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SEC Reg. No. 2024020137294-00
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Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Lived Experiences of Select Junior High School Teachers: Challenges and Strategies

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Received: 24 May 2025

Revised: 29 June 2025

Accepted: 05 July 2025

Available Online: 08 July 2025

Volume IV (2025), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor409>

Abstract

Aim: Language teachers may have experienced significant challenges and practiced strategies to overcome them. This qualitative study aimed to develop an intervention plan to counter the difficulties experienced in teaching language to high school students.

Methodology: This deductive qualitative research used interpretive phenomenological design to identify and analyze the experience of the teachers. Using a phenomenological design, data were gathered through a guided interview questionnaire.

Results: The study found that teachers have experienced difficulties in teaching language, specifically in the four macro skills namely listening, reading, writing, and speaking. Despite these challenges, teachers have utilized strategies to overcome learning difficulties in the classroom.

Conclusion: Participants have experienced hard but also good and beneficial times after the pandemic. Regarding teaching and learning the language, the post-pandemic era brought a lot of disputes. Language learning has been challenging, especially the four macro-skills students should master. Also, teachers have adjusted to the learning gaps and have implemented strategies to minimize them. They have utilized digital tools, drills, student-centered activities, and a conducive learning environment. With this, the researchers developed a proposed intervention plan for the teachers.

Keywords: *lived experiences, challenges, language learning, teaching strategies*

INTRODUCTION

Language learning has presented challenges and opportunities for individuals of all ages. Studies on this topic have investigated various aspects of language acquisition, education, and even the impact of the pandemic on language learners. A study made in the Southern Philippines showed a significant relationship between English language difficulties and the language learning strategies used by foreign students. Results indicated a moderate level of both perceived difficulties and strategy use, saying that effective strategies could lessen learning challenges. In another context such as distance learning, online language learning often results in less development of speaking skills for students. The transition to remote teaching decreased students' opportunities to practice speaking, which affected their language development (Balbay, 2021). Secondary school students experienced a decrease in study time and difficulty concentrating on school work during lockdowns and distance learning (Der Velde et al., 2021; Muñoz & Sanchez, 2023; Pangilinan, 2025; Sanchez, 2023). This could have had an impact on their language learning progress.

Language teachers also faced challenges adapting to online teaching, including learning new technology and teaching methods. Some teachers found it challenging to maintain student engagement and motivation online (Har, 2022). In an article by Parker (2020), teachers and students faced challenges accessing resources such as textbooks, online materials, and language laboratories during the pandemic. This could have had an impact on the quality of language teaching and learning.



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Despite the difficulties, teachers found that teaching was effective online, with most believing that courses' learning outcomes were met and that language skills were developed. This highlights the resilience and adaptability of language teachers during the pandemic (Schaffner & Stefanutti, 2022).

English language teachers in the Philippines have used various e-learning resources, such as digital libraries, mobile applications, and YouTube, to support online learning. They have also used digital meeting platforms to conduct online classes and interact with students (Santiago Jr. et al., 2021). They have had to adapt their teaching practices to suit the online learning environment. They have had to find ways to deliver effective instruction and provide feedback to students virtually (Dilna, 2022).

Flexible learning, which gives students a choice in the pace, place, and mode of learning, has emerged as an option for online learning in higher institutions in the Philippines. English language teachers have adopted flexible learning to address the challenges faced by students during the pandemic, such as limited access to technology and internet connectivity (Dayagbil, 2021). They have faced challenges in ensuring student engagement during online classes. They have had to find ways to keep students interested and motivated in learning English despite the limitations of online learning (Tarrayo, 2021).

In this study, the main objectives were finding the challenges of language teachers as well as the teaching strategies they have applied in teaching language to high school students.

Objectives

The purpose of this study is to perceive the lived experiences of select junior high school teachers.

The following are the specific objectives of the study:

1. To identify the significant challenges encountered by English Teachers.
2. To identify the strategies in language teaching that have been utilized to meet the challenges encountered.
3. To propose an intervention plan to counter the challenges and difficulties experienced.

METHODS

Research Design

This deductive qualitative research used interpretive phenomenological design to identify and analyze the experience of the teachers. Using a phenomenological design, data were gathered through a guided interview questionnaire.

