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## Narratives of Language Teachers in Teaching English in the Post-Pandemic Era: An Interpretative Phenomenological Analysis

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### ABSTRACT

The COVID-19 pandemic brought unprecedented challenges to education worldwide, forcing a rapid transition to online learning and fundamentally altering traditional teaching methods. As schools and institutions gradually return to in-person or hybrid models, understanding the narratives of English language teachers is crucial for developing effective pedagogical strategies and policies. This study explored the experiences and perspectives of language teachers in teaching English during the post-pandemic era through an interpretative phenomenological analysis (IPA). The results showed that instructional approaches and developments in technology interact in a complex way. Teachers noted a dramatic change in their pedagogy, stressing the need for adaptability, innovation, and the use of digital resources in language learning. Furthermore, this study discussed the significant changes brought by the crisis to English teachers' feedback strategies. This research contributes to the understanding of post-pandemic educational landscapes and offers valuable insights for policymakers, educators, and institutions aiming to support language teachers in adapting a new teaching paradigm.

### INTRODUCTION

In recent times, the field of language education has faced unprecedented challenges due to the global COVID-19 pandemic (Smith, 2020). This sudden transition posed numerous difficulties, including technological barriers, pedagogical adjustments, and disrupted classroom dynamics (Johnson *et al.*, 2020). Teachers had little room to make an adjustment to the new mode of teaching and for familiarizing themselves with digital tools for learning. In addition to these challenges, teachers also faced criticism from parents regarding the instructional process on the online platform. This situation has become a new stressor for teachers who are overwhelmed by the demand of their profession (Allen *et al.*, 2020). It is crucial to examine the impact of these changes on language education and explore strategies to enhance the effectiveness of post-pandemic language teaching (Johnson *et al.*, 2020).

In Indonesia, teachers were not ready to manage online classes. Research conducted by Churiyah *et al.* (2020) showed that teachers in rural areas could not deliver online teaching. They relied on providing assignments without sufficient guidance and explanation. Furthermore, Rasmitadila *et al.* (2020) found that school from home has posed challenges in terms of technical obstacles, students' participation, and teachers' lack of experience dealing with online tools. However, teachers slightly acquired digital teaching competencies as reflected by a disparity between their beliefs and practices about digital learning activities such as what happened in Australia (Flack *et al.*, 2020), Indonesia (Nugroho & Mutiaraningrum, 2020), and many other contexts.

In Davao City, the way teachers communicate with students, how they deliver teaching materials, and how

they assess students' performances have massively changed. In such a situation, technology-assisted learning tools are crucial to be consistently utilized by teachers and students at all levels, from elementary and secondary schools to higher education (Mahmood, 2021; Wahyuningsih & Baidi, 2021). In the municipality of New Bataan, specifically Andap National High School, most language educators were not able to teach their learners effectively because there was an adjustment in how they would conduct the class without any threat of trouble. It was also revealed that there was a problem between their students' comprehension and their skills in learning and understanding English.

In the post-pandemic era, language teachers face a teaching gap due to the digital divide among students, hindering equitable access to online resources. Many teachers are still adapting to online teaching methods, leading to differences in the quality of language teaching. The shift to blended learning models and the need for innovative assessment methods pose ongoing challenges for language teachers in the post-pandemic landscape.

The researchers would like to conduct this study to look for those language teachers who are struggling and battling in the post-pandemic era. Also, seeks to find out and know what their experiences were in conducting their lesson and what their strategies were to cope with this kind of situation. The findings of this study will encourage language teachers to rethink their teaching practices in the new post-pandemic era. Moreover, it will identify factors that inhibit or reinforce their practices that might probably make the teaching and learning process successful or not in instructing English, whether in online or on-campus classrooms. This study aimed to

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explore, gather information, and examine the experiences of teachers in the post-pandemic era. In gathering information, seven language teachers will be selected for the in-depth interview. In order to know the feelings and thoughts of this study's participants.

### Research Objectives

This study will explore and analyze language teachers' stories about their language teaching experiences and strategies in the post-pandemic era. By examining these stories, this study aims to better understand the challenges, innovations and pedagogical changes that language teachers have had to undergo in response to the unique circumstances resulting from caused by the COVID-19 pandemic. Through qualitative research, this study seeks to uncover valuable lessons and best practices that can help develop effective language teaching methods in the post-pandemic world, thereby improve language teaching and promote student success. Specifically, it aims to answer the following questions:

1. What are the experiences of language teachers in teaching English in the post pandemic era specifically in feedbacking strategy?
2. How do they make sense in their experiences in teaching English?

### Scientific Basis/Theoretical Framework

The theoretical backbone for this study is grounded in feed backing strategies and educational theories that provide a lens to understand the experiences of language teachers and students in the post-pandemic educational landscape.

One key theoretical foundation is the informational processing theory, as proposed by Kulhavy and Stock (1989)), which viewed feedback as corrective information that strengthened correct responses through reinforcement, and weakened incorrect responses through punishment. This somewhat mechanistic perspective stressed the importance of minimizing errors, but no description of error correction, nor the means for it were presented. Another relevant theoretical lens is the seminal work for formative assessment theory, as proposed by Sadler (1989). His theoretical exploration built upon a definition of feedback offered by Ramaprasad (1983), which referred to feedback as it is found in many different contexts not specifically in education. Sadler brought Ramaprasad's definition into education and extended it into such areas as writing assessment or qualitative judgment, which are characterized by multidimensional criteria that cannot be evaluated as correct or incorrect. Additionally, the Meta-Analyzing theory, as proposed by Bangert-Drowns *et al.* (1991), presented a five-stage model describing the feedback process. The five stages were: 1) Learner's initial state defined by four elements of interest, goal orientation, self-efficacy, and prior knowledge; 2) a question (or task) that activated the search and retrieval strategies, 3) the learner's response to the question, 4) followed by the learner's evaluation of the

response and its comparison to the information offered in the feedback, and 5) learners' subsequent adjustments from this evaluation to their knowledge, self-efficacy, and interest.

By employing these theoretical frameworks, including Kulhavy and Stock's informational processing theory, Sadler's seminal work for formative assessment theory and Bangert-Drowns' meta-analyzing theory, study aims to provide a comprehensive understanding of the experiences of language teachers and students in the post-pandemic educational landscape. These theories offer valuable insights and analytical lenses through which to interpret the findings and contribute to the broader understanding of the complex dynamics and interactions within language education practices.

