



An Exploration of English Teachers' Instructional Communities of Practice: A Multiple Case Study

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Abstract: This multiple case study aimed to explore language teachers' experiences with a focus on their strategies and challenges in delivering distance learning and transitioning to limited face-to-face classes. The study was conducted with six English language teachers from the College of Education at Jose Rizal Memorial State University in Zamboanga del Norte, Philippines. The data collection process involved semi-structured interviews to gather in-depth narratives of participants' experiences. Thematic analysis was used, a method that involves systematically identifying, coding, and categorizing patterns in participants' narratives to uncover recurring themes and insights. Key findings revealed that teachers leveraged flexible scheduling to increase productivity and develop innovative teaching methods. Despite these efforts, lack of internet access among students emerged as a significant challenge, requiring teachers to provide additional support outside of regular hours, often through text and messaging platforms. Further challenges included the late start of the school year and inadequate classroom space, which required make-up sessions and additional adjustments to meet academic requirements. Based on these findings, participants recommended further professional development opportunities, financial assistance, material support, and a reassessment of teaching modalities to improve learning effectiveness in similar challenging contexts.

INTRODUCTION

Learning and teaching English have always been essential components of education worldwide, given the global importance of the English language. Rachmajanti (2008, as cited in Songbatumis, 2017) emphasizes that the primary goal of teaching English in educational institutions is to develop learners' proficiency in the language. This proficiency is essential in the era of globalization, where English serves as a lingua franca for international communication, business, education, and technology (Arikan & Ulas Taraf, 2010; Zhang & Zhang, 2018). By equipping students with strong English skills, educators aim to prepare them for opportunities in a globalized world and enable them to participate effectively in cross-cultural interactions.

English language teaching in educational institutions in the Philippines is regulated by major national policies, including the Decree of the Minister of Education and Culture No. 060/U/1993 and the 1989 Constitution on the National Education System of the

Philippines. These policies emphasize the importance of equipping learners with English proficiency to meet the demands of globalization and national development. Within this framework, English teachers play a pivotal role in implementing effective instructional practices to achieve these educational objectives (Hariharasudan & Kot, 2018; Xiao & Yang, 2019). In the context of this study, these policies underscore the critical responsibilities of English teachers, particularly in navigating the challenges of diverse learning environments and the impact of crises, such as the Covid-19 pandemic. Examining the instructional practices and experiences of English teachers, the research aims to provide insights into how educators fulfill their roles in alignment with national education goals and adapt to evolving educational demands.

Effective education requires meticulous planning and organization, as teaching strategies must align with the content being taught and meet the diverse needs of learners (Hariharasudan & Kot, 2018; Metruk, 2022). At its core, effective teaching aims to foster student engagement and facilitate learning by utilizing evidence-based instructional practices (Darling-Hammond et al., 2020). Charlotte Danielson's Framework for Teaching, commonly referred to as the "Blueprint for Teaching," offers a shared framework that helps identify and develop outstanding teaching practices. This framework is widely recognized in educational research for its capacity and accuracy to enhance student learning while improving the quality of teaching in various contexts, especially in the world of education (Danielson, 2007).

The Framework for Teaching outlines twenty-two components of teacher practice, which are organized into four domains that collectively provide a comprehensive tool for improving instructional quality and achieving better student outcomes. These four domains are: Planning and Preparation: This domain focuses on a teacher's ability to design coherent instruction, set instructional outcomes, and demonstrate knowledge of content, pedagogy, and students. Classroom Environment: Emphasizes creating a respectful, organized, and engaging classroom culture, effectively managing student behavior, and organizing the physical environment to support learning. Instruction: Highlights key practices such as engaging students in active learning, using questioning and discussion techniques, providing constructive feedback, and demonstrating flexibility and responsiveness in the classroom. Professional Responsibilities: This domain addresses areas like reflecting on teaching practices, maintaining accurate records, communicating effectively with families, and actively participating in professional learning communities. Each of these domains contains specific components that offer criteria for assessing teaching practices. For instance, the "Planning and Preparation" domain includes components such as setting clear instructional outcomes, designing appropriate student assessments, and demonstrating an understanding of resources available to support learning (Danielson, 2007). Research has shown and is believed that implementing this framework will actually result in improved teaching quality and better student outcomes, as it encourages teachers to reflect on their practices and continually refine their instructional approaches (Marzano et al., 2011).