Population and Sampling

In terms of sampling, the researchers approached language teachers from the different junior high schools in Mariveles and nine (9) of them agreed to participate in the study. The participants were selected purposively based on their qualities. Participants were Mariveles junior high school English teachers with ten or more years of teaching experience who have taught language. Language teachers with less than ten years of teaching experience were excluded.

Instrument

In-depth interviews were used as the main instrument to gather information for this study. Before it was piloted, the instrument had undergone validation from a registered psychometrician. The research adviser and a master teacher were asked to analyze the questions for face and content validation. Then during the interview, a recorder was used during the interviews for better and more precise transcriptions.

Data Collection

In the data collection, the researchers asked the respondents for their most convenient time and place for the interview. Through the guide questions that were given days before the interview, the data collection went easily. Most of the interviews lasted for about 20 – 30 minutes. Personal experiences were also shared during the conduct of the interview.

Data Analysis

The data gathered from the participants were analyzed using Thematic Analysis applying the Colaizzi's method. The data were collected, read analyzed, and categorized according to similar ideas and emerging themes.



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Notable statements from the participants were highlighted. Through this process, the researchers developed thematic interpretations of the participants' situations and experiences.

Ethical Considerations

To ensure the quality, credibility, and ethical integrity of the study, the researchers strictly adhered to established research protocols. Prior to data collection, formal approval was obtained from division superintendent, the principals where the participants teach, the subject heads, and the participating individuals. Informed consent letters were distributed to all participants, allowing them to voluntarily signify their willingness to participate in the study.

Upon receiving approval, the researchers coordinated and scheduled the in-depth interviews with the selected participants. All interviews were digitally recorded to facilitate accurate and complete verbatim transcription.

To safeguard participant confidentiality, pseudonyms were used during transcription, analysis, and reporting. The identities and individual responses of participants were known only to the researcher and were kept strictly confidential. All collected data were treated with the utmost care and were securely discarded after fulfilling their purpose in the study.

RESULTS and DISCUSSION

This chapter is subdivided into three (3) parts corresponding to the Statements of the Problem in Chapter I for a clear and comprehensive presentation of findings,

Part I presents the challenges experienced by English teachers after the pandemic;

Part II reveals the strategies used by English teachers after the pandemic;

Part III development of proposed intervention program.

I. Challenges of Language Teachers

This study, conducted in the Division of Bataan, examined the concerns and challenges that English language teachers in the Public High School of Mariveles faced during the teaching-learning process.

1. Difficulty in Teaching

Teachers have faced many challenges in classrooms. The prolonged school closures and disrupted learning during the pandemic have led to significant learning loss and knowledge gaps among students (Simolo, 2023). It is inferred in the statements like:

Participant 1: "I can say that it is very challenging because the majority of my learners are showing signs of difficulty in terms of expressing their thoughts and based on what I observed, they were facing challenges in both comprehension and production of language."

Participant 2: "The recent pandemic has brought challenges and experience to everyone. I have seen the effect specially sa kanilang pag-aaral. Maging sa pagtuturo, nahirapan ako."

(I have seen the effect, especially in their studies. Even when I was teaching, I experienced hardships.)

Educational challenges persist in post-pandemic classrooms. Such challenges include knowledge/achievement gaps due to variables that impacted academic rigor during the pandemic remote teaching, decreased social engagement opportunities, and increased mental health issues, including higher rates of depression and anxiety, thereby influencing student motivation for academic excellence.

Pandemic learning loss created a challenge for instructors as they returned to post-pandemic teaching strategies and schedules. Anecdotally, instructors across multiple campuses and disciplines have identified an overall sense that students are "not ready" for their courses and lack the seemingly basic skills they are expected to have at that level (Simolo, 2023).

This may be the impact of delayed learning on the students, especially those who do not have internet access at home.



