following themes emerged, enhancement of the program and conduct of seminars or trainings. Finally, the themes generated can be a strong basis for possible intervention or enhancement which will provide benefits in the academic community.

***Keywords:*** strategy, language and literature, pandemic, qualitative-phenomenological, Tagum, Davao del Norte

## **Exploration on the strategy used by the teacher in teaching language and literature during pandemic: A phenomenological study**

### **1. Introduction**

It has been avowed that one of the paramount responsibilities of the teachers is to prepare and equip the students to thrive despite the challenges that they might face in the future. No matter what circumstances, part of the teachers' role is to continuously deliver quality education. Preparedness and the effective use of teaching strategies to ensure the quality of the teaching and learning process is one important factor in the responsibility of a teacher. However, it is undeniable that the COVID-19 pandemic altered the economic situation worldwide and even more the educational landscape. It brought numerous challenges that tested the strength and readiness of the teachers as well as the effectiveness and efficiency of the strategies they employ in the new normal teaching of language and literature which are different to the traditional means.

In Turkey, the COVID-19 pandemic brought immense effects to the teaching and learning of languages. However, despite this, teachers find strategies such as the use of technology, and they even intensified the use of internet (Bozavli, 2021). In Brazil, the teachers also faced the challenge on learning continuity especially in the teaching of the English language, but they tried online teaching to cope up where they still encountered various issues (Ribeiro, 2020). Teaching strategies in literature have also been a problem in India where educators relied to virtual platforms because there had been a decrease in the effectiveness of teaching literature due to slow connectivity and software issues (Mathew & Pandya, 2020).

In the Philippines, a qualitative research was conducted in Bulacan about the effectiveness of online teaching and the learning flexibility of students in the modular instruction as among the strategies implemented amidst the pandemic. The said study aimed to measure the advantage of a particular strategy as an alternative tool for learning specifically in times of great need like during a pandemic. The study revealed that Eliademy, an online platform used by teachers as a teaching strategy had been beneficial as an alternative tool used for teaching and learning. However, despite its accessibility, the study revealed that teachers still encountered major problems in terms of internet connectivity (Francisco & Barcelona, 2020). According to Peng-Shei (as cited by Napil & San Jose, 2020), the use of inappropriate strategy in language teaching can surely lead to misunderstanding and ineffective learning of the language.

In the Division of Davao del Norte, Asuncion District, Filipino teachers teaching amidst the pandemic directly share various stories and foster meaningful experiences among their students as part of teaching the Filipino language and literature. The teachers' effort is part of their goal to respond to the learning needs of their learners. The onset of the pandemic forced schools in Asuncion, Davao del Norte to become more resilient and better at delivering excellent and quality education with the assistance of modular distance learning and asynchronous activities despite limited training and preparation especially in terms of the teaching strategies to employ.

**Purpose of the Study** - This qualitative study aimed to explore the challenges of the language teacher and to look into the insights of the language teacher using different strategies in teaching language and literature during pandemic that can be shared to the academic community. The participant in this study was chosen using the purposive sampling technique. The researcher was prompted to conduct this investigation in order to voice out the viewpoint of the teacher who experienced intricacies in their tasks as teacher.

#### *1.1 Research Questions*

- What are the experiences of teachers in employing different strategies in teaching language and literature amidst the pandemic?

- How did the Filipino teachers cope up with the challenges in teaching language and literature using the different strategies amidst the pandemic?
- What are the insights and aspirations of Filipino teachers in teaching language and literature in the time of the pandemic that can be shared to other teachers?

### 1.2 Theoretical Lens

This study is anchored on the theory of Carter & Long (1991) about the models and approaches in teaching language and literature. It consists of three models namely: language model, cultural model, and personal growth model. The language model or language-based approach is a model which can help in the development of knowledge about a target language through emphasizing familiar grammar, lexical, and discourse categories. This approach suggests the use of a variety of activities in teaching such as cloze procedure, prediction exercise, jumbles sentences, summary writing, creative writing, and dramatization. Next is the cultural model which helps in the learning of a target culture, and history and genre of literature. This model promotes and opportunity for the learners to investigate cultural roots that will serve as guide toward a better understanding of a literary text. Third is the personal growth model which connects the language model and cultural model through a focus on a particular language while putting it in the cultural context. This model involves the personal, intellectual, and emotional experiences of the students. Here, they are encouraged to express their feelings and opinions to generate connection between the personal and cultural experience divulged in the text – whether linguistic or literary.

There is a strong connection between this research and the mentioned models because teaching language and literature requires a variety of strategies and approaches which should also involve the students rather than the target language and literature only. For the strategy to be effective and meaningful, the interconnection between the target and the students must be considered. These models were used to look into the strategies and methods of the teachers and how they are going to integrate these into their teaching as one of the adaptations in teaching Filipino amidst the health crisis.

This theory will be used as a lens in the analyses in this research on how the teachers faced the challenges in terms of the teaching strategies they employ and how they respond to those encountered problems. The pandemic is one of the uncontrollable phenomena which constitutes changes in all aspects of the teaching and learning process. Because of this, there are adjustments in the teachers' strategies in teaching particularly in Filipino to ensure learning continuity among learners of language and literature in spite of the notable changes brought about by the pandemic.

**Significance of the Study** - The result of the study is beneficial for the Department of Education which findings would serve as additional information for DepEd officials to formulate plans and enhancement programs to provide quality and relevant strategies and approaches in teaching during pandemic. For teachers, it may provide them information and encouragement to design ways and develop methods to effectively implement these strategies. For future researches, this may sprout another research undertaking in the future.

### 1.3 Definition of Terms

**Teacher's Teaching Strategy.** It is a normal practice done by a teacher. It is one of the general approaches in the classroom that will allow students to learn a lot of things through the strategy used in delivering information and dominion over behavior and students' understanding. In this research, it refers to the different methods used by Filipino teachers in teaching language and literature under the Filipino subject amidst the pandemic.