### MATERIALS AND METHODS

This research study will employ the qualitative research design. In this phase, the phenomenology approach will be employed. Phenomenology is a discipline that examines the subjective experiences of individuals involved in research. The objective is to eliminate biases and preconceived notions about human experiences, emotions, and reactions to a specific situation, in order to accurately depict how humans undergo a particular event. It accomplishes this by elucidating the manner in which humans comprehend a certain occurrence (Creswell, 2017). The researchers had a key reference for this specific study. The participants were 7 licensed teachers who had been teaching at the secondary level for more than 5 years. The teachers came from Compostela National High School and catered to about thirty students. The participants comprehended, internalized, and answered the questions carefully without pressure. In choosing the participants, the researchers used the non-probability sampling method, specifically purposive sampling. They selected participants based on the purpose of the study, ensuring they could respond to its objectives and showed interest in the study. The participants served as the key and living witnesses to their experiences because they had encountered this kind of issue. They were the sources of information to sort out and ascertain in order to unveil the solution to the problem, which was achieved through their voices.

Additionally, researchers followed specific procedures for data collection, beginning with a preparatory lesson to plan their study. They sought permission from the school principal and endorsements from the Davao de Oro State College Research Ethics Committee and College President before starting fieldwork. Voluntary participation was ensured through informed consent. Researchers conducted in-depth, one-on-one interviews using open-ended questions, focusing on participants' experiences and challenges as post-pandemic English teachers. Interviews were audio taped for accuracy, and media and internet resources supported the study. The investigation aimed to develop solutions for the challenges faced by language educators by discussing

experiences and coping mechanisms. Collected data were used to propose solutions and derive significant findings. Subsequently, upon the granting of approval, the participants will receive an informed consent form to be perused by the respondents. After providing the informed consent form, a comprehensive orientation was given regarding the execution of the study, which included an explanation of its significance, purpose, and objectives. Upon reaching an agreement on the terms outlined in the informed consent form, they proceeded to sign it prior to conducting the interview. The interview guide will rewrite and present each question in the language that the participants are most comfortable with. Furthermore, the participant will receive responses to the questions in English language. Furthermore, the participants will be required to sign an Informed Consent Form, which explicitly states that their involvement in the study is completely voluntary. Consequently, individuals will have the guarantee that their rights to secrecy and privacy will be upheld, and that the gathered data would be exclusively utilized for the purpose of carrying out the analysis. Throughout the interview, there were no occurrences in which the participant could be deceived or exposed to harm; if this were to happen, they are entitled to discontinue their participation in the study. In addition, the researcher will employ Braune and Clarke's

(2006) methodology in conducting theme analysis on the replies obtained from individual in-depth interviews (IDI). The researcher analyzed the transcribed recorded in-depth interviews to identify patterns, fundamental concepts, and themes. These patterns will be utilized to create codes that highlight the common experiences of language teachers in teaching English in the post-pandemic era. In order to obtain more comprehensive data, it is necessary to utilize a significant tool known as thematic analysis. It is feasible to systematically collect information regarding the experiences of the participants. Subsequently, the analyst commenced the task of scrutinizing the gathered data. Ultimately, the researchers requested the data analyst to identify patterns, and subsequently, they aggregated their discoveries. Using this strategy is a customary approach in qualitative research for conducting analysis.

## RESULTS AND DISCUSSION

### Report of Participant Findings

The participants in the study utilized English language during the in-depth interviews. There are no translated quotes in the results; instead, the researchers presented the data with their actual response. It allowed for a comprehensive understanding of the themes and findings from the interviews relying on specific quotes.

**Table 1:** Lived Experiences of the Language teachers in teaching English in the Post-pandemic era

Participants	Personal Experiential Themes
Teacher 1	<ul style="list-style-type: none"> <li>Teachers struggle with instruction delivery due to gadget access and financial constraints.</li> <li>Descriptive feedback is vital for student improvement and motivation.</li> <li>Maintaining student engagement is challenging but crucial in virtual settings.</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>Diverse feedback formats are essential for student learning and motivation.</li> <li>Pandemic accelerates digital feedback tool adoption for personalized guidance.</li> <li>Lack of physical interaction requires innovative virtual engagement strategies.</li> </ul>
Teacher 3	<ul style="list-style-type: none"> <li>Technology barriers hinder effective teaching and learning strategies.</li> <li>Teachers adapt teaching methods for online challenges, providing supportive feedback.</li> <li>Positive teaching style fosters student positivity and enhances learning experiences.</li> </ul>
Teacher 4	<ul style="list-style-type: none"> <li>Authentic assessment in online learning poses challenges for meaningful feedback.</li> <li>Technology usage is crucial for timely and constructive feedback delivery.</li> <li>Limited online access and home distractions hinder student engagement.</li> </ul>
Teacher 5	<ul style="list-style-type: none"> <li>Online learning reveals technological barriers impacting instruction and feedback.</li> <li>Customized feedback fosters student motivation and improvement.</li> <li>Digital tools integration enhances feedback efficiency and organization.</li> </ul>
Teacher 6	<ul style="list-style-type: none"> <li>Limited internet access hampers feedback strategies and learning experiences.</li> <li>Diverse feedback strategies enhance communication and learning outcomes.</li> <li>Feedback motivates learners and supports their improvement efforts.</li> </ul>
Teacher 7	<ul style="list-style-type: none"> <li>Technical challenges hinder effective feedback implementation for teachers.</li> <li>Managing instructional concerns is crucial in online teaching.</li> <li>Positive feedback tone and schedule management are vital in virtual environments.</li> </ul>

### Teacher 1

Teacher 1 provided insights on her struggles on teaching the language in the post-pandemic era. These specific challenges, such as the struggle with instruction delivery

due to gadget access and financial constraints, descriptive feedback which is vital for student improvement and motivation, and maintaining student engagement is challenging but crucial in virtual settings. Additionally,

these struggles challenge her teaching the language in the post-pandemic era that really needs to address and resolve.

#### Teacher 1: Personal Experiential Themes

- Teachers struggle with instruction delivery due to gadget access and financial constraints.
- Descriptive feedback is vital for student improvement and motivation.
- Maintaining student engagement is challenging but crucial in virtual settings.