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2. Realization on the Importance of Teachers

Teachers are crucial in shaping students' lives and contributing to society. According to Merrimack College (2018), teachers are responsible for equipping students with the knowledge, skills, and ways of thinking needed for their future lives. They inspire students to achieve great things and create global citizens. Teachers understand each student's potential, learning speed, and interests and guide them to help them grow. Sample transcriptions are as follows:

Participant 1: "There are lots of things I appreciate during the pandemic. During those times, I learned that there are various modalities I can use to teach my students. I even experienced recording television-based lessons, writing and evaluating modules, and exploring multiple platforms that I can use to achieve my objectives in the classrooms."

Participant 2: "I realized the importance of my profession. Mas naintindihan ko and I became more motivated to continue teaching. Actually, I never dreamed of to be a teacher kasi mahiyain ako. But through the years, na-develop na siya. Ang rewarding din nung contact mo sa mga bata, it is different when you touch lives."

(I realized the importance of my profession. I became fully aware of my purpose and more motivated to continue teaching. Actually, I never dreamt of becoming a teacher because I am timid, but through the years, I have loved it. I find the relationship between students and teachers rewarding; it is different when you touch lives.)

After the pandemic hit, appreciation of teacher's roles has significantly arisen. Teaching requires immense dedication, patience, and adaptability. Teachers spend long hours planning lessons, grading papers, and communicating with parents. They are consistent learners, constantly updating their skills to prepare students for the modern world. This commitment to their profession is genuinely admirable (Aarthi, 2022).

Many teachers went beyond their traditional roles, becoming community and health workers. They helped distribute food, masks, and other essential supplies to families in need. The pandemic forced teachers to balance their teaching duties with administrative tasks and family responsibilities at home. The pandemic has transformed the role of teachers, requiring them to adapt, innovate, and serve their students and communities in new ways. Their dedication, flexibility, and commitment to education have been essential during this unprecedented time (Barron et al., 2021).

Resiliency has been one of the good attitudes of Filipinos. They are built to adapt to the changes and adjust to the needs of those around them. Despite the restriction of human interaction, teachers found a way to be more effective in classrooms.

3. Time on Self-Reflection

Experience has led to significant self-growth and self-reflection for many, even for teachers:

Participant 1: "I can feel less pressure to become an effective and efficient teacher. Some tasks became a lot easier because of our discoveries in the academe."

Participant 3: "As a teacher, I become more patient and compassionate with the students. I also become more flexible and resourceful in my teaching strategies. I become more resilient teacher wherein I am more adaptable and can manage my emotions and cope with stress better. I become a better professional in my craft and a better person as well, considering the benefits I acquired through my experience last pandemic."

According to Barbosa (2021), the sudden disruption to everyday life forced individuals to re-evaluate their priorities, values, and perspectives. Several accounts describe how the isolation and challenges of the pandemic led to personal development, such as reconnecting with old friends and strengthening family bonds; discovering new hobbies and interests like fitness, reading, and nature appreciation; gaining a greater sense of gratitude for the "little things" in life; overcoming fears and anxieties about daily hassles; and developing a stronger sense of self and resilience.

Despite the immense challenges, the pandemic provided an opportunity for self-reflection and personal growth. Many individuals reported learning valuable lessons, such as not taking loved ones and daily



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freedoms for granted, developing a greater appreciation for community and frontline workers, recognizing the importance of mental health and self-care, and gaining perspective on what truly matters (Smile Foundation, 2022).

The pandemic has given teachers time to self-reflect on what are the good and beneficial things this phenomenon has been teaching them.

4. Major Challenges

Adapting instruction to meet students' diverse and complex learning needs has been a major challenge for all teachers. This part is divided into four macro skills of learning the language, the challenges faced, and the strategies used to help overcome the obstacles.

Reading comprehension is essential for success in school, work, and life. It allows people to fully understand and engage with written material rather than just recognizing words on a page. Comprehension is necessary for success across academic subjects like science, math, and history, as it enables students to understand textbooks, word problems, and historical accounts. Strong reading comprehension skills are needed in the workplace to understand contracts, forms, instructions, and other essential documents (Rutzler, 2022). Participants shared statements like:

Participant 1: "Sa reading, it became worse. Kinakailangan kasi may direct contact ka with the learner. But with the pandemic, wala. Meron mang online pero hindi lahat may access so mas lalo pang napalala ng pandemic yung situation. Pagbalik ng mga bata sa school, mas lalo silang hirap magbasa."
(In reading, it became worst. Teachers should have direct contact with the learners, but during a pandemic, it is restricted. Though there are online classes, most students do not have internet access, so reading difficulty has worsened. When the students returned to school, reading became more difficult.)