**Teaching Language and Literature.** It is a mental process. Teaching language emphasizes the teaching of grammar used generally with a high level of abstraction in a natural and humanistic method of delivering thoughts, emotions, and aspirations of the learners in the teaching and learning of the Filipino subject. Meanwhile, teaching

literature encapsulates the sharing of the importance of every expression, written, verbal, or even through actions, that have a definite form like poems, short stories, plays, novels, and essays. In addition, it also refers to a skill that must be developed among Junior High School students which is part of their learning of the Filipino subject.

**Pandemic.** This refers to the crisis brought by COVID-19 which spread in almost all parts of the world, including the Philippines. In this research, it refers to the certain period which defined by massive changes in education in adherence to the new normal implemented by the government for learning continuity despite the challenges brought by the worldwide health crisis.

**Delimitation and Limitations** - This qualitative study is delimited to know the challenges faced by language teacher in using different strategies in their respective classes. The data obtained in this study is limited to the responses and experiences of the language teacher who is identified in one of the public schools. Thus, the result of this study will be confined to the results in the in-depth interview. As a researcher, it is crucial to consider the delimitation and limitations of this qualitative research to ensure the smooth flow of the study. It only focuses on the analysis and interpretation of the utterances of teachers in Filipino, and their implications to the progress of the teachers' educational delivery of the subject, particularly of language and literature, amidst the pandemic.

## 2. Review of related literature

### 2.1 Teacher Strategy

Distance and blended learning during the pandemic are very complex activities. They require deep attention, and thorough thinking and understanding. A teacher's main goal is that their students will learn something. It is the teacher's responsibility to deliver well the lessons and information to the learners, thus, teaching strategies are vital for the teachers as this will help foster full understanding of the subject matter by the students (Gurdiel, 2015). According to Barberos, et al. (2018), the holistic development of students is dependent on the effectiveness of instruction. The teacher has an important role inside the classroom. In capturing the interest of the students, there must be a variety of teaching styles and methods. Most importantly, the teacher must have an adept grasp of the objectives and criteria in the curriculum, interest, skills, values, and insights. Meanwhile, the University of Concordia Portland supported the importance of teaching strategies. According to them, teachers must give due importance to the teaching methods because as teachers, they must choose an approach where all students can benefit from for a productive and controlled classroom. However, no two teachers are alike in their way of teaching just like there is no two learners that learn concepts the same way. Teachers have different styles in teaching based on their philosophy in education, school demographics, topic, and vision and mission of the school. Fernandez et al. (2010) also revealed that the methods of information delivery and skills development have a significant role in assisting educators to ensure that important insights are transferred to the students in an easy and efficient way. Both simple and complex tasks need strategies to be done effectively. The teacher must pay careful attention to the said strategies to be developed to ensure that the target results will be acquired.

### 2.2 Language Teaching

Zafra (2016) emphasized that language teaching is rooted in linguistic orientation and language skills. This consists of lesson such as spelling, reading, writing, speaking, phonetics, grammar, and even writing of literary compositions. Also, Gadon (2021) highlighted in the study of Gloria (2021) that language teaching and learning involves practice in listening. It is a communication process which provides a way to understand what others say. In addition, the teacher is the one who is responsible in giving knowledge which will develop the learners' listening ability. Moreover, language teaching, specifically Filipino language is essential to the learners because it is an important factor in communication. However, it requires improvement of the language for it to be used effectively. This is the reason why there is a subject on grammar and literature (Ortanez & Leonardo, 2018).

According to Nugruho et al. (2021), there are numerous studies tackling the challenges encountered by

language teachers. For instance, the challenge in the use of technology in teaching language which has been very common during the onset of the pandemic. In connection, Johnson et al. (2016) introduced the three main challenges met by teachers in teaching language while employing technology: method, practice, and support. The study revealed that there are many schools and students who do not have access to computers and even to internet connection.

All the beliefs and attitudes of teachers are very important factors in determining their challenges in language teaching. Their beliefs and attitudes influence the way they lead the students to learning during the COVID-19 pandemic. A positive attitude is expected to radiate hope for a productive learning no matter what technologies are used and despite the challenging distance learning (Johnson et al., 2016). In connection, Garton et al. (2021), expressed that the teachers in rural areas mostly do not have enough skills in language teaching through the use of technology. In fact, they lack the confidence to control the class while teaching with technology as one of their strategies.

### *2.3 Teaching Literature*

Literature is human's expression of emotions and thoughts on the things and events in the world, about life, society, government, and even the relationship of his soul with the creator. Literature has life because it reflects the community where people interact and their way of life. Literature is the history of a nation. It paves way for the reading and discovery of the past and present of a nation which includes the foundation, identity, and the Filipino culture (Azarias, 2018). De Juan (2013) mentioned solutions to the problem of teachers regarding the lack of interest of students in reading Filipino literature. According to De Juan, the teacher must employ a variety of teaching styles to awaken the interest of the students to read literature. Aside from this, it is not enough that the teacher understands the approaches in delivering the lessons. There must also be multimedia integration and use of computer applications such as powerpoint presentation to stimulate the learners' interest.

In the time of the pandemic, students must still recognize and understand what literature is. For Salazar (2000), the present circumstances forefront our literature. Students will understand literature best if teachers will introduce it effectively to them. Technology is also a big help in teaching literature now especially that there is a blended approach to learning. Guinto (2010) shared that learning literature would be enhanced if students will have an open mind and the readiness to accept insights about literature especially in social media and other fields. The internet is regarded as a phenomenon which deals with a modern culture. The new technology bears many benefits to the everyday life of people in every generation. Meanwhile, Arroigante (2020) cited the necessity of assessment in discovering if the students understood what they heard and read in a creative and artful expression. Dramatization is one way of assessing the understanding of the students of the characters, plot, tone, and other elements of the text. In addition, another method is through the use of imagery of the character or setting which shows the infusion of the gist of the text in the minds of the students.