Furthermore, Danielson's framework provides a structured approach for examining the instructional practices of English teachers, particularly in culturally diverse classrooms

during the challenges of the Covid-19 pandemic. By focusing on the four domains, this research can evaluate how teachers adapted their planning, instructional strategies, and professional responsibilities to address challenges such as remote learning and the transition to hybrid or in-person instruction. Additionally, the framework's emphasis on professional development aligns with the study's recommendations to support teachers in effectively navigating and managing multicultural classrooms.

The Covid-19 pandemic has profoundly disrupted global education systems, necessitating an abrupt transition from traditional classroom instruction to online and hybrid learning environments. This shift has posed substantial challenges for educators, particularly English teachers, who have had to quickly adapt their teaching methods to cater to students in remote learning contexts. Research has shown that this rapid change in instructional delivery has been met with numerous hurdles, including technical difficulties, inadequate student access to technology, and a lack of preparedness in both teachers and students (Hodges et al., 2020). In particular, English language teachers have faced unique challenges, such as the difficulty of maintaining student engagement, fostering communication skills, and managing assessments in a virtual setting.

A significant challenge has been the creation of conducive online learning environments, especially in contexts where students lack the necessary resources, such as reliable internet access or appropriate devices (Reimers et al., 2020). This situation has highlighted existing inequalities in education, as students from lower socio-economic backgrounds are disproportionately affected by the digital divide (Chakraborty & Sahoo, 2020). Furthermore, the transition to hybrid or online teaching has forced educators to reconsider instructional methods and adopt new technologies that may not have been familiar or accessible to them pre-pandemic (Trust & Whalen, 2020).

While existing studies have explored the shift to online and hybrid learning environments, there is a gap in research specifically focusing on the experiences of English teachers in navigating this transition. This research aims to fill that gap by examining the experiences of English teachers during the pandemic, specifically focusing on their transition from offline to online learning and their adaptation to limited face-to-face instruction. Understanding these experiences is crucial, as it can inform future teacher training programs, curriculum development, and educational policies designed to better support educators in similar crises. The findings of this study have the potential to contribute to the growing body of knowledge regarding the challenges and strategies employed by teachers in response to unexpected disruptions in education, with a particular emphasis on the implications for English language teaching.

Government issuances such as the Philippine Department of Education's (DepEd) Learning Continuity Plan (2020) and the Commission on Higher Education (CHED) Advisory No. 7, s. 2020 highlights the strategic pivot to flexible learning. These guidelines provided a framework for schools to adopt online, modular, or blended learning approaches to ensure educational delivery during the pandemic. DepEd's policy emphasized the importance of contextualizing learning modalities to meet the needs of students in diverse circumstances, particularly those in remote areas with limited connectivity. CHED also

encouraged higher education institutions to develop innovative instructional methods and strengthen faculty development to support online teaching.

ATHEORETICAL SUPPORT

In academic research, the literature review is fundamental as it grounds the study in existing knowledge and justifies the research questions or hypotheses. It is not only a matter of summarizing existing works but also critically evaluating, synthesizing, and reorganizing previous research to form a coherent framework for the study (Hart, 2020). This process helps contextualize the study within the broader field of knowledge and informs the study's objectives. In qualitative research, the role of theory is often more flexible. Researchers do not necessarily begin with a rigid theoretical stance but remain open to emerging themes and patterns that arise from the data. This flexibility helps avoid preconceived notions from limiting the depth of understanding. As Maxwell (2012) argues, theory in qualitative research should not overpower the data; instead, it should offer a framework for making sense of the data without constraining it. This approach allows the findings to emerge organically from the participants' experiences, ensuring that the research is not confined to existing ideas or theories.