#### Teachers Struggle with Instruction Delivery Due to Gadget Access and Financial Constraints

Teacher 1 underscored her experience about teachers' struggle with instruction delivery due to gadget access and financial constraint. This emphasizes that access to technology plays a crucial role in education. However, schools have some technology resources, they may not be sufficient to meet the needs of all students. Teachers often find themselves competing for limited resources such as computer labs or classroom sets of tablets. This scarcity can hinder their ability to integrate technology effectively into their teaching methods, as they may need to resort to traditional, non-digital instructional approaches. Additionally, teachers themselves may face financial constraints that hinder their ability to enhance instruction with technology. They might have to purchase teaching materials, software, or even gadgets out of their own pockets, which can be financially burdensome, especially considering that teaching salaries are often modest.

"There is difficulty in giving instructions and feedbacks due to the lack of gadget and budget." Teacher 1

In this generation of digitalization and distant learning, educational strategies that create programs and provide human and financial resources to strengthen the integration of information and communication technology (ICT) in post-primary education have been highlighted (Alghamdi & Holland, 2020). Although the learning technologies are becoming part of instructional integration in a face-to-face classroom, it is also no doubt that in developing countries, like the Philippines, it possesses different challenges like accessibility and affordability (Roberts & Hernandez, 2019). Thereof, lack of proper technologies, poor home learning environments, and restricted access to laboratories and fieldwork are a few of the issues described (Barrot, 2021).

#### Descriptive Feedback is Vital for Student Improvement and Motivation

Teacher 1 recognized the value of descriptive feedback as vital for student improvement and motivation. Hence, she believed that descriptive feedback increases engagement by acknowledging students' efforts and achievements, building their confidence and self-esteem. It also strengthens teacher-student relationships and

supports differentiated instruction by tailoring feedback to individual learning needs. Thereof, descriptive feedback plays a crucial role in fostering student growth, motivation, and success in the learning process.

"It becomes a useful tool [diverse feedback] to increase student's motivation to achieve their goals and the success of this study." Teacher 1

Masantiah, Pasiphol and Tangdhanakanond (2020) agreed that students need teachers' feedback to be able to reach their learning and to serve students with recognizing the vital and vulnerable points of their work. Additionally, Gan *et al.* (2020) found that students were more likely to act on teacher feedback than to proactively seek feedback, and that English language self-efficacy had a significant influence on both feedback behavior and preference.

#### Maintaining Student Engagement is Challenging But Crucial in Virtual Settings

Teacher 1 also shared that student engagement is challenging but crucial in virtual settings. In virtual environments, students may face distractions, technical issues, and a lack of personal interaction, all of which can impact their engagement levels. However, maintaining engagement is vital because it directly influences students' motivation, participation, and overall learning experience. "To enhance student engagement, constructive feedbacking provides awareness and facilities students to identify their areas for further improvement encourages them." Teacher 1

Teachers were also overwhelmed by many digital tools available on the Internet, making it a struggle to differentiate and select appropriate tools for their lessons (Sabarinath & Quek, 2020). Such experience has caused teachers to rethink their pedagogies for student engagement, selection of tools, lesson designs and classroom interactions. Students also face challenges in their online learning in that they often find it boring and unengaging, especially when their social needs are neglected in the online environment (Dhawan, 2020).

#### Teacher 2

Teacher 2 navigates various challenges in teaching language in the post-pandemic era, including the need for diverse feedback formats, the adoption of digital feedback tools, and innovative virtual engagement strategies. Also, she mentioned that by addressing these challenges with adaptability, creativity, and a student-centered approach, it can effectively support student learning and motivation in a changing educational landscape.

#### Teacher 2: Personal Experiential Themes

- Diverse feedback formats are essential for student learning and motivation.
- Pandemic accelerates digital feedback tool adoption for personalized guidance.
- Lack of physical interaction requires innovative virtual engagement strategies.

### **Diverse Feedback Formats are Essential for Student Learning and Motivation**

Teacher 2 possesses that diverse feedback formats are essential for student learning and motivation because they cater to individual learning preferences and needs. Not all students respond the same way to feedback, so offering a variety of formats ensures that each student receives feedback in a way that resonates with them. Whereof, some students may benefit from verbal feedback during one-on-one discussions, while others may prefer written feedback that they can review at their own pace. Additionally, using different formats such as audio recordings, video demonstrations, or visual annotations allows teachers to provide feedback that is personalized and targeted to specific learning objectives. By accommodating diverse learning styles and preferences, diverse feedback formats can enhance students' understanding, engagement, and motivation to improve.

“Feedback in online learning can be a powerful motivator for students. By providing timely and constructive feedback, educators can help students understand their progress, identify areas for improvement and feel supported in their learning journey.” Teacher 2

The core aim of feedback is to minimize errors, reduce gaps, enhance one's knowledge, and acquisition of skills (Tan *et al.* 2020). Effective use of feedback improves student achievement. After receiving teacher feedback, students might respond in various ways that differ from the teacher's expectation(s). Indeed, students' and teachers' perceptions regarding the quantity and quality of teacher feedback often differ substantially (Hattie & Clarke, 2019; Yang, 2021).

### **Pandemic Accelerates Digital Feedback Tool Adoption for Personalized Guidance**

Teacher 2 also emphasized that the pandemic has accelerated the adoption of digital feedback tools for personalized guidance in education. With the shift to remote and hybrid learning models, teachers have increasingly turned to digital platforms to provide timely and individualized feedback to students. These tools offer features such as audio and video recordings, interactive annotations, and real-time commenting, allowing teachers to deliver feedback in various formats tailored to each student's needs. By leveraging digital feedback tools, teachers can provide more frequent and detailed guidance, track student progress more effectively, and offer personalized support to address specific learning objectives or areas for improvement. This shift towards digital feedback not only enhances the efficiency of the feedback process but also enables teachers to maintain a strong connection with students despite physical distance, ultimately promoting continuous learning and improvement.

“During the pandemic, language teachers adopted various feedback strategies to accommodate remote learning, such as providing audio or video feedback.” Teacher 2  
Personalized feedback messages tailored to student

demographics, learning performance, and learning behavior (Mousavi *et al.*, 2021). Also, Tetzlaff *et al.* (2020) called for a concept of personalized education that relies on relevant learner characteristics that are empirically proven to explain variance in learning outcomes.