### *2.4 Teaching During the Pandemic*

The disaster brought by the COVID-19 pandemic which spread worldwide including in the Philippines forged challenging experiences. There had happened numerous changes that must be accepted which are contrary to the normal and traditional ways. There are changes specifically in the aspect of education following the set protocols by the government for the new normal situation (Dones, 2018). It was revealed in the UNESCO Learning Portal (2020) that the pandemic constituted never-before seen challenges in economy, society, and politics globally. More than the health crisis, it caused an education crisis. During the lockdowns and quarantine periods, 87% of the total student population worldwide were affected where an estimated 1.52 billion students were forced to leave their schools and educational institutions to stay at home. The sudden shift leading to lack of security prompted the education sector to quickly respond to the changing structures in education.

Staying at home is one of the government's first mandates. Among the mandates is the closure of all schools

nationwide which urged the Department of Education to prepare for a quality educational delivery which is future-ready (DepEd, 2021). In the study of Alvarez (2020), the COVID-19 threat constituted massive effects in the sectors of economy, tourism, health, and most notably, education in general. In response to the call for learning continuity, distance learning was implemented. The study exposed internet connectivity issues. The concern on financial security to support effective learning also raised in the time of the pandemic.

In the similar bin, Dayagbil et al. (2021) discovered in their research that during lockdown in schools, teachers aligned their teaching and learning designs in adherence to the implemented modular and online approaches in their institutions. Most students find it hard to do the activities and requirements involved in their studies due of the limited resources and internet connectivity issues. In addition, Cabigao 2021 (as cited by Felonia 2021) argued that teaching during the pandemic must center on effective teaching strategies and use of instructional tools to make the teaching more effective. The suitability of teaching materials to the abilities of the students must be carefully considered.

### *2.5 Experiences of the Teachers in Teaching Filipino Using Strategies During the Pandemic*

Noval (2021) enumerated the most common challenges that Filipino teachers face in teaching language and literature during the pandemic. Included in the list are the following: slow internet connection, creation, collection, and checking of modules, threat to physical and mental health, and lack of gadgets and other learning equipment. In fact, in a study carried out by World Bank in 2020, it has been revealed that one of the most notable problems faced by teachers in online approach to education is the slow internet connection. The World Bank also exposed that students struggle in online learning because of the hardships in accessing the internet (Ali & Kaur, 2020). This is also supported by Toquero (2021), revealing that slow and unreliable internet connection, expenses for internet installation, technophobia, lack of 21<sup>st</sup> century technological skills, and lack of learning materials, are some of the challenges in distance teaching and learning. Because of this, there must be creation and fixing of infrastructures that can help in improving the quality of connection in the country especially now that flexible learning, which requires internet connection, became a huge part of the new normal system of education.

### *2.6 Sharing of Insights and Aspirations in Teaching During the Pandemic*

The spread of COVID-19 caused countries around the world to implement quick plans to control the virus and avoid the possible stoppage of education. In this context, various methods in online and distance education had been mobilized. Ali & Kaur (2020), find out that teachers exhausted alternatives more than their abilities. Despite the limited resources, the teachers turned to the use of facebook to share information, posting of worksheets in social media, creation of group chats for easier access of the leaners, and communication with parents through emails to provide feedback to learning needs. Teachers also contacted students through cellphones, prepared supplementary worksheets for home-based learning, and the utilization of online platform strategies.

In addition, there have also been problems regarding the learning continuity through distance learning. It has been discovered that the education sector generally lacked the capacity to continue education through distance learning. They also lacked appropriate materials for distance education and teachers still have to coordinate with educational leaders to create programs for learning continuity. There must be more information drives about the pandemic and teachers must undergo more trainings to ensure having appropriate teaching strategies (Ali & Kaur, 2020). The sudden shift in the method of educational delivery constituted problems to the teachers particularly in instruction since it forged limited engagement among learners in the process of teaching and learning. The educators face a challenge on how to still push through education through the distance learning approach. It places a great importance to the teachers' working condition to more effectively support teachers in responding to the changes in the organization in times of crisis (Kraft et al., 2020).

Furthermore, Garcia (2020) said that the aspirations of a teacher in teaching in the new normal is to stay true to

their sworn responsibility to the nation. Even though there are challenges, the teachers still aim to secure and lighten up the path of the students in the new normal. The recognition of the objectives of education even amidst the pandemic provides clarity to teachers and gives direction to learning continuity. The mentioned readings, concepts, opinions, and ideas, root from various authors who are related to my investigation and analysis. They served as an eye-opener and assisted in the outlining of the research questions, theoretical lens, and supported the various methods I did in the gathering and analysis of data from the research participants. Aside from these, it can be interpreted in this study that teaching and learning continuity is very important even in the time of the pandemic. The analysis of literatures helped and supported the findings and discoveries regarding the experiences of the teachers in Filipino in sharing learning competencies in language and literature. It will also guide other researchers who will conduct related studies in the future.

### 3. Methodology

This part deals with the research design, role of the researcher, research participants, data collection, data analysis, trustworthiness and the ethical consideration.

**Research Design** - This investigation employed qualitative - phenomenological study which aimed to know the challenges faced by the informant in this research and the insights shared that can be very beneficial in the academic community. Phenomenological research is a qualitative approach in which the investigator explores a real-life, either single case or multiple cases over time through detailed in-depth data collection involving multiple sources of information such as interviews, observations, audio-visual material, documents, reports and generates a case description and case themes (Creswell, 2013). This research is designed in a qualitative-phenomenological approach since this is about a phenomenology which deals with the exploration of the experiences of teachers in teaching language and literature using different teaching strategies during the pandemic. Through this, a generalization can be made to better understand the phenomenon.