The risk of over-relying on theory is that it can obscure the richness and complexity of the data. By focusing too much on confirming pre-existing ideas, the research may miss nuanced insights that are critical to understanding the phenomena under investigation (Flyvbjerg, 2011). Theory should be used as a tool to guide understanding, but not as a barrier to discovering new insights. In qualitative research, especially when exploring under-researched areas like the experiences of English teachers during the Covid-19 pandemic, theory is intended to guide, not to limit or reduce the reality of knowledge findings. However, theory still plays a vital role in qualitative research. It provides a lens through which to interpret and make sense of the data, helping researchers identify key patterns and relationships. But as suggested by both Maxwell (2012) and recent literature (Charmaz, 2014), qualitative researchers must remain open to contradictory or adverse examples that challenge initial assumptions or theoretical frameworks. Openness to these contradictions is important to produce rich and complex findings that reflect the realities that occur in the field.

The framework for understanding the role of theory in qualitative research in this study is built based on Flyvbjerg's (2011) perspective that the actual purpose of theory is not to prove or disprove a theory but to explain and understand the phenomena being studied. This process may involve challenging or refuting existing theories, especially if the findings suggest a new or alternative understanding of the phenomena. In this case, the research focuses on the instructional practices of English teachers during the pandemic, a topic that has not been widely explored (Arikan & Ulas Taraf, 2010; Meng & Wang, 2017). Therefore, these findings represent what researchers believe may challenge existing teaching models, suggest new frameworks or highlight highly effective practices particularly in learning processes during times of crisis or high urgency (Caton et al., 2022; Shah et al., 2021; Zakwandi et al., 2022).

In the context of this study, theory serves as both a guide and a tool for discovery. It will help make sense of how English teachers adapted to online and hybrid learning environments during the pandemic. While the framework provides a starting point, the research remains open to uncovering new insights that may not align with current educational theories. This approach ensures that the study reflects the lived experiences of teachers, offering valuable contributions to the field of education. Thus, while theory provides a framework for understanding, it should not constrain the exploration of new ideas (Dong, Cao, & Li, 2020; Mishra, Gupta, & Shree, 2020). A balanced approach to theory and data allows for a deeper and more comprehensive understanding of the challenges faced by English teachers during the pandemic, leading to richer insights into instructional practices and teacher adaptation. This study will contribute to both the theory of teaching and the practical support needed for teachers in crisis situations, particularly in the context of global disruptions like the Covid-19 pandemic or other emergencies that may occur at any time.

METHOD

This study used a methodological approach based on an established framework for qualitative research, emphasizing the importance of transparency, rigor, and alignment with the research objectives (Creswell, 2014; Charmaz, 2014). The design of this study ensured that the data collection and analysis methods were appropriate to the research questions, thereby facilitating a comprehensive understanding of the phenomenon being investigated. Furthermore, this approach adheres to best practices in qualitative inquiry, allowing for a balanced exploration of participants' experiences while remaining focused on the research objectives (Maxwell, 2012). This study adopts a multiple-case study design, as outlined by Yin (2017), to explore the instructional practices of English teachers during the Covid-19 pandemic. A multiple-case study approach is beneficial because it allows for both literal and theoretical replications across cases, thereby enhancing the validity and richness of the findings. Literal replication refers to examining cases that share similar contexts, while theoretical replication involves contrasting cases that can either confirm or challenge the theoretical framework. By comparing experiences across different teachers in similar settings, this design provides a more comprehensive understanding of how instructional practices have evolved in response to the pandemic.

As noted by Baxter and Jack (2008), employing multiple cases strengthens the evidence gathered, offering a broader and more nuanced perspective that single-case studies cannot provide. The pattern-matching technique is employed to connect the data from individual cases to the theoretical framework, ensuring that the study's findings are grounded in real-world phenomena and not merely anecdotal. This method not only helps identify overarching themes but also allows for the recognition of both commonalities and differences across the cases. Therefore, the multiple-case study design is crucial in offering substantial, reliable, and well-represented evidence regarding the varied instructional practices of English teachers during the pandemic.

This case study examines the experiences of English teachers delivering remote instruction and navigating challenges related to limited face-to-face classes amid the

Covid-19 pandemic. Data was gathered from a state university in Dipolog City, Zamboanga del Norte, Philippines, which is known for its commitment to high academic standards and for having 100% of its programs accredited. The university provides training across various disciplines, including teacher education, and played a key role in implementing flexible learning systems during the pandemic.