### **Lack of Physical Interaction Requires Innovative Virtual Engagement Strategies**

Teacher 2 shared that the lack of physical interaction in virtual learning environments necessitates innovative engagement strategies to foster student participation and connection. Traditional classroom interactions, such as face-to-face discussions, group activities, and hands-on demonstrations, are not easily replicated in online settings. Therefore, educators must explore creative approaches to keep students engaged and motivated to participate actively in virtual learning experiences. This may involve leveraging interactive technologies, gamification techniques, multimedia resources, and collaborative platforms to create dynamic and immersive learning environments. By implementing innovative virtual engagement strategies, educators can overcome the limitations of physical distance and promote meaningful interaction, collaboration, and learning in online classrooms.

“Lack of physical response hinder student engagement online” Teacher 2

In an asynchronous online context, student interactions become the key indicator of student behavioral engagement. While visual indicators of physical engagement in the online learning process are not as evident as face-to-face learning (Lei *et al.*, 2019). Also, the contexts of e-learning implementation revealed that program learning goals, program learning objectives, and identifying implementation challenges are critical in planning and strategizing the use of e-learning (Palmerola, 2024).

### **Teacher 3**

Teacher 3 encountered challenges in teaching the language. These challenges specifically include technology barriers hinder effective teaching and learning strategies, teaching methods for online challenges providing supportive feedback, and positive teaching style fosters student positivity and enhances learning experiences.

### **Teacher 3: Personal Experiential Themes**

- Technology barriers hinder effective teaching and learning strategies.
- Teachers adapt teaching methods for online challenges, providing supportive feedback.
- Positive teaching style fosters student positivity and enhances learning experiences.

### **Technology Barriers Hinder Effective Teaching and Learning Strategies**

Teacher 3 provided insights that technology barriers pose significant challenges to effective teaching and learning

strategies, particularly in the post-pandemic era where reliance on digital tools is high. These barriers can include limited access to devices, unreliable internet connectivity, and lack of familiarity with digital platforms and tools. When students do not have access to the necessary technology or face connectivity issues, they may struggle to participate fully in online learning activities, leading to gaps in understanding and engagement. Additionally, teachers may find it challenging to deliver instruction effectively and provide timely feedback without access to reliable technology.

“It’s very challenging during pandemic time. Learners cannot use the online platforms due to lacks of cellphone at home.” Teacher 3

Lack of access to learning tools like computer devices and internet connectivity is another social disadvantage that can exacerbate anxiety in learning (Poudel & Subedi, 2020). According to Beng *et al.* (2020), a lack of technology and connectivity for online learning has been associated with higher stress levels in students and teachers.

### **Teachers Adapt Teaching Methods for Online Challenges, Providing Supportive Feedback**

Teacher 3 also believed that teachers have had to adapt their teaching methods to meet the challenges posed by online learning. This adaptation involves redesigning lesson plans, utilizing digital platforms, and implementing interactive activities to engage students in virtual classrooms. Additionally, providing supportive feedback is crucial in online learning environments. Teachers must offer constructive feedback that acknowledges students’ efforts and achievements while maintaining a positive and encouraging teaching style. This supportive feedback helps build students’ confidence, motivation, and resilience, ultimately enhancing their learning experiences in the digital space.

“It is always challenging experience; teachers must be always patient and resourceful to provide supportive feedback to the students” Teacher 3

Teacher must create a coherent learning experience for students with whom they may not meet face-to-face and, therefore, must develop new support strategies that maintain motivation and encourage interaction. Adapting student-centered approaches to the online environment has required the development of new skills and changes to teaching practices (Bennett, S., & Lockyer, L., 2020). Teachers reinvent their pedagogy and assessment, but students’ difficulty in understanding instructional goals in the new learning environment poses a major threat to the effective learning process resulting in a lack of creativity, resourcefulness, and innovation out of available tools and skills (Doucet *et al.*, 2020).

### **Positive Teaching Style Fosters Student Positivity and Enhances Learning Experiences**

Teacher 3 claimed that a positive teaching style fosters student positivity and enhances learning experiences by creating a supportive and encouraging learning

environment. Teachers who adopt a positive teaching style demonstrate enthusiasm, encouragement, and belief in their students’ abilities. This positivity helps build students’ confidence, motivation, and resilience, encouraging them to take risks, explore new ideas, and engage actively in learning activities. Moreover, a positive teaching style promotes a growth mindset, where students view challenges as opportunities for learning and growth rather than obstacles to overcome. By fostering a positive learning environment, teachers can inspire and empower students to reach their full potential and achieve academic success.

“Teachers must be positive in her teaching styles in online teaching environment, so as the learners take positive too.” Teacher 3

Teaching style refers to a pervasive quality of teaching behavior that persists even though the taught content changes (Ghanizadeh and Jahedizadeh, 2019). Therefore, applying positive teaching strategies can therefore foster student engagement and classroom community, especially in the post-pandemic in which social connections are more important and yet harder to establish than ever (Chu, T. L., 2022).

### **Teacher 4**

Teacher 4 shared her struggles in teaching the language in the post-pandemic era. These challenges specifically include authentic assessment in online learning poses challenges for meaningful feedback, technology usage is crucial for timely and constructive feedback delivery. Also, limited online access and home distractions hinder student engagement.

### **Teacher 4: Personal Experiential Themes**

- Authentic assessment in online learning poses challenges for meaningful feedback.
- Technology usage is crucial for timely and constructive feedback delivery.
- Limited online access and home distractions hinder student engagement.

### **Authentic Assessment in Online Learning Poses Challenges for Meaningful Feedback**

Teacher 4 emphasized that authentic assessment in online learning poses challenges for meaningful feedback due to several factors. In traditional face-to-face settings, authentic assessment often involves real-world tasks or projects that allow students to demonstrate their knowledge and skills in context. However, replicating these types of assessments in online learning environments can be challenging. One challenge is providing meaningful feedback to students based on their performance in online assessments. Without direct observation or interaction, teachers may struggle to provide personalized and constructive feedback that addresses students’ individual strengths and weaknesses. Additionally, the asynchronous nature of online learning can result in delays in feedback delivery, impacting students’ ability to reflect on and apply feedback to their learning.