**Role of the Researcher** - The role of the researchers in a qualitative study is an important matter to be considered in the pursuit of investigation of any social phenomena. The researcher is highly qualified to pursue this investigation because as language teacher, mother tongue based-multilingual education is an academic phenomenon that confronts language teaching. In this study, the researcher played the role in terms of the purpose of the study.

**Research Participants** - In this case study, the participant came from one of the schools in Davao Del Norte who is teaching in Secondary who experience difficulty in using different strategies in teaching during pandemic. The informant was chosen through purposive sampling technique. In line with the selection of the participants, the researcher considered Creswell's suggestion on the selection of the participants. Further, the informant must possess the quality that this research proposes and observes in the careful selection of the participant.

**Data Collection** - The main method used in data collection was personal interview supplemented with thorough description and comprehensive narration of all aspects of the data collection process. Data Collection component of research is common to every phase of the study.

**Data Analysis** - This study made use of the content and thematic analysis in analyzing the collected data. Content analysis and thematic analysis are two common approaches in data analysis.

**Trustworthiness** - Qualitative research entails a variety of disciplines, paradigms, epistemologies, embraces multiple standards of quality. Trustworthiness as suggested by Cuba and Lincoln includes credibility, transferability and confirmability (Morrow, 2005).

**Ethical Consideration** - To establish ethical considerations, we followed the ethical steps as suggested by (Boyatzis, 1998) such as *respect for persons, beneficence, justice, consent and confidentiality*.

#### 4. Results

This phenomenological study aimed to explore the challenges of the language teacher and to look into the insights of the language teacher using different strategies that can be shared to the academic community. The participant in this study was chosen using the purposive sampling technique. The researcher was prompted to conduct this investigation in order to voice out the viewpoint of the teacher who experienced intricacies in their tasks in using the prompt strategies during pandemic. Phenomenological research is a qualitative approach in which the investigator explores a real-life, either single case or multiple cases over time through detailed in-depth and focused group discussion data collection involving multiple sources of information such as interviews, observations, audio-visual material, documents, reports and generates a case description and case themes (Creswell, 2013). The participant in this case study revealed that as to the challenges, the themes emerged such as *Challenged in Explaining and Defining Learning Activities*, *Lack of Interest Among Learners*, *Lack of Determination of Learners to Answer Learning Tasks*

**Table 1**

*Themes and core ideas on the experiences of teacher in using strategies in teaching language and literature*

Emerging Themes	Core Ideas
Challenged in Explaining and Defining Learning Activities	giving instructions to students about the lessons became a problem explaining of the lesson objectives became harder for the teachers because not all students can understand it is hard to explain to the parents and the students what activities prepared by the teacher they must answer it requires more time and effort to explain to the learners and their parents about what the activities are and how they would be able to make them
Lack of Interest Among Learners	teachers are challenged by the decreased interest of the students in answering their assigned learning tasks it is a challenge in teaching how to make the students more interested to learn even amidst the pandemic the learners themselves are disinterested to answer the modules their teachers gave them
Lack of Determination of Learners to Answer Learning Tasks	there are activities the teacher provides which the students do not answer not all learners are responsive to the learning tasks prepared by the teacher the students return unanswered or empty worksheets to their teachers

As to the insights shared by the participant, there were two themes emerged such as *Providing Alternative Activities* and *Researching Additional and New Strategies*. Table 2 revealed the insights of the participant.

**Table 2**

*Themes and core ideas from the responses of the teachers in Filipino on how they coped up with the challenges in teaching language and literature using strategies amidst the pandemic*

Emerging Themes	Core Ideas
Providing Alternative Activities	the challenges are attended through the use of strategies which assure the learners think of other activities for students to better understand the lessons using easier strategies or providing easier activities to the learners providing alternative activities that can stimulate learners' interest providing alternative activities that are suitable to the abilities of the learners
Researching Additional and New Strategies	participation in DepEd webinars and researching related strategies that can be used in teaching Researching accurate information about the subject matter to share to the learners Refer to Google and YouTube which are high-tech methods to get new strategies

As to the insights shared by the participant, there were two themes emerged such as *Be Determined in Doing the Responsibilities*, *Improve Knowledge about Teaching Strategies*, and *Encourage Learners to Give More Importance to Filipino Language*. Table 3 revealed the insights of the participant.



**Table 3**

*Themes and core ideas on the insights and aspirations of teachers in Filipino in teaching language and literature during the pandemic that can be shared to other teachers*

Emerging Themes	Core Ideas
Be Determined in Doing the Responsibilities	enrich more the teaching of Filipino language to foster the Filipino identity have an interactive teaching even during the pandemic to make language and literature learning fun even during the pandemic continue doing the responsibilities as a teacher because the pandemic cannot hinder education allow students to realize the importance of their teachers' efforts in teaching extend patience and think of more teaching strategies that are appropriate to the ages and needs of the learners develop the abilities of the learners and assist them in their education become resilient in the face of challenges to teaching even more during the pandemic to continue delivering quality education
Improve Knowledge about Teaching Strategies	attend LAC sessions and educational webinars to improve and enrich their knowledge on the teaching strategies enhance the strategies available to make the delivery of lessons appropriate develop the teaching strategies for students to better understand the lessons on language and literature research and use technology to enhance the teaching strategies
Encourage Learners to Give More Importance to Filipino Language	continue working hard in teaching language and literature for students to realize its importance even amidst the pandemic encourage learners to read literary compositions and learn the appropriate use of language to teach them the importance of Filipino make the learners understand the important and necessary lessons even during the pandemic the significance of teaching language and literature must remain despite the strong influence of social media to the students to help them give importance to Filipino