For the purpose of this study, the target population consists of English teachers who were actively involved in teaching during the pandemic and employed remote or hybrid learning methods. The sample size was determined through purposive sampling, selecting teachers who had direct experience with online or hybrid instruction. A total of six English teachers from the university participated in the study. This sample was chosen to represent diverse experiences across different departments within the College of Education. The selection of these participants aimed to provide an in-depth understanding of how English teachers adapted to remote and hybrid learning environments during the pandemic, with a focus on instructional practices and challenges.

The participants for this study were six English teachers from the College of Education at Jose Rizal Memorial State University, a state university in Zamboanga del Norte, Philippines. The choice of purposive sampling was made to ensure that the participants selected were those who could provide rich, in-depth insights into the challenges faced during remote and hybrid teaching environments amid the pandemic. Since the entire population of English teachers (six individuals) was accessible, a total enumeration approach was used, which ensures comprehensive representation of teaching practices within the department. Purposive sampling allowed the researcher, familiar with the teachers' professional backgrounds, to select participants who were likely to offer valuable perspectives on the subject matter.

Qualitative research emphasizes depth over breadth, and scholars such as Creswell (2013) argue that small, purposefully selected samples are appropriate when the goal is to explore participants' experiences in detail. Similarly, Morse (2000) highlights that sample adequacy is determined by the richness of the data rather than the number of participants. Using a total enumeration method further strengthens the reliability of findings by ensuring that every member of the target population is included, thereby eliminating selection bias.

In addition, the researcher employed purposive sampling to identify individuals capable of providing rich, detailed accounts of their teaching experiences. Purposive sampling is recognized as a suitable design for exploratory studies, particularly when the researcher has prior knowledge of the participants and their potential contributions to the study (Patton, 2002). This dual approach of total enumeration and purposeful sampling ensures that the study captures comprehensive and meaningful insights into the challenges and adaptations faced by English teachers during the pandemic. The Inclusion-Exclusion Criteria can be seen in Table 1.

Table 1. Inclusion-Exclusion Criteria

No	Inclusion Criteria	Exclusion Criteria
a.	English teacher affiliated with the College of Education (CED)	not affiliated with the college
b.	Signed the Informed Consent Letter	refused to sign the letter

The primary data collection instruments were semi-structured interview guides and an observation checklist. The semi-structured interview guide contained five probing questions designed to explore the teachers' experiences with remote instruction and limited face-to-face teaching during the pandemic. Additionally, the observation checklist enabled the researcher to capture details about teaching methods, technology use, and classroom interactions. Before using these instruments, the researcher consulted with her adviser to validate the questions and ensure alignment with the study's objectives. Feedback received during the consultation led to the refinement and adjustment of the instruments. The Interview Guide Indicators and Items can be seen in Table 2

Table 2. Interview Guide Indicators and Items

Indicator	Description	Number of Items
Teachers' experiences with remote instruction	Explores how teachers adapted to teaching remotely and the challenges they faced.	2
Challenges in limited face-to-face instruction	Investigates the difficulties teachers encountered in hybrid or limited in-person classes.	2
Use of technology for teaching	Assesses how teachers incorporated technology into their teaching methods.	1
Teaching methods and strategies	Examines the pedagogical approaches employed by teachers during the pandemic.	1
Teacher-student interactions	Looks at how teacher-student interactions were affected by remote or hybrid teaching.	1

Data collection for this study occurred in three distinct phases namely pre-data collection, actual data collection, and post-data collection. The Pre-Data Collection process was where the researcher obtained a letter of introduction from the university permitting data collection in an academic institution. Informed consent was obtained from all participants to ensure confidentiality and voluntary participation. To ensure the study was in line with ethical standards, the interview guide and observation checklist were reviewed and approved by the research advisor before data collection began. Actual Data Collection. Then for the actual data collection involved face-to-face interviews and classroom observations. A total of six participants were involved in this study, consisting of zero male and six female English teachers from the College of Education at Jose Rizal Memorial State University, who were teaching in 2022. The participants were selected based on their experiences with culturally diverse classrooms and their involvement in teaching English. The interviews were semi-structured, lasting between 15-30 minutes, depending on the availability of the participants. The interviews were conducted in the Office of the College of Education, where participants were given the opportunity to express their experiences and insights in detail. Probing questions were used to facilitate deeper discussions and collect comprehensive qualitative data.