Participant 3: "I have many students who are struggling and have difficulty reading English words."

Rutzler (2022) also found that students in the first pandemic cohort actually outperformed pre-pandemic students in reading comprehension, potentially due to increased reading time and support at home during school closures. However, other studies reported decreases in reading performance, especially for students with learning disabilities and from disadvantaged backgrounds.

The pandemic appears to have exacerbated existing gaps in reading comprehension, with students from low-income families, learning disabilities, and minority backgrounds experiencing more significant learning losses. Factors like lack of access to technology, inadequate parental support, and challenges with remote instruction contributed to widening achievement gaps.

The impact of the pandemic on reading comprehension has been mixed - while some students maintained or even improved their performance, many others faced significant setbacks, especially those from disadvantaged backgrounds. Addressing these widening equity gaps and supporting early literacy development are critical challenges for schools.

In writing, strong abilities are essential for success in school and college. Students need to effectively communicate their ideas, arguments, and knowledge through various forms of writing, such as essays, research papers, and reports. In the professional world, writing skills are highly valued and sought after by employers. Communicating ideas, proposals, and instructions in writing is crucial for success in most careers but participants experienced these:

Participant 1: "Sa writing, spelling of simple words. Kahit yung words like 'principal, attention, gathering', namamali pa rin sila."

(In writing, spelling of simple words is a problem. Words like 'principal, attention, gathering' cannot be spelt correctly.)

Participant 2: "Sa writing, ganoon din. Maybe because they lack practice. Since through modular tayo noon, the students, lalo na yung regular sections, kinokopya na lang nila yung answers sa likod kahit na sabihin natin na bawal. It was easy for them na ganoon ang gawin rather than wala silang maipasa. Parang for the sake of compliance na lang."

(In writing, it is the same. Maybe because they need more practice, since we are learning through



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modules, the students, which belong to regular sections copy the answer on the back even when teachers say they cannot do that. It was easy for them to do than have nothing to pass to their teacher. They do it for the sake of compliance.)

The disruption to in-person schooling during the pandemic hindered the development of foundational writing and literacy skills, especially for young students in the early grades. Experts are concerned about the long-term cascading effects if students fall behind in crucial writing skills at these critical early stages of learning.

Edyburn (2021) emphasizes that frequent, personalized feedback and consistent writing assessments are essential for improving student writing performance. However, the shift to remote learning made it difficult for teachers to provide this individualized support and assessment level. Addressing these challenges will be crucial for supporting students' writing development in the post-pandemic era.

Teachers have reported significant challenges in the post-pandemic era, including student attendance and engagement issues, increased accommodations, and mental health concerns. These challenges have made teaching writing more complex and demanding (Lunsford, 2023). With this, it can be inferred that the pandemic has brought a more extraordinary dispute to the student's writing ability.

In terms of listening, it is a critical component of effective communication, same with speaking, writing, and reading. It allows you to understand the speaker's message and respond appropriately fully. Active listening helps build strong, meaningful relationships based on mutual understanding and respect. It makes people feel heard, valued, and empowered to share their thoughts and ideas.

Listening skills are crucial for learning and retaining information. They help improve reading comprehension, academic performance, and knowledge acquisition across subjects and contexts (Rahman, 2023). In the classroom, some experiences were:

Participant 3: "They find listening activity boring and if I have a listening activity, students have a hard time paying attention and I have to repeat the instructions multiple times."

Participant 5: "Students lack focus. They cannot fully give their attention to what they are listening and I have to repeat the material multiple times."

Students have found it challenging to engage in critical listening due to the need for comprehensive digital teaching materials. Many students agree that no digital teaching materials effectively support critical listening learning. The shift to online education has made it challenging for students to develop listening skills. Virtual learning environments often lack the nonverbal cues and social interactions essential for effective listening (Yanti et al., 2022). As one participant shared,

Participant 9: "Teaching listening requires a lot of patience. After I gave them instructions, I always ask them if I made myself clear and they will answer yes. But after a couple of minutes, someone will ask to repeat the instructions again. Same with whenever we have a listening activity, they lack focus."