## 5. Discussion

*Exploration on the strategy used by the teacher in teaching language and literature during pandemic: a phenomenological study.* The findings were classified into major themes which generated ideas on the phenomenon. The first emerging theme which came out was the **Challenged in Explaining and Defining Learning Activities**. Explaining and defining learning activities can be considered an important factor to anchor the responsibilities of the teacher to deliver education well and manage other responsibilities related to the teaching and learning process. The teachers also encountered challenges even in the creation of techniques on how to cascade the learning goals to the students so that they will be able to comply appropriately. In this aspect, the teachers met notable problems when it comes to giving instructions where teachers find it hard to make their students and the parents understand about the correct instructions necessary to accomplish the learning activities as part of the teacher's strategies. This finding was supported by Marsetya (2015) who discovered that outlining and organizing an effective making-meaning and provision of instructions on the class activities are common problems that teachers face specially when it comes to complicated instructions required for a certain activity. Complicated instructions need concise methods. As a result, students have the tendency to respond to the activities given by the teacher.

The second emerging theme which seemed to be a challenge faced by teachers is the **Lack of Interest Among Learners**. Tseng (2020) emphasized valuing the interest of the learners. According to him, the learners will manifest their capacity to answer their modules and activities provided by the teachers if their intrinsic motivation to learn even amidst the pandemic is ignited. In addition, the new normal system of education which involves distance learning and modular instruction requires utmost guidance from the teacher. The third emerging theme which seemed to be a challenge faced by teachers is the **Lack of Determination of Learners to Answer Learning Tasks**. This concept also emerges as one of the notable challenges of the teachers in teaching Filipino during the pandemic because there are students who cannot respond to the strategies chosen by the

teacher. It can be concluded that students are not determined to answer the learning tasks and activities prepared by the teacher. There are activities provided by the teacher which the students return unanswered. The teachers express that no matter how nice and simple the strategies they use are, there are still students who do not respond to those.

In connection, the study of Son et al. (2020) supports the abovementioned findings. In their research, it was revealed that the new normal education during the pandemic result to more activities for the learners to comply which then add up to their personal responsibilities. They now have to learn by themselves also which means that they cannot receive enough guidance and support in modular instruction just like in the traditional setup in education. This leads to hardships in answering and responding to the provided activities to them.

### 5.1 Implication in Education

The result of the analyses could be used in the field of Education. It could also explain the impact on the use of different strategies in the educational system. It would also help language teacher in the field who are the bearers of the said program. In addition, it may urge the language teacher to reexamine the strategies used in the classrooms for the modification of the teaching strategies if needed. Analysis of different strategies must be reviewed.

### 5.2 Implication for Further Research

The result of the interview conducted gave an overview on the use of different teaching strategies that evolves in the educative process. Teaching strategies refer to methods, techniques, procedures and processes that a teacher uses during instruction. Teaching strategies must be developed and must be given credit through the conduct of further studies.

### 5.3 Concluding Remarks

As I first conceptualized my qualitative research, I felt reluctant about it. I thought of the contention that it would give me. At first, I just formulated a simple title for my study. Being in the field of education, I have known the sentiments of teachers in the use of strategies. I felt motivated to conduct this study because this is very timely issue that confronts the education system at present. Much of the readings largely dwell on the positive aspects in the uses of different strategies. There have been contentions as to uses of a teaching strategies. It impacts teaching and even among learners who are recipients in this program. The teachers' responsibilities in school have never been harder. The onset of the COVID-19 pandemic intensified the previously known challenges and even prompted several changes. Teachers, specifically in Filipino, were challenged on how to continue delivering information to students they do not engage with face-to-face. Because of this, educators sought strategies such as easing the previously required complex tasks to still ensure that learning the Filipino subject will be as meaningful for the students. As a Filipino teacher myself, I am extremely delighted that despite the pandemic, the teachers were still able to continue and stand for their responsibilities to teach. The present pandemic taught a lot of things to everyone. As teachers, aside from education, the lives of the learners are also very much important and therefore, must be considered at all costs. A teacher's responsibility is not just to mainly share information but to ensure that each and every learner is valued and safe. During the conduct of the study, I experienced the feeling of being a researcher. It required the painstaking process to successfully carry out the research with the aid of the people who played important roles in this undertaking. In conclusion, I can say that this research of mine is a product of hard work, dedication, sleepless nights, sacrifices, time, and endless motivations just to continue this academic work.

## 6. References

- Abulhul, Z. (2021). Teaching strategies for enhancing student's learning. *Journal of Practical Studies in Education*, 2(3), 1-4 DOI: <https://doi.org/10.46809/jpse.v2i3.2>