Alongside the interviews, the researcher conducted real-time observations in the participants' classrooms. Observations were performed over a period of four weeks, allowing the researcher to immerse herself in the classroom environment and gain a comprehensive understanding of the participants' instructional practices. The researcher took notes and used an observation checklist to document teaching strategies, classroom dynamics, and interactions with students. In adherence to IATF protocols for safety during the pandemic, all interactions were conducted with the utmost care to ensure the health and

safety of participants and the researcher. Post-Data Gathering. Following the data collection, debriefing sessions were held with the participants to discuss the findings and address any concerns. Participants were assured that their personal information and contributions would remain confidential, and they were informed about the study's purpose and intended outcomes.

The Data Analysis Process in this study used Thematic Analysis (TA), following the six phases outlined by Clarke and Braun (2016) namely Familiarization with Data where the Researcher transcribed the interview audio recordings and reviewed the transcripts to identify important elements of participant responses and then Initial Coding where Initial codes were developed by categorizing data based on emerging patterns and themes. Then the Theme Search phase where the Researcher examined the coded data for overarching themes and continued with Theme Review where the Researcher reviewed the identified themes to ensure they accurately represented the data and were consistent with the research questions which continued in the phase of Establishing and Naming Themes where Each theme was established and named, reflecting the core ideas obtained from the data and ending with the Presentation and Discussion of Findings phase where themes were presented clearly and logically structured, supported by quotes from participants to illustrate key findings. The findings from the thematic analysis were used to provide insights into the instructional practices of English teachers during the pandemic, highlighting both the challenges they faced and the strategies they employed.

RESULT AND DISCUSSION

The research process that has been carried out has obtained very important information as a contribution to learning in an emergency. The analysis and discussion of the findings of the case study that has been conducted with six English teachers during the pandemic, focusing on teaching practices, classroom environments, and their professional responsibilities, obtained interesting information especially in improving and efficacious learning in various conditions, both normal conditions and especially learning in abnormal conditions such as Covid-19. The results and discussions that the researcher has presented are This analysis combines themes obtained from the data and relates them to existing literature to provide insight into the experiences of these educators during an unprecedented period in education which is summarized in 4 general themes, where each theme will provide a more comprehensive or detailed picture of the research findings that have been carried out.

Theme 1. As a small measure of comfort during this trying and unanticipated moment, there is good in every bad.

The experiences that English teachers confronted during the pandemic outbreak concerning instructional practices are the adjustment to the new teaching-learning modality and the making of resources, such as a learning toolkit or module for the students. The outbreak was a surprise at first, making it impossible for them to prepare. Another factor was that their training was for face-to-face instruction, not the new normal education, in which their skills are most applicable. However, educators made a conscious effort to put more effort into finding references while creating instructional materials

during the adjustment. They have made themselves available for communication at any time for the benefit of students who have poor internet and those who are also working students.

According to Kamal and Illiyan (2021) in their study about school teachers' perception and challenges towards online teaching during the Covid-19 pandemic, educators have a positive perception of virtual teaching amid Covid-19 for reducing the learning gap and shaping students' future during the crisis. Nevertheless, they encountered several obstacles in online teaching such as technical obstacles, difficulties in online exams and assessments.

"I make myself more considerate of the grading system and of students' compliance with the requirements taking into account that everyone is also trying their best to adjust to the new normal. I attended webinars that discussed things about online education, and shared materials and what I've learned through Facebook, hoping that this platform could reach more students, believing that these materials could also help them. Lastly, I give feedback as much as I can do all of their outputs so that students would be directed enough and for them to be able to improve myself in this way of facilitating learning." (Diana, line statement 29-41)

Figure 1. Research Data on Participant Arguments/Utterance (Teachers)

This study provides an overview of a collection of examples of teaching strategies that can be used to assist professionals in guiding learners towards success and ensuring dynamic and successful learning experiences.. By putting these tactics into action, students can learn more effectively, accomplish their learning objectives, and become more involved in both the learning process and their learning environment. A technique used by educators and learning and development specialists to instruct and teach individuals as well as train employees is called an instructional strategy. It often reflects the antithesis of conventional education and training, which places a premium on inefficient, transmissive memorizing techniques.