“Giving o feedback can really be given in the face-to-face mode of learning, that was before the pandemic... it was difficult to assess or evaluate the performances and outputs of learners.” Teacher 4

Assessment is an integral part of the learning process and including authentic assessment, can have many benefits for the learner. They can encourage active student learning, improved achievement and greater retention of information, while also providing students with valuable rea world experiences in a safe, supportive environment (Murphy et. al, 2019). Also, authentic assessments and timely feedback are essential components of learning. A very crucial part of online distance learning is the availability of helpful formative assessments and timely feedback to the online learner (Doucet et. al, 2020).

#### **Technology Usage is Crucial for Timely and Constructive Feedback Delivery**

Teacher 4 highlighted the significance of technology usage as crucial for timely and constructive feedback delivery in online learning environments. By harnessing digital tools and platforms, teachers can provide personalized feedback, track student progress, and facilitate communication and collaboration, ultimately enhancing the effectiveness of feedback interventions and promoting student learning and success.

“By directly giving the feedback to the learners through the use of messenger, google meet, MS TEAMS and other online platforms based from the established rubric and ground rules and procedures.” Teacher 4

The use of technology for supporting teaching, assessment and feedback to improve working practices and the student experience in a time and resource efficient manner (Albinson et. al 2020). Also, Deeley, S. J. (2019) agreed that using technology may enhance learning in assessment and feedback processes.

#### **Limited Online Access and Home Distractions Hinder Student Engagement**

Teacher 4 shared that limited online access or the lack of reliable internet connectivity and access to digital devices, which can prevent students from fully participating in online classes or accessing course materials. Without consistent access to the internet or appropriate devices, students may struggle to attend virtual classes, submit assignments, or engage in online discussions, leading to disengagement and falling behind in their studies.

“Only few learners can access online, the learner’s lack of concentration probably due to some disturbances present at home and there are challenges in giving feedback to learners.” Teacher 4

According to India Today (2020), a major stumbling block regarding online learning is the lack of strong internet connection. Student may not have a well-equipped facility that may help them in going online for virtual learning platforms that necessitate internet connection. This issue may prevent them from downloading information, present blurred videos, restrict dialogues between teachers and learners, etc. (Zalat *et al.*, 2021).

#### **Teacher 5**

Teacher 5 shared her struggles in teaching the language in the post-pandemic era. These challenges specifically include online learning reveals technological barriers impacting instruction and feedback, customized feedback fosters student motivation and improvement, and digital tools integration enhances feedback efficiency and organization.

#### **Teacher 5: Personal Experiential Themes**

- Online learning reveals technological barriers impacting instruction and feedback.
- Customized feedback fosters student motivation and improvement.
- Digital tools integration enhances feedback efficiency and organization.

#### **Online Learning Reveals Technological Barriers Impacting Instruction and Feedback**

Teacher 5 discussed that technological barriers also impact feedback processes in online learning. Providing timely and constructive feedback relies heavily on digital tools and platforms for communication and collaboration between teachers and students. However, limited access to technology or unreliable internet connectivity can impede feedback delivery, resulting in delays or disruptions in communication. Additionally, navigating digital feedback tools and platforms may be challenging for both teachers and students, affecting the quality and effectiveness of feedback interventions.

“One of it is the technological barriers, there were lessons that had to be presented using various online tools and platforms for teaching, such as video conferencing but not all students can access to online tools.” Teacher 5

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Murgatrot, 2020). Teachers are also reporting barriers to the lack of access to the internet and devices in e-learning implementation (Almanthari *et al.*, 2020). Moreover, teachers do not have sufficient experience in a fully online learning environment (Lase *et al.*, 2021).

#### **Customized Feedback Fosters Student Motivation and Improvement**

Teacher 5 elaborated that customized feedback plays a crucial role in fostering student motivation and improvement. By providing feedback tailored to individual student needs, strengths, and areas for growth, educators can create personalized learning experiences that resonate with students and enhance their engagement and motivation. When feedback is customized, students are more likely to perceive it as relevant and meaningful to their learning goals and aspirations. This sense of relevance increases students’ intrinsic motivation to learn and improve, as they see a direct connection between their efforts and the feedback received.

“I found giving constructive and customized feedback to student’s works such as assignment and assessments proved

to be effective. It really did help students to improve their understanding and performance.” Teacher 5

Feedback is a powerful means for promoting learning, but not all forms of feedback are equally effective. Customized feedback provides a particularly important opportunity for enhancing motivation and achievement among students (Koenka, A. C., & Anderman, E. M., 2019). Also, customized feedback/support about their interactive behaviors and cues provided to teachers’ interactions, student engagement increases (Pianta et al, 2019).

### **Digital Tools Integration Enhances Feedback Efficiency and Organization**

Teacher 5 emphasized that integration of digital tools enhances feedback efficiency and organization by automating repetitive tasks, providing tools for data analysis and management, and facilitating communication and collaboration between teachers and students. By leveraging digital tools effectively, educators can streamline the feedback process, improve feedback quality, and ultimately enhance the learning experience for students.

“I am using of digital tools like Google docs or online grading platforms to provide feedback as they save time and provide clear and organized feedback for students.” Teacher 5

Digital tools provide an active learning environment increases students’ attention and engagement (Kay, MacDonald, & DiGiuseppe, 2019). Thereof, regular feedback enables students to monitor their learning progress and discover knowledge gaps (Agarwal & Bain, 2019).

### **Teacher 6**

Teacher 6 provided insights on her struggles on teaching the language in the post-pandemic era. These challenges specifically include limited internet access hampers feedback strategies and learning experiences, diverse feedback strategies enhance communication and learning outcomes, and feedback motivates learners and supports their improvement efforts.

### **Teacher 6: Personal Experiential Themes**

- Limited internet access hampers feedback strategies and learning experiences.
- Diverse feedback strategies enhance communication and learning outcomes.
- Feedback motivates learners and supports their improvement efforts.

### **Limited Internet Access Hampers Feedback Strategies and Learning Experiences**

Teacher 6 shared that limited internet access presents significant challenges for feedback strategies and learning experiences in online environments. When students lack reliable internet connectivity, they may struggle to access digital platforms, submit assignments, or participate

in online discussions, hindering their ability to receive timely and meaningful feedback from teachers. Without consistent internet access, teachers may find it challenging to deliver feedback promptly and effectively. Feedback processes that rely on digital tools and platforms, such as online grading systems or virtual office hours, become inaccessible to students with limited internet connectivity. As a result, students may miss out on valuable feedback opportunities, impacting their learning outcomes and academic progress.