By addressing these problems and implementing effective strategies, teachers can help students overcome the challenges in learning listening skills and improve their comprehension.

As for speaking, according to Safitri (2019), speaking skills are vital for effective communication, allowing individuals to express their thoughts, opinions, and feelings clearly. Strong speaking abilities enable people to inform, persuade, and direct others professionally, academically, or personally. Employers highly value the ability to speak well, as it is an essential skill across many fields and professions. Strong speaking skills can enhance one's negotiation abilities, self-confidence, and credibility, leading to career advancement. As many of the participants believed this to be true, their experiences are far from this. Like:

Participant 1: "I teach oral communication, and most of the difficulties I encountered include their enunciation of terms, production of grammatical construction, and logical organization of ideas whenever they want to express their ideologies."

Participant 3: "During recitation, they opt to use their mother tongue. Even asking "Ma'am, pwede pong Tagalog?" (Even asking, "Ma'am, can we speak in Tagalog?") "And some would rather not recite at all in English."



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Students' speaking skills suffered with limited exposure to native speakers and fewer chances for conversation practice, (Yanti et al., 2022).

Extroverted students were more negatively impacted in speaking performance than introverted students. Extroverts thrive on the social interaction that was lacking during remote learning (Asriyani, 2019).

After the pandemic, students' speaking exam scores were generally lower than their listening scores. This suggests that the pandemic had a more detrimental effect on productive speaking skills than receptive listening skills (Yanti et al., 2022).

By addressing these problems and implementing effective strategies, teachers can help students overcome the challenges in learning speaking skills and improve their overall proficiency.

Part II. Strategies Used

As for this part, the strategies used to overcome the challenges stated in Part II were revealed.

In hurdling reading, Hidayat et al. (2022) claimed that reading instruction was characterized by a diverse toolkit of teacher-led strategies, small group work, a focus on foundational skills, selective technology integration, and interactive in-person lessons. This allowed more personalized, responsive, and effective reading instruction. Some participants utilized:

Participant 1: "Some interventions I did include scaffolding, paper and pencil assessment, and provisions of reading materials; letting them acquire concepts through a discovery approach in which they discuss to the class whatever they learn from advanced reading."

Participant 3: "I tell the parents about the problem or the interventions na gagawin sa student. Some parents are taking actions but there are some na hindi talaga. Maybe because yung level of educational attainment din ay magkakaiba."
(I tell the parents what they can do about the problem or the interventions to make, but some cannot do anything about it. Moreover, it may be because of the difference in the level of educational attainment.)

Combining online and in-person instruction to create a flexible learning environment helps teach reading. Digital resources, videos, and interactive content delivery activities should be used while class time is reserved for discussions, collaborative projects, and hands-on practice to reinforce comprehension. According to Brillananda (2023), engaging students in rich discussions about the texts they read while using open-ended questions to prompt critical thinking and encouraging them to support their ideas with evidence from the text deepens their comprehension.

Constructivism theory emphasizes learners' active role in building their understanding and knowledge. Learning is an active process where students build upon their existing knowledge to make sense of new information. Learners regularly formulate and modify their opinions. Keeping students motivated and engaged in reading by providing choices in text selection, making real-world connections, incorporating technology and multimedia, celebrating reading successes, and fostering a reading community can make meaningful learning happen (Encinares, 2022).

Technology can significantly enhance reading instruction. This resource offers a variety of games and activities that bring characters to life, making learning more enjoyable.

However, in writing skills even before the pandemic occurred, in a blog shared by Ferlazzo (2021), he emphasized using a combination of explicit instruction, modeling, scaffolding, and student-centered activities to help develop students' writing skills. The most effective approaches integrate reading and writing, provide ongoing feedback, and teach cognitive strategies for the entire writing process which seem to be used by the participants:

Participant 1: "I always incorporate linguistic concepts as well as the fundamentals of grammar to strengthen their language faculty. I go back to the basics of learning the language."