- Adams, T.E. (2008). A review of Narrative Ethics. <https://doi.org/10.1177/107780040404704417>
- Akpan, J. P., & Beard, L.A. (2016). Using constructivist teaching strategies to enhance academic outcomes of students with special needs. *Universal Journal of Educational Research*, 4(2), 392-398. <https://files.eric.ed.gov/fulltext/EJ1089692.pdf>
- Ali, W., & Kaur, M. (2020). Mediating educational challenges amidst Covid-19 pandemic. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 6(2), 40-57
- Alvarez, A. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*. <https://eric.ed.gov/?id=EJ1289949>
- Alvarez, A. J. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15(1), 127-143. Retrieved from <http://www.asianjde.com/ojs/index.php/AsianJDE/article/view/453>
- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, 23(3), 121-127.
- Aminatun, D. & Oktaviani, L. (2019). Memrise: promoting students' autonomous learning skills through language learning application. *metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214-224. DOI: 10.31002/metathesis.v3i2.1982
- Anwer, F. (2019). Activity-Based teaching, student motivation and academic achievement. *Journal of Education and Educational Development*. <https://files.eric.ed.gov/fulltext/EJ1216784.pdf>
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115.
- Barberos, M. T. et.al (2018). The effect of the teacher's teaching style on students' motivation. *NYU STEINHARDT*. <https://steinhardt.nyu.edu/departments/teaching-and-learning/research/practitioner-action-research/effect-teachers-teaching>
- Barile, N. (2021). A guide to giving clear instructions to students (that they will actually follow). <https://www.wgu.edu/heyteach/article/guide-giving-clear-instructions-students-that-they-will-actually-follow2001.html#:~:text=Giving%20clear%20instructions%20to%20students%20can%20ensure%20that%20they%20fully,happy%20and%20successful%20in%20school>
- Belmont, M. (1984). Conducting in-depth interview. *Pathfinder International Tool Series, Monitoring and Evaluation*.
- Bolden, F. (2019). Importance of continuing education for teachers. *Educator's blog*. <https://www.graduateprogram.org/2019/07/importance-of-teachers-continuing-their-education/>
- Boyce, C. & Neale, P. (2006). Conducting in-depth interviews: a guide for designing and conducting in-depth interviews for evaluation input. *Pathfinder International Tool Series, Monitoring and evaluation 2*.
- Bozavli, E. (2021). Is foreign language teaching possible without school? Distance learning experiences of foreign language students at ataturk university during the covid-19 pandemic. *Arab World English Journal*. <https://dx.doi.org/10.24093/awej/vol12no1.1>
- Braun, V., & Clarke, V. (2012). Research designs: quantitative, qualitative, neuropsychological, and biological. *American Psychological Association*, 2(4), 57–71. <https://doi.org/10.1037/13620-004>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London, UK: SAGE.
- Brendle, J. (2017). A study of co-teaching identifying effective implementation strategies. *International Journal of Special Education*. <https://files.eric.ed.gov/fulltext/EJ1184155.pdf>
- Bryman & Bell (2007). "Business Research Methods", 2nd edition. *Oxford University Press*.
- Buchanan, S., Harlan, M. A., Bruce, C. S., & Edwards, S. L. (2016). Inquiry based learning models, information literacy, and student engagement: A literature review. *School Libraries Worldwide*, 22(2), 23-39.
- Cabigao, J. R. (2021). School-based assessment framework version 2.0 (the new normal). *International Journal of Multidisciplinary Research Review*. Volume 5. 106-108.
- Cabigao, J. R. (2014). Improving pupils' academic performance through strengthened school-home partnership.
-

- Carcary, E. (2009). *Qualitative inquiry and research design*. Sage Publication, Inc.
- Chesebro, J. & McCroskey, J. (2009). The relationship of teacher clarity and immediacy with student state receiver apprehension, affect, and cognitive learning. *Communication Education*.  
<https://www.tandfonline.com/doi/abs/10.1080/03634520109379232>
- Cohen, A.D. (2007). Coming to terms with language strategies: *Surveying the experts*. In D.C. Cohen & E.M. Macaro (Eds).
- Concordia University (2017). Concordia launches new teacher education curriculum.  
<https://www.businesswire.com/news/home/20170317005502/en/Concordia-Launches-New-Teacher-Education-Curriculum>
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed). SAGE Publications. <https://psycnet.apa.org/record/2006-13099-000>
- Creswell, J. W. (2013). *Research design: qualitative, quantitative, and mixed methods approaches*. (3<sup>rd</sup> ed.). SAGE Publications.
- Creswell, J. W. (2014). *Qualitative inquiry and research design: Choosing among five approaches* (4<sup>th</sup> ed). SAGE Publications.
- Creswell, J.W. & Plano Clark, V.L. (2011). *designing and conducting mixed method research*. (2<sup>nd</sup> ed.). SAGE Publications.
- Creswell, J.W. (2012). *Educational research planning conducting and evaluating qualitative and quantitative research* (4th Ed.)
- Creswell, J.W., Poth, C.N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications. (4<sup>th</sup> ed.) <https://searchworks.stanford.edu/view/11934622>
- Dangle, Y. R. P., & Sumaoang, J. D. (2020, November). The implementation of modular distance learning in the Philippine secondary public schools. In 3rd International Conference on Advanced Research in Teaching and Education (Vol. 100, p. 108).
- Dayagbil et. al (2021). Teaching and learning continuity amid and beyond the pandemic. *Frontiers in Education*.  
<https://doi.org/10.3389/feduc.2021.678692>
- de Wit J, Brandse A, Krahrmer E, Vogt P (2020, March). *Varied Human-Like Gestures for Social Robots: Investigating the Effects on Children's Engagement and Language Learning*.
- DepEd. (2020). Official Statement Department of Education. Retrieved from  
<https://www.deped.gov.ph/2020/05/06/official-statement-2>
- DOH (2020). *Department of Health Philippines*. Retrieved from <http://www.doh.gov.ph/2019-nCoV>
- Ebona, J. M. (2020). Key roles of teachers in new normal education. *News BEaST Ph*.  
<https://newsbeastph.com/2020/10/key-roles-of-teachers-in-new-normal-education/>
- Ellis, P. (2016). The language of research (part 8): phenomenological research. *Wounds UK*. Vol.12, No. 1 pp. 129.
- English, L.D. (2016). STEM education K-12: perspectives on integration. *IJ STEM Ed* 3(3), 129-130.  
<https://doi.org/10.1186/s40594-016-0036-1>
- European Training Foundation (2020). Teachers play an important role in boosting learners' engagement in education affected by the COVID-19 pandemic.  
<https://www.etf.europa.eu/en/news-and-events/news/teachers-play-important-role-boosting-learners-engagement-education-affected>
- Felonia, M. (2021). Mga pamamaraan at kagamitan sa pagtuturo ng filipino sa panahon ng pandemya.  
[https://www.researchgate.net/publication/353543257\\_Mga\\_Pamamaraan\\_at\\_Kagamitan\\_sa\\_Pagtuturo\\_ng\\_Filipino\\_sa\\_Panahon\\_ng\\_Pandemya](https://www.researchgate.net/publication/353543257_Mga_Pamamaraan_at_Kagamitan_sa_Pagtuturo_ng_Filipino_sa_Panahon_ng_Pandemya)
- Fernandez, et al., (2010). Mga salik sa epektibong pamamaraan ng pagtuturo sa asignaturang filipino sa mataas na paaralan ng polompon institute of technology polompon, leyte.  
<https://www.slideshare.net/lourlse/researchpaper-in-filipino>
- Fernandez, N. (2020). Economic Effects of Coronavirus Outbreak (COVID19) on the World Economy.  
<https://doi.org/10.2139/ssrn.3557504>
- Francisco, C. & Barcelona, M. (2020). Effectiveness of an online classroom for flexible learning. *International*