“A very evident challenge in effective English language instruction delivery and feedbacking is the concern on internet access...” Teacher 6

The lack of student social interaction, poor communication, a shortage of ICT resources, and subpar academic results (Barrot, 2021). The availability of these learning tools is essential for successful participation in online higher education and feedbacking strategies (Kapasia *et al.*, 2020).

### **Diverse Feedback Strategies Enhance Communication and Learning Outcomes**

Teacher 6 emphasized that diverse feedback strategies promote active engagement and participation among students. By offering opportunities for self-assessment, peer feedback, and reflection, students become active participants in the feedback process, taking ownership of their learning and development. This fosters a sense of responsibility and accountability, leading to improved learning outcomes. Additionally, diverse feedback strategies promote effective communication between teachers and students. This allows for ongoing dialogue, clarification of expectations, and mutual understanding, enhancing the quality of feedback exchanges and fostering positive teacher-student relationships.

“The effectivity of a physical communication is still best resource even in feedbacking through online learning.” Teacher 6

Students need feedback on their performances to improve. Giving feedback individually to all students online may be tedious and time taking. Lack of it may lead to poor performance. Finding a proper method of providing feedback to all the students is difficult for teachers especially in the virtual medium. Diverse feedback in any form should be specific, timely, frequent, supportive, and constructive can improve teaching and learning (Adarkwah, M., 2021). Therefore, diverse feedback affects students’ learning and achievement (Hattie & Clarke, 2019).

### **Feedback Motivates Learners and Supports Their Improvement Efforts**

Teacher 6 discussed that feedback plays a crucial role in motivating learners and supporting their improvement efforts by providing valuable information about their progress, achievements, and areas for growth. When students receive constructive feedback that is specific, timely, and actionable, they gain insights into their

strengths and weaknesses, which empowers them to make informed decisions and take proactive steps towards improvement. Moreover, feedback serves as a source of encouragement and affirmation, validating students' efforts and achievements. Positive feedback acknowledges students' accomplishments and reinforces desired behaviors, boosting their confidence and self-esteem. Conversely, constructive feedback provides guidance and direction for improvement, helping students identify areas where they can refine their skills and knowledge.

"A very common strategy is the constructive criticism on the performance of learners with explanation on how to improve it." Teacher 6

Feedback can occur before and after assessment submission, but needs to be useful in order for students to improve their subsequent performance (Henderson et al., 2021). Whereof, feedback comments within that process need to be useful to the learner – that is, understandable, sufficiently detailed and usable in order to affect change (Ryan et al., 2019).

#### Teacher 7

Teacher 7 provided insights on his struggles on teaching the language in the post-pandemic era. These challenges specifically include technical challenges hinder effective feedback implementation for teachers, managing instructional concerns is crucial in online teaching, and positive feedback tone and schedule management are vital in virtual environments.

#### Teacher 7: Personal Experiential Themes

- Technical challenges hinder effective feedback implementation for teachers.
- Managing instructional concerns is crucial in online teaching.
- Positive feedback tone and schedule management are vital in virtual environments.

#### Technical Challenges Hinder Effective Feedback Implementation for Teachers

Teacher 7 shared that technical challenges can affect the quality and consistency of feedback provided by teachers. Limited access to digital resources or unfamiliarity with online feedback mechanisms may result in generic or superficial feedback that lacks specificity and relevance to individual student needs. Without proper technical support and resources, teachers may struggle to deliver meaningful and personalized feedback that supports students' learning and improvement efforts.

"For us teachers, the lack of support to technology-based education and lack of technical support for networks is a challenge for effective feedback" Teacher 7

Everyone needs feedback to grow, especially the students because providing students engage with feedback, it should enhance learning and improve assessment performance (Turda, Sebastian, 2021). Therefore, student perspectives of teacher feedback helped fill the research gap of feedback mechanisms for improving student learning and performance (Yang et al., 2019).

#### Managing Instructional Concerns is Crucial in Online Teaching

Teacher 7 discussed that managing instructional concerns is vital in online teaching because an effective management ensures that learning objectives are met, maintaining the quality of education. Also, it facilitates student engagement, fostering a conducive learning environment. Clear instructions and communication are essential for understanding and following lessons, especially in virtual settings. Furthermore, proper management ensures accurate assessment and feedback, guiding students' progress effectively.

"More on instructional concern online is a must." Teacher 7 Management of instruction is a big difficulty for teachers, especially with online learning. Understanding the concepts of quality instruction, may need more time. Although there is flexibility in time unlike traditional classroom lectures, learners face difficulties in regulating online learning because of repetitive sessions that they take for understanding the concepts (Batbaatar & Amin, 2021). Online teaching almost lacks communication with body language. There are chances that students do not follow the correct meanings and messages which may in turn yield to poor performance or classroom participation (Das, 2023).

#### Positive Feedback Tone and Schedule Management are Vital in Virtual Environments

Teacher 7 emphasized that in virtual settings, where face-to-face interaction is limited, a positive feedback tone becomes even more critical. Encouraging and acknowledging students' efforts boosts their motivation and engagement, leading to better learning outcomes. Positive reinforcement helps create a supportive and encouraging atmosphere, which is essential for maintaining student interest and participation.

"The creation of feedback tone (a positive tone) that balances the content is vital online." Teacher 7

Organizations are increasingly using virtually collaborating teams to support major strategic initiatives in digital transformation (Bartsch et al., 2021). As the importance of teams working remotely increased tremendously due to the COVID-19 pandemic, virtual feedback (also known as digital feedback or computer-mediated feedback) has been playing a crucial role in ensuring team collaboration in a virtual work environment (Karl et al., 2022). Feedback is a powerful intervention for individuals and teams to improve learning, development, and task performance. In this vein, feedback has received considerable research attention as a determinant of individual and team behavior (Gabelica et al., 2019).

#### Report of All Participant Findings

Based on the result of descriptions and transcriptions of the participants, there were four emergent super-ordinate themes that surfaced among the thoughts and ideas shared by them during the key informant interview in relation to the English teacher's teaching experiences in the post pandemic era and their feedbacking strategies.

### Super-ordinate Themes

1. Upon reflecting on their experiences, the teachers were innovating virtual engagement for feedback delivery.

2. Upon reflecting on their experiences, the teachers were fostering positivity in feedbacking approaches.

3. Upon reflecting on their experiences, the teachers were overcoming barriers to meaningful feedback in online settings.