Through blended learning, contemporary training models of instructional design aim to be interesting, effective in embedding, and retaining knowledge. Microlearning, online education, and spaced repetition are a few examples. The various techniques and strategies that instructors employ to teach students in their courses are referred to as instructional strategies. There are numerous different varieties of educational methodologies, each with particular advantages and disadvantages. For instance, prior knowledge activation enables students to relate the knowledge they already have to the new content they are trying to acquire. Another typical one is the demonstration, in which students watch a peer or professor perform a task and are then required to use what they learned to address a new issue. Another technique is teaching to peers, where in the process the teacher requires students who have mastered a sufficient amount of lesson material to be able to teach what they have learned to their peers.

The role of a teacher can be examined from two distinct perspectives: that of a traditional, classical school and that of a modern school, or the school of the future. In a conventional setting, the instructor served as a liaison between the students and the subject matter being taught. Students are now active participants in the learning process rather than passive listeners seated on benches, which is a reflection of the modern approach to teaching. Now, the teacher merely acts as a facilitator who directs the student. Teaching

strategies include techniques and procedures that are unique to a particular subject area. In the contemporary classroom, differentiated instructional tactics are frequently employed.

Theme 2. Everyone's current situation, given the limits in place, is obviously untenable for both everyone's mental health and the educational system.

They believe that the current approach, known as online-modular, which is used at the university (modular type, but modules are delivered online), is neither helpful nor effective. As a result of studying independently with less help, criticism, and guidance from the teachers, reduces the student's opportunity to learn more. The number of times teachers had to evaluate, provide feedback, address issues, and implement more efficient teaching strategies was similarly limited.

According to Coskun (2013), the investigation into the efficacy of the modular general English language teaching preparatory program demonstrates that the modular system should be abandoned because it has some flaws, and it should be replaced by a more manageable and practical system that takes into account particular contextual constraints, such as the number of instructors, classrooms, and teaching resources. To create a more successful program, it was also discovered that some aspects of the curriculum needed to be improved. More evaluation studies in programs for teaching foreign languages are expected to follow this study, it is hoped.

By providing high-quality education, teachers can help students succeed. High-quality instruction refers to the application of both foundational reading programs and instructional strategies supported by research. Teachers can eliminate poor instruction as a cause of subpar reading achievement by implementing high-quality instruction. The following page contains details regarding core reading programs. The remainder of this page will talk about teaching methods.

Instructors who teach using scientifically based instructional approaches do so because they are successful. Although there are other such methods, this module will concentrate on two of them: grouping and differentiated instruction. Differentiated instruction is the practice of using adaptable teaching methods in the classroom to meet the unique learning requirements of each student. Teachers should modify the curriculum to match the various learning needs of their students rather than expecting students to adapt to it. Teachers can modify curriculum to enhance learning for all students, including gifted and talented students, by using assessment data from their students. With the use of this data, teachers can identify troubling areas with ease and change their approach to instruction to address them. Teachers who use differentiated instruction also assess errors, provide constructive criticism, and choose examples to illustrate concepts that are relevant to students' backgrounds or experiences.

Teachers should ideally practice differentiating instruction so they can automatically change it as necessary, even minute-by-minute, and therefore maximize the potential of every student. Although differentiated instruction can be used in whole-group lessons, it is more successful when teachers employ adaptable grouping techniques. This encourages student engagement and speeds up the development of literacy skills. Teachers can combine whole-group instruction with small groups (both of the same ability and of mixed

ability), partnered instruction, individual work, and one-on-one instruction in addition to whole-group instruction (if needed and possible). Despite the widespread belief among teachers that whole-group courses are the most effective approach to teach reading, research shows that flexible grouping enhances learning.

Theme 3: Overcoming the difficulties the pandemic brings along requires coping and adaptation.

As supplementary resources for the learners, English teachers share webinars and films. They provide articles on many issues, particularly English-related ones, that are related to education. To prevent the learners from getting bored when reading and studying the contents, a participant inculcates the figure 2.