- Journal of Academic Multidisciplinary Research (IJAMR)*.  
<https://files.eric.ed.gov/fulltext/ED607990.pdf>
- Garcia, E. (2020). COVID-19 and student performance, equity, and U.S. education policy Lessons from pre-pandemic research to inform relief, recovery, and rebuilding. *Economic Policy Institute*.  
<https://files.eric.ed.gov/fulltext/ED610971.pdf>
- Gloria, A. (2021). Paglinang ng mga estratehiya sa pagtuturo ng wikang filipino sa panahon ng pandemya.  
[https://www.researchgate.net/publication/353443547\\_Paglinang\\_ng\\_mga\\_Estratehiya\\_sa\\_Pagtuturo\\_ng\\_Wikang\\_Filipino\\_sa\\_Panahon\\_ng\\_Pandemya](https://www.researchgate.net/publication/353443547_Paglinang_ng_mga_Estratehiya_sa_Pagtuturo_ng_Wikang_Filipino_sa_Panahon_ng_Pandemya)
- Guba, E.G., & Lincoln, Y. (1994). *Competing paradigms in qualitative research*. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative* (pp.105-117). Thousand Oaks, CA: Sage
- Guba, M. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1.
- Guinto, G. (2021). Mga estratehiya ng pagtuturo ng wika't pag-uugnay ng panitikan sa reyalidad ng buhay.
- Gurdiel, C., Pallarca, A.P. Et, Al (2015). Mga salik tungo sa epektibong paraan ng pagtuturo sa mga estudyanteng nag-aaral ng edukasyong pangsekundarya.  
[https://www.academia.edu/23015371/MGA\\_SALIK\\_TUNGO\\_SA\\_EPEKTIBONG\\_PAMAMARAAN\\_NG\\_PAGTUTURO\\_SA](https://www.academia.edu/23015371/MGA_SALIK_TUNGO_SA_EPEKTIBONG_PAMAMARAAN_NG_PAGTUTURO_SA)
- Johnson, A. M., Jacovina, M. E., Russell, D. E., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom. In S. A. Crossley & D. S. McNamara (Eds.) *Adaptive educational technologies for literacy instruction* (pp. 13-29). New York: Taylor & Francis.
- Kimmons, R. (2020). Lifelong learning. *The K-12 Educational Technology Handbook*.  
[https://edtechbooks.org/k12handbook/lifelong\\_learning](https://edtechbooks.org/k12handbook/lifelong_learning)
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267-277.
- Kraft, M.A., Simon, N.S., & Lyon, M.A. (2020). Sustaining a sense of success: the importance of teacher working conditions during the covid-19 pandemic.  
<https://www.edworkingpapers.com/sites/default/files/ai20-279.pdf>
- Lopez, R. (2021). Pagtuturo ng asignaturang filipino ngayong online class.
- MacDonald, K. (2022). Teaching methods and strategies: the complete guide. *Education Corner*.  
<https://www.educationcorner.com/teaching-methodsstrategies.html#:~:text=Using%20these%20differen,t%20teaching%20methods,whether%20in%20person%20or%20online>
- Macomber, P. (2018, July 1). Simplify learning – simplify teaching. *Nexus Education*.  
<https://nexus-education.com/blog/simplify-learning-simplify-teaching/#>
- Marsetya E. (2015). Teacher's problems in giving instruction for elementary students of Bethany school. Satya Wacan Christian University.  
[https://repository.uksw.edu/bitstream/123456789/9898/2/T1\\_112010021\\_Full%20text.pdf](https://repository.uksw.edu/bitstream/123456789/9898/2/T1_112010021_Full%20text.pdf)
- Mathew, R., & Pandya, D. (2020). Entanglements of teaching literature during the pandemic. *European Journal of Molecular & Clinical Medicine*.
- Morgan, H. (2020, April 28). Best practices for implementing remote learning during a pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*.  
<https://www.tandfonline.com/doi/full/10.1080/00098655.2020.1751480>
- Motloba, P. & Makwakwa N. (2018). Respecting autonomy (part 2). *Ethics*, p460.  
<http://dx.doi.org/10.17159/2519-0105/2018/v73no7a7>
- Murawski W. (2020). Ensuring co-teaching continues virtually: a school leader's imperative. *Journal of School Administration Research and Development*.
- Napil, M. & San Jose, A. (2020). Beliefs and strategies in filipino language learning and academic performance of indigenous students. <https://doi.org/10.15739/IJEPRR.20.017>
- Nurutdinova, A et al. (2016). Innovative teaching practice: traditional and alternative methods (challenges and implications). *International Journal of Environmental and Science Education*, 11(10), 3807-3819.
- Ortanez, D. & Leornado, A. (2018). Kahalagahan ng wikang filipino sa edukasyon.  
[https://www.academia.edu/36247768/Kahalagahan\\_ng\\_Wikang\\_Filipino\\_sa\\_Edukasyon](https://www.academia.edu/36247768/Kahalagahan_ng_Wikang_Filipino_sa_Edukasyon)
-