In presenting the three super-ordinate themes, the information included specific data from the in-depth interview.

### Upon Reflecting on Their Experiences, the Teachers were Innovating Virtual Engagement for Feedback Delivery

This is the first derived sub-ordinate theme from the collected responses to the English teacher's teaching experiences in the post pandemic era and their feedbacking strategies. Participants in the key informant interview discussed reflecting on the challenges of maintaining student engagement in virtual settings that reveals several key insights and considerations essential for effective online education.

In the key informant interview, In the landscape of virtual education, a chorus of voices from educators acknowledges the central importance of virtual engagement for feedbacking, as Teacher 1, Teacher 2, Teacher 3 and Teacher 4 highlighting the need for adaptability in teaching methods to overcome the unique challenges of online learning and provide the necessary supportive feedback for student progress.

"As an English teacher, it is important to have student engagement in virtual settings. Thus, feedbacking was done online to make sure students were engaged and further develop their strengths and enhance weaknesses." Teacher 1

"Making sense in teaching English often involves creating a structural and engaging learning environment where teachers can deliver feedback virtually." Teacher 2

"Though it's very hard for other teachers, but it is still very important to teachers give feedback to students performance through online modality." Teacher 3

"As an English teacher, I need to adopt online and incorporate technology to give feedback towards my students." Teacher 4

This statement is supported according to Shenoy *et al.*, (2020) that student engagement for visual art learners is possible with a fair use of technology. When students have better learning opportunities, their behavior towards learning is improved. Technology changes the way of teaching, and now virtual opportunities are available for students to learn. Many teaching institutions have introduced online learning platforms to teach the students, but the problem is that these students are less motivated to improve their performance in learning (Martin, 2019). The student's awareness regarding their learning can be improved when the teachers have opportunities. to teach them using technology. The developed European

countries have introduced technology in their learning platform to provide a better experience to learners (Raes *et al.*, 2020). In addition, Hakim (2020) added that virtual classrooms employ a design that helps students to learn in a better way and utilize better opportunities. When the students are motivated for their learning, their performance improves.

In addition, Hakim (2020) added that virtual classrooms employ a design that helps students to learn in a better way and utilize better opportunities. When the students are motivated for their learning, their performance improves. Student performance and learning success can become possible when they pay attention to the virtual classrooms for their learning This approach is also becoming popular within the context of visual art education. The available resources to the students can benefit them to get an education in virtual classrooms, but they must have a positive attitude towards their work as these resources have a great promise to improve their learning performance. Virtual classroom methodology is used in every developed country, and top-ranked universities also use it to reach students (Abou- Khalil *et al.*, 2021). Determining what the students are learning by their methodology is challenging the monitoring and evaluation of digital Classrooms should be based on regular to determine the impact of classroom performance on students' learning. The online classroom methodology helps the students learn flexibly, and they can show positive behavior towards this learning (Khatoony & Nezhadmehr, 2020). The students are always motivated to learn when they have support from their teachers. This approach is also found to be effective in improving the visual art education of the students.

According to Palloff and Pratt (2020) the rapidly changing nature of technological innovation impacts the delivery of course content, the face of content delivery also changes. Emerging technological innovations are creating scope to create interactive and flexible online learning environments. However, the shift from interactive and familiar, traditional classroom settings to virtual environments may be challenging to both the instructor and the learner. The challenges identified in the literature include:

- (a) Very limited supervision from the instructor,
- (b) Inefficient use of technology and
- (c) Lack of communication.

The teaching pedagogy of instructors matters a lot in the way students must improve their learning performance, as the teachers' style motivates them. The responsibility of teachers is to provide a sustainable and reliable teaching pedagogy for students' learning (Mahmood. 2021). When a teacher uses a reliable and innovative learning methodology, the performance of these teachers increases gradually. Similarly, the performance of the students and their engagement in classroom activities is also influenced by the teaching style (Phillips & O'Flaherty, 2019). Reliable teaching opportunities lead learners to innovative performance and sustainable knowledge. Many teachers are using innovative ways to engage students in their

learning. There must be a strong relationship between teachers and students. However, it is the responsibility of the teachers to divide students into different groups and develop innovative strategies to provide knowledge to each group (Yu & Jee, 2020). When the students are motivated to perform well, the teachers must provide them with a better strategic approach to deal with these issues. The teaching style influences the performance of the visual art students, and teachers should play a positive role in the learning improvement for the students. A good teacher always motivates his students to perform outstandingly with the use of technology.

#### **Upon Reflecting on Their Experiences, the Teachers were Fostering Positivity in Feedbacking Approaches**

This subject is the second generated sub-ordinate theme in the teacher's teaching experiences in the post-pandemic era. Thinking about their experiences, the teachers decided to take a closer look at how they gave feedback to students. They realized that they needed to focus more on being positive to encourage and motivate the students. As they thought more about their teaching methods, they saw that promoting positivity was a key idea that came up a lot after the pandemic. They wanted to make sure the classroom felt supportive and helpful. When they looked at all their teaching stories together, they saw that promoting positivity was really important. They tried to include positivity in the feedback they gave to help students feel stronger and more confident, especially after the difficult times during the pandemic. They changed their methods because they knew the pandemic had made everything harder, and they wanted to help students grow even when things were tough. They used special feedback techniques to help students stay hopeful and strong. In the end, promoting positivity became a very important rule that influenced how they taught and talked to students.

During the key informant interview, teachers discussed various methods to promote positivity in their feedback methods, stressing its crucial role in enhancing student motivation and development. Teacher 1, Teacher 4, Teacher 5 and Teacher 7 noting the effectiveness of positive feedback in offering students specific insights into their performance, thereby aiding focused improvement. Emphasizing the value of using descriptive feedback tailored to students' individual learning styles, which can boost their involvement and motivation. Also, a positive teaching approach positively influences student attitudes and learning experiences, creating an environment conducive to academic progress.