Participant 2: "I use learning log. Weekly entries nila ng kanilang reflections about the lessons we've discussed. At the same time, feedback siya sa akin so that I will know if the students learned, then I can assess if I need to go back to the lessons. That is our way of communication. Because of this, I found out that they enjoy writing. Lalo na kapag may notes doon that they did well. They are overwhelmed if



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their works are recognized with simple praises. I use stamps, like sa kindergarten. They are encouraged to do well if they see those marks."

(I use learning log. They write weekly entries of their reflections about the lessons we've discussed. At the same time, it serves as feedback to me; I will know whether my students learned, or I can assess if I need to go back to the lessons. It is our way of communication. Because of this, I found out that they enjoy writing. I write notes of praise if they do well and they feel overwhelmed. I use stamps like in kindergarten, and they are encouraged through it.)

Teaching writing after the pandemic has significantly changed pedagogical approaches and challenges for educators. This event has emphasized the importance of open and accessible teaching practices, including digital tools and platforms.

In a study conducted by Loewenstein (2021), she emphasized that professional development should focus on process-oriented writing instruction, emphasizing the importance of explicit teaching strategies and digital tools to facilitate writing instruction. She also said that teachers should integrate digital tools into their teaching to enhance writing instruction, particularly for students who may have fallen behind. They should also find creative ways to engage students in writing, considering their varying needs and learning styles like altering activities:

Participant 4: *"I alter activities. Instead of writing a poem, pakakantahin ko na lang siya. A song is also a poem, so parang ganun, I alter but same competencies pa rin."*

(I alter activities. Instead of writing a poem, I will ask them to sing. A song is also a poem; I alter the activities but with the same competencies.)

Incorporating these research-based strategies can make teachers effectively teach writing skills and help students become confident, competent writers.

Meanwhile in listening, setting clear expectations, and modeling good listening are some ways to encourage students to listen. Explicitly teach students what active listening looks and sounds like, such as making eye contact, nodding, and asking clarifying questions. Model good listening behavior during class discussions and student interactions. The participants used different strategies:

Participant 1: *"Both oral and written materials are important. Same with listening drills like songs and audio stories. I tried having them to listen to podcasts too then asked questions."*

Participant 3: *"The constructive approach makes students aware of their language learning and inter-cultural awareness. Games and ice breakers lessen the students' worries and help them to learn better. They decrease the monotony of the lesson and increase motivation and interest. Through these activities, they are encouraged to listen carefully to what I say so they don't make mistake in doing it. They help students focus."*

After the pandemic, according to the study conducted by Yanti et al. (2022), there is an increased need for high-quality digital teaching materials to support listening skill development. Students prefer using interactive digital modules and resources integrating listening media rather than relying solely on printed materials.

Utilizing digital tools and platforms to facilitate interactive listening activities, such as online discussions, virtual presentations, and multimedia resources, providing students access to digital listening materials, like podcasts and audio recordings, that they can engage with asynchronously and incorporating features like closed captions, transcripts, and replay functions to support students' listening comprehension are some ways to help students engage their listening ability.

Explicitly teach listening strategies, such as predicting content, identifying critical information, and using context clues, to help students actively process audio inputs. Provide structured note-taking templates and organizers to guide students through the listening process. Offer opportunities for students to practice these strategies through various listening tasks and activities.

Other ways include creating a low-stress, distraction-free environment for listening practice, whether in-person or virtual. Encouraging students to ask questions, seek clarification, and provide feedback to build their confidence and engagement and incorporating peer-to-peer listening activities to promote collaboration and active listening skills (Metwally et al., 2022).



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Communicative language emphasizes interaction as both the means and the ultimate study goal. Students learn language through real-life communication, using authentic texts, and engaging in communicative activities. It prioritizes the ability to perform various functions, such as requesting, apologizing, or expressing opinions, rather than simply being correct grammatically. By incorporating these evidence-based strategies, teachers can effectively develop students' listening skills and help them become more engaged, attentive, and successful listeners.