- Owens, J. S. et al. (2018). Rates of common classroom behavior management strategies and their associations with challenging student behavior in elementary school. *Journal of Emotional and Behavioral Disorders*, 26(3), 156-169. <https://doi.org/10.1177/1063426617712501>
- Parker, A. & Tritter, J. (2006). *Focus group method and methodology: Current practice and recent debate. International Journal of Research & Method in Education*, 29(1), 23-37. <https://doi.org/10.1080/01406720500537304>
- Peng-Shei W (2012). The effects of learning styles on language learning strategy use by EFL learners. *Journal of Social Sciences*.
- Persaud, C. (2021). Instructional strategies: the ultimate guide for professors. *Top Hat*. <https://tophat.com/blog/instructional-strategies/>
- Puspita, D. G. & Sugiyono, S. (2021). Strategies to improve education quality at junior high schools. *Knowledge E*. <https://doi.org/10.18502/kss.v6i2.9988>
- Queruz, C. (2021). Asignaturang filipino dapat ingatan at pahalagahan sa panahon ng pagaaral. <https://www.pressreader.com/philippines/sunstarpampanga/20210301/281616718097245>
- Reimers, F. et al. (2020). Supporting the continuation of teaching and learning during the COVID-19 pandemic. *OECD*. <https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf>
- Renninger, K. et al. (2014, January 17). The role of interest in learning and development. *T&F eBooks*. <https://www.taylorfrancis.com/books/mono/10.4324/9781315807430/role-interest-learning-development-ann-renninger-suzanne-hidi-andreas-krapp-ann-renninger>
- Ribeiro, R. (2020). Teacher experiences: teaching adults English during covid-19 pandemic. *Cambridge University Press*. <https://www.cambridge.org/elt/blog/2020/07/02/teacher-experiences-teaching-adults-english-covid-19/>
- Rodriguez-Segura et al. (2020). Learning inequalities in developing countries: evidence from early literacy levels and changes. *International Journal of Educational Development*. <https://riseprogramme.org/publications/aligning-levels-instruction-goals-and-needs-students-aligns-varied-approaches-common>.
- Rowell, L. (2022). 3 keys to evolving as a lifelong learner engaging in a process of learning, unlearning, and relearning puts educators on a path to continuous improvement. *Edutopia*. <https://www.edutopia.org/article/3-keys-evolving-lifelong-learner>.
- Saba, F. (2014). Introduction to distance education: theorists and theories: börje Holmberg. *Distance-Educator.Com Premier Portal For Professionals Since 1995, Covering Technology-Based Education*.
- Sadiq, s. and Zamir, S. (2014). Effectiveness of modular approach in teaching at university level. *Journal of Education and Practice*, 5(17), 103-110.
- Sarma, S.E. (2020). Applying new education technologies to meet workforce education needs. <https://workofthefuture.mit.edu/wp-content/uploads/2020/10/2020-Research-Brief-Sarma-Bonvillian.pdf>
- Shenton, A.K. (2004). *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. *Education for Information* 22(2):63-75 DOI: 10.3233/EFI-2004-22201
- Sinag (2020). Araw ng mga guro, ginunita ng buong mundo. *The BEACON Publications*. [https://issuu.com/beaconpublications/docs/sinag\\_2020\\_updated/s/11376077](https://issuu.com/beaconpublications/docs/sinag_2020_updated/s/11376077)
- Sinaga, R. R. F. & Oktaviani, L. (2020). *The Implementation of Fun Fishing to Teach Speaking for Elementary School Students*. *Journal of English Language Teaching and Learning*, 1(1), 1-6.
- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9), e21279. <https://doi.org/10.2196/21279>
- Starke, K. (2019). Teaching strategies used in today's classroom. *Educator's blog*.
-

- <https://www.graduateprogram.org/2019/07/importance-of-teachers-continuing-their-education/>.
- Sullera, F. et al. (2020). Lawak ng pagpapahalaga ng mga estudyante sa asignaturang filipino kaugnay ng kanilang akademik performans.
- [https://www.researchgate.net/publication/347951399\\_Lawak\\_ng\\_Pagpapahalaga\\_ng\\_mga\\_Estudyante\\_sa\\_Asignaturang\\_Filipino\\_Kaugnay\\_ng\\_Kanilang\\_Akademik\\_Performans](https://www.researchgate.net/publication/347951399_Lawak_ng_Pagpapahalaga_ng_mga_Estudyante_sa_Asignaturang_Filipino_Kaugnay_ng_Kanilang_Akademik_Performans).
- Tseng, H. (2020). An exploratory study of students' perceptions of learning management system utilisation and learning community. *Research in Learning Technology*, 28(1), 10. <https://10.25304/rlt.v28.2423>
- Viray, M. (2021). Makabagong guro ng wika at panitikan. *Research Gate*.
- [https://www.researchgate.net/publication/356892846\\_Makabagong\\_Guro\\_ng\\_Wika\\_at\\_Panitikan](https://www.researchgate.net/publication/356892846_Makabagong_Guro_ng_Wika_at_Panitikan)
- Wu, S. (2021, May 28). How teachers conduct online teaching during the covid-19 pandemic: a case study of Taiwan. *Frontiers in Education*. <https://www.frontiersin.org/articles/10.3389/educ.2021.675434/full>
- Zafra, G. (2016). Ang pagtuturo ng wika at kulturang filipino sa disiplinang filipino (konteksto ng k-12). *Academia Accelerating World's Research*. 2197-780