"I also make learning toolkits for them, and added linguistic senses of humor so my students to not get bored when they read and study the materials." (Diana, line statement 72-75)

Figure 2. Research Data on Participant Arguments/Utterance (Teachers)

Nguyen (2021) emphasizes the importance of communication and feedback in fostering a supportive learning environment. Effective communication helps build trust and ensures that students feel acknowledged, which is especially crucial during times of crisis. Teachers' roles extended beyond instruction to include counseling and mentoring, highlighting their commitment to student well-being.

Only a finite number of times can they hold online classes until there are issues with the internet connection and student availability. Most importantly, they provide feedback that includes tips to assist them to do better as well as compliments, which is crucial. In this situation, the professionals' duties really focused on helping the students comprehend the course material. They occasionally serve as a counselor, offering guidance to students who are contemplating suicide and those who are experiencing difficulty adjusting to the new normal. Being a researcher is also a plus because we're expected to create modules and offer educational materials to aid students in better understanding the study subject.

Due to the fact that students have presented a variety of justifications for not being able to make the deadline or comply with the standards, extra patience is required because this arrangement has created many trust concerns. One of the main concerns with this setup is the inability to determine whether the student's messages are genuine or merely lies.

There is a lot of academic dishonesty, therefore teachers need to be on the lookout for it and may even need to stalk their students to validate their claims. Knowing that the arrangement operates asynchronously makes communication difficult. To overcome all of these obstacles, instructors had to work much harder to communicate with their students, confirm their enrollment status, consider them, balance their choices in a way that serves the greater good, and so forth, all the while upholding the standards that are expected and in line with the university's policy statements.

For many, the epidemic brought home how crucial communication is. Clarity is vital as students get used to on-campus learning; keeping in touch with your students makes it easier for them to remember your expectations and their duties. Another technique to

develop a dependable presence for your students is through communication. By doing this, you establish relationships and trust with them, making it easier for them to contact you for assistance or clarification in the future. Email and Canvas announcements are two simple methods for communicating with your students. Your interactions with both are recorded. Having office hours required early in the semester provides an additional chance for communication.

Currently, students are hauling a lot. In many cases, they are battling the intense emotions brought on by the previous years while trying to recover some semblance of routine. It will be easier for you to comprehend how each student is doing if you get to know them as unique people, whether it be through office hours, scheduled meetings, or in-class reflection, periodically checking in to ask how the semester is going is also beneficial. When students feel acknowledged, it will be simpler for them to open up and trust the educational process.

To sum up the previous two arguments, students come to our courses with their entire selves, not just their intellects. This truth, which serves as the foundation for a fundamental Georgetown value and has only grown more apparent during the pandemic, necessitates some readiness and presents some opportunities as well. On the one hand, we need to be conscious of the possibility that students may be carrying a lot of baggage from outside the classroom while attempting to study. The fact that students learn more quickly and thoroughly when the course material is related to their lives and the issues they care about presents another possibility. The information could be related to the epidemic, the national dialogue on racial fairness, or other domestic or international issues. The goal of whole-class instruction is to strengthen these bonds.

The first two methods described here can also be seen in light of the idea that inclusive teaching is excellent teaching. Throughout the past years, student experiences have varied greatly, and some of that variety was related to identities. Students from low-income and BIPOC-majority neighborhoods may have experienced Covid-19's negative effects more acutely than other students do, and they may also be more politically engaged at the moment. In addition to other aspects of identification, students who have experienced challenging family environments might not have been able to completely express their gender or sexuality. Of course, individuals should not base any assumptions about students' experiences on their identification; instead, create courses that allow all students to learn regardless of where they come from and what they are learning because knowledge is a process of uncovering the truth of a problem.

This year, however, attendance may be exceptionally challenging since some students may need to miss class due to illness or mental health issues. Any lectures given in class should therefore be recorded, either live or beforehand, so that learners can watch them whenever they want. The use of major asynchronous options like Canvas discussion boards, VoiceThread discussions, "take-home" Canvas tests, small group work in Google Docs, etc. could be beneficial to students who are unable to participate in class in person.

Theme 4. For a successful pivot, educators should be more widely conversant with blending learning and more extensive instructional approaches.