Lastly, for speaking, incorporating teaching speaking strategies can create a supportive and engaging learning environment for the students after the pandemic. Due to the heavy restriction on human interaction outside the house, students may have developed speaking language disabilities. Breaking down the skill of speaking into identifiable components and teaching each one explicitly can help teachers fix it. For example, teach strategies like using appropriate vocabulary, grammar, pronunciation, fluency, and body language. Model effective speaking behaviors and strategies for students to observe and emulate (Royani, 2023). The participants also shared some strategies.

Participant 1: "In constructing sentences, I taught my students how to analyze terms on a structure using a structure tree for them to realize more about the formula in terms of constructing units of language."

Participant 2: "I have them practice oral reading so they can be familiarized with the language. They can also hear themselves speaking the language and be at ease."

Teaching speaking skills effectively requires a combination of innovative strategies, leveraging technology, and addressing the challenges posed by the pandemic. Some strategies studied by Noermalita (2023) include incorporating digital tools and platforms to facilitate speaking activities; examples are online discussions, virtual presentations, and multimedia resources. One benefit is that it allows students to engage in speaking practice remotely and provides access to various materials and tools. Another strategy shared was:

Participant 3: "Group work and peer teaching encourage creative and spontaneous use of the language. They increase opportunities for all learners to speak the new language and allow them to learn from each other."

Using real-life scenarios and materials to practice speaking, like watching videos, digital storytelling, and topical-based syllabi, is also one way. This will help students apply their language skills in realistic contexts, making them more effective communicators. Engaging in conversations at home to practice social skills is beneficial, too. Examples are practicing joining a conversation, initiating a new discussion, maintaining a conversation, and finishing a conversation. This prepares students for new activities and experiences by practicing essential social skills.

Designing flexible and engaging activities to cater to different learning styles and needs. Group work activities, retelling stories or experiences, assigning role play, and presentations are examples of strategies a teacher can use. This will keep students motivated and engaged, promoting active participation and learning. Teachers are crucial in creating a supportive environment and providing guidance and feedback. Teachers can introduce and practice patterns in ways that feel meaningful to students, personalizing the learning experience and promoting student engagement (Yi, 2024).

Social interactionism emphasizes how individuals construct their social reality through interactions. Depending on the social context and their interactions, people take on different roles and identities. These roles and identities are not fixed but dynamically shaped through social interaction.

By implementing these research-based strategies, teachers can create engaging, supportive environments that build English learners' speaking confidence and skills. The key is to provide ample opportunities for authentic communication and targeted feedback.

Part III. Proposed Intervention Plan

Based on the findings, an intervention plan was made to address the teachers' and learners' needs in the classroom.

Conclusions

All participants have experienced challenges in teaching language. They are all seasoned English teachers, and their years of teaching experience are long. Participants have experienced hard but also good and beneficial



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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

times after the crisis. Regarding teaching and learning the language, the post-pandemic era brought a lot of dispute. Language learning has been challenging, especially the four macro-skills students should master.

Furthermore, teachers have adjusted to the learning gaps and have implemented strategies to minimize them. They have utilized digital tools, drills, student-centered activities, and a conducive learning environment.

Lastly, the researchers developed a proposed intervention plan for the teachers. The researchers believed that intensive training and workshops on the use of technology in the classrooms remediate learning loss due to the pandemic. This crisis has taught us to embrace the accelerated use of educational technology, and teachers must continue leveraging digital tools to facilitate remote, hybrid, and in-person learning. This includes proficiency with learning management systems, video conferencing, and other educational technology platforms.

Recommendations

The Department of Education should have a wide range of technical assistance to English language teachers. These could be in the form of training, seminars, and coaching. Also, teachers' technological materials, such as smart televisions and recommended instructional materials, must be provided. With this support, it would be easier for the teachers and learners to cope with the challenges. School administration must also thoroughly inspect their area to determine the needs of teachers and students. Equipping them with the correct facilities and materials and supporting them can close the educational gaps. Meanwhile, English teachers should be susceptible to the wide range of teaching strategies in this changing time. Technology is widely used anywhere and has enormously impacted many people's lives. Adapting to the change brought by the pandemic is one step in providing high-quality education to students. Language teachers should also provide supplementary materials to aid students struggling to learn the English language. Furthermore, students should strive to learn and help themselves. With the right attitude and good use of technology in education, they are bound to reach greater heights in this ever-changing world.

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