"As an English teacher, I give descriptive feedback to my students in order for them to be motivated and that makes my teaching experience having a sense." Teacher 1  
 "I give personalized and constructive feedback for my students to be valued and recognized." Teacher 4  
 "I can make sense in my experiences and improve my teaching practices by giving positive feedback towards my students' performance for them to feel motivated." Teacher 5

"For learners to be motivated, I gave them feedback where they can enhance and develop their reading, writing, speaking skills. And that makes sense of my teaching experience in the post-pandemic era." Teacher 7  
 According to VanDerHeyden, and Gilbertson (2019), effective teacher feedback is a simple and powerful form of teacher attention that can enhance learning, increase achievement, and promote self-regulatory competence in children with and without disabilities. Teacher feedback is an essential component of the learning process and can help create a positive classroom atmosphere in which mistakes are valued for their potential to enhance learning and in which academic success and appropriate behavior are reinforced. The purpose of feedback is to provide children and teachers with information regarding children's performance and understanding and allow for continued learning following initial instruction. Effective feedback has the potential to affect future student performance by increasing correct responding and desirable behaviors and decreasing incorrect responding and undesirable behaviors (Mastropieri & Scruggs, 2019).

#### **Upon Reflecting on Their Experiences, the Teachers were Overcoming Barriers to Meaningful Feedback in Online Settings**

This is the third derived sub-ordinate theme from the collected responses to the English teacher's teaching experiences in the post pandemic era and their feedbacking strategies. Participants in the key informant interview are teachers overcoming barriers to providing meaningful feedback in online settings. This suggests that despite challenges, teachers are finding ways to navigate the online environment to ensure their feedback remains valuable and impactful for their students.

In a series of key informant interviews, teachers have identified and addressed various obstacles hindering their ability to provide effective feedback in online educational settings. Each teacher brings a unique perspective on the importance and methods of feedback delivery. Teacher 2, Teacher 3, Teacher 5 and Teacher 6 underscored the indispensable role of technology in facilitating timely and constructive feedback delivery, emphasizing its cruciality in the digital realm and the importance of customized feedback, tailored to individual students' needs, as a means to foster motivation and improvement.

"Technology also making sense my teaching experiences but being not digital literate, it is difficult for me to deliver my feedbacks." Teacher 2

As an English teacher, I struggled to use technology with the absence of internet access for me to give feedback to my students online." Teacher 3

"I can make sense in my experiences and improve my teaching practices by giving positive feedback towards my students' performance for them to feel motivated. Though students may not have enough access to technology, I struggled on how to give my feedback to their outputs." Teacher 5

"...but is hard for me to utilized technology in feedbacking

but I tried my best to use technology to deliver feedbacks towards my students.” Teacher 6

According to Brinko, K.T. (2020) stated that feedback is crucial in educational and training programs, aiding learners in reaching their full potential by highlighting strengths and areas for improvement. It fosters reflection, learning, and improvement by providing information in a constructive manner. In the teaching-learning environment, feedback integrates knowledge, skills, and behaviors, promoting competence and confidence in both teachers and learners. Orlando and Attard (2019) emphasized the importance of tailoring teaching with technology to suit different contexts and curricula, highlighting that it’s not a one-size-fits-all approach. While there’s a common assumption that technology enhances learning, Kirkwood and Price (2019) caution against taking this for granted, suggesting that the relationship between technology, learning enhancement, and student engagement is more complex. Individualized instruction for each learner within online cohorts can create additional workload pressures for teaching staff as they strive to address varying learning needs.

Furthermore, integral to both learning and effective assessment techniques, feedback offers students more than just insights into their performance and reasons behind their grades. Importantly, it serves as a roadmap for students to enhance their learning capabilities. Brown (2019) likened feedback to the lubricant that ensures smooth understanding, while Nichol (2019) emphasized its role in helping students develop self-monitoring, management, and accountability in learning. Feedback transcends mere error correction and grading; it serves as a compass for learning enhancement.

Orlando and Attard (2019) emphasized the importance of tailoring teaching with technology to suit different contexts and curricula, highlighting that it’s not a one-size-fits-all approach. While there’s a common assumption that technology enhances learning, Kirkwood and Price (2019) caution against taking this for granted, suggesting that the relationship between technology, learning enhancement, and student engagement is more complex. Individualized instruction for each learner within online cohorts can create additional workload pressures for teaching staff as they strive to address varying learning needs.

## CONCLUSION

The study revealed that English teachers in the post-pandemic era face significant challenges, particularly in providing feedback. Without effectively leveraging technology, they struggle to create a conducive learning environment on online platforms. The findings highlight both the positive and negative experiences of teachers, reflecting our own empathy towards their situation. Teachers’ frustrations and the difficult circumstances they encounter due to a lack of preparedness for the pandemic-induced changes are considerable. However, their dedication and commitment have led to a sense of satisfaction and achievement, especially when students

are motivated and actively engaged in discussions due to effective feedback strategies and teaching approaches. The teachers’ resourcefulness and innovativeness in combining various teaching strategies have significantly enhanced students’ language skills, making their efforts effective and efficient. This has been particularly beneficial in helping students overcome the crisis and the dilemmas they faced during this challenging period.

The study draws on several theoretical foundations to understand the experiences of language teachers and students in the post-pandemic educational landscape. One key theory is the informational processing theory which views feedback as corrective information that reinforces correct responses and discourages incorrect ones. This theory emphasizes minimizing errors but does not detail error correction methods. Another important theory is work on formative assessment, which extends Ramaprasad’s (1983) definition of feedback to educational contexts, including areas like writing assessment that involve complex criteria beyond simple right or wrong answers. Additionally, propose a meta-analyzing theory with a five-stage feedback model: the learner’s initial state, the task prompting search and retrieval, the learner’s response, the evaluation of the response, and subsequent adjustments in knowledge and self-efficacy. These frameworks offer valuable insights into the dynamics of language education, helping to interpret findings and enhance understanding of the interactions in educational practices post-pandemic.

## RECOMMENDATIONS

1. School administrators should equip teachers with the necessary technologies and reliable internet access to deliver high-quality instructions and provide descriptive feedback to students in virtual settings.

2. School leaders including the administrator and teachers shall organize workshops or online sessions to navigate technologies for engaging and motivating classroom instruction and feedback.

3. To create a dynamic online learning environment, teachers should adapt their new teaching methods to foster student engagement and enhance learning experiences.

4. To promote student growth, teachers should provide personalized and varied feedback that motivates students and helps them improve.

5. Teachers should develop digital literacy skills to be more efficient and adaptable in using feedback tools, demonstrating resilience and flexibility.

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