Mentors would set out clear goals for both online and limited face-to-face classes now that they are in a restricted number of face-to-face classes if they were to be effective. They enjoy working together with other educators to accomplish this as well. In comparison to online classes, the classroom setting in a face-to-face class is preferable. Some students believe that learning is more effective when you can sense the teacher's presence in the classroom. This makes the learners more engaged and active. Even though there are some concerns with the physical setting, such as a lack of technical support and facility repairs, the majority of the teaching and learning process goes without a hitch. A few of the assignments are available online, while the remainder are distributed during class time.

In the limited face-to-face, some activities are posted online, and the rest are given during the actual class hours. Other reference materials are still made available to the student's end." (Diana, line statement 81-84)

Figure 3. Research Data on Participant Arguments/Utterance (teachers)

The techniques of learning that are used in person and online each have specific benefits and drawbacks, according to Nguyen (2021). It is undeniable that online learning offers enormous advantages, even though many students may still prefer the structure and familiarity that face-to-face instruction provides. The self-paced nature of eLearning materials may be very advantageous to both the contemporary learner and businesses looking for fresh approaches to managing employee training and development in the post-Covid-19 era. Learning through this method is often more useful for students and more adaptable than learning through traditional methods.

Due to the distinct benefits of instructor-led training, many students still believe that having a live instructor present helps them better assimilate the material. Both approaches to learning are extremely effective. One's preference for a method of training over another depends entirely on their own learning preferences and styles, as well as the course material at hand.

Through improving classroom engagement, blended learning can encourage students to learn. Project-based learning is a strategy that instructors and teachers can employ to engage students. The use of game-based learning techniques makes opportunity for this strategy. Games that are related to the subject being taught can be used by teachers to pique students' attention before using online learning to promote learning. An ideal virtual classroom setting for group projects is offered by blended learning. To get a good response from students, teachers should use collaborative ways rather than just lecturing and presenting knowledge.

Online work works best in a hybrid learning environment. Videos, graphics, and animations all of which are made possible by online learning can be used to boost student motivation. Along with delivering knowledge in this manner, teachers can also conduct assessments utilizing online technologies that include automated checking, such as

multiple-choice questions. This will make it easier for teachers to quickly assess the development of their students.

The flipped classroom paradigm combines the advantages of both the online and offline learning settings. While minimizing their disadvantages, students can profit from both approaches. The flipped classroom is a better option for professionals who are busy and may not always be able to attend the session in person. Even if their busy schedules prevented them from attending the online session, instructors can submit slides, notes, videos, and podcasts online so that remote learners would not miss anything. There are other advantages to publishing content online. This will accelerate the expansion of their knowledge.

Many benefits of blended learning are now even more important in these difficult economic times. They give institutes, teachers, and students a ton of flexibility. The greatest blended learning systems give teachers the opportunity to combine new and traditional teaching techniques to maximize their benefits and lessen their drawbacks. In order to ensure that no one is left behind, they offer everyone a high level of accessibility.

CONCLUSION

The study aimed to explore the experiences of English teachers during the Covid-19 pandemic, focusing on their adaptation to online and modular learning modalities. Findings indicate that the abrupt transition to these teaching methods posed significant challenges, including technological barriers, lack of preparedness, and the need for rapid development of new instructional strategies. Despite these obstacles, teachers demonstrated resilience by creating learning materials and maintaining communication with students. The necessity for flexibility and the development of new teaching strategies were critical to ensuring that students continued to learn effectively, even amid technological and logistical barriers. As highlighted by (Trueman, 2014), instructional strategies like blended learning and microlearning were vital in helping both teachers and students adjust to the new teaching environment. The findings from this study suggest several important implications for the future of education, particularly in times of crisis. First, it is clear that educators need ongoing support in navigating the complexities of digital literacy and instructional design. Training programs should focus not only on technological proficiency but also on fostering flexibility, creativity, and emotional resilience in teachers. Moreover, the study underscores the importance of incorporating blended learning approaches into teaching strategies, even in non-crisis times. Blended learning provides a more adaptable and engaging learning experience, catering to diverse student needs and preferences. Schools and universities should invest in infrastructure and teacher training to ensure that both online and face-to-face learning can be integrated effectively. Finally, the mental health and well-being of both students and educators must be prioritized. As the pandemic has shown, education is not just about academic success but also about the emotional and psychological support needed for all involved. Providing resources for teachers to cope with stress, as well as offering mental health support for students, will be crucial in maintaining a sustainable education system.

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