



**EXPERIENCES OF ENGLISH TUTORS IN ZOOM-BASED INSTRUCTION:
BASES FOR A FOCUSED TUTORS' LANGUAGE
ENHANCEMENT PROGRAM**

VANGIE V. ANDRINO

Researcher

University of Iloilo - PHINMA

vvandrino@gmail.com

ABSTRACT

This qualitative research was conducted to explore the experiences of English tutors in Zoom-based Instruction as bases for a focused tutors' language enhancement program. The participants were ten tenured English tutors who were teaching beginner Korean students for more than a year at an online Zoom-based tutoring station in Iloilo City. The data were gathered using a researcher-made interview guide, which was validated by a panel of experts in the field of English online tutoring and research. The collected qualitative data was analysed and interpreted through thematic analysis. The following themes were generated as experiences of the English tutors; maximized interactive learning for effective Zoom-based instruction, facilitated students' progress, fostered cultural exchange, enhanced personal and professional growth, developed social and interpersonal outlook, maintaining the students' engagement and attention, addressing student distractions, overcoming technological barriers, and addressing computer performance issues. A focused tutors' language enhancement program was proposed as a result of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Keywords: *English Tutors, Experiences, Focused Language Enhancement Program, Zoom-based instruction*

INTRODUCTION

English as a Second Language (ESL) education has transformed as a result of the increasing reliance on online platforms for language instruction. Of these platforms, Zoom has gained popularity as a virtual language learning tool because of its interactive features and accessibility (Bao, 2020). Despite the convenience and flexibility that online teaching offers, English tutors encounter several challenges that can impair their ability to improve their language skills, teach more effectively, and help students become more proficient.

Recent studies have highlighted the positive impact of Zoom's interactive features on English speaking proficiency, such as screen sharing and breakout rooms (Mansur & Asmawati, 2021). Alongside these advantages, though, researchers have also found some serious drawbacks, such as a sharp drop in student interest and engagement, as well as instructors' sense of professional isolation and inadequate training (British Council, 2023).

A major challenge for English tutors using Zoom-based instruction is the absence of in-person interaction, which can impact student engagement and clarity of communication (Hampel & Stickler, 2015); technical problems, like erratic internet connections and audio delays, further disrupt the learning process and create barriers to effective instruction (Rapanta et al., 2020); and tutors have to constantly modify their ways of teaching that work

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



for students with different levels of English skills, which calls for a high level of linguistic competence and pedagogical flexibility (Mercado, 2021).

Additionally, Zoom-based instruction limits non-verbal cues, which makes it harder for tutors to figure out how well students understand and modify their teaching methods accordingly (Coman et al., 2020). These challenges underscore the need for focused language enhancement programs that provide tutors with the linguistic and technological skills they need to overcome these challenges and improve their teaching effectiveness. These challenges include pronunciation modeling, listening comprehension, and real-time feedback—all of which are critical components of language learning (Bozkurt & Sharma, 2020).

In light of these issues, the goal of this study was to look into the real-life experiences of English tutors in Zoom-based instruction. In their role as English tutors for Korean students, the researchers also encountered issues with Zoom-based instruction, which seriously interfered with the flow of the sessions. When there are distractions in the class, it can be challenging to maintain students' attention. In addition to student-related issues, one of the challenges frequently faced in the class is technical problems. The findings may serve as bases for designing a focused language enhancement program for tutors that addresses their linguistic and instructional needs, ultimately enhancing the excellence of online ESL instruction.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter described the fundamental procedures of phenomenological research and focused on the following components: Research Method, Research Design, Participants of the Study, Sampling Design, Research Instrument, and Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

Research Method

The study employed a descriptive qualitative research methodology, utilizing an in-depth interview guide to determine and explore English tutors' experiences in instructing beginner Korean students through Zoom-based instruction. Qualitative research is a methodical approach to understanding the "why" and "how" of social situations, life experiences, and action. It focuses on obtaining rich, narrative information using techniques like in-depth interviews, focus groups, and observations rather than depending on numerical data or statistics.

A descriptive research design aims to systematically collect data to evaluate a population, situation, or phenomenon. It specifically aids in addressing the what, when, where, and how inquiries of the research problem, rather than its why. It is important to remember that when using a descriptive research method, the researcher does not control or change any factors. This is different from experimental research. Instead, only the variables are known, seen, and measured (Voxcov, 2021).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Design

The research employed a qualitative design utilizing a phenomenological approach to explore the real-life experiences of English tutors in Zoom-based instruction. As explained by Tenny et al. (2022), this field of study goes deeper into problems that happen in the real world. Qualitative research helps come up with hypotheses and learn more about and investigate quantitative data. This is different from quantitative research, which collects numerical data points or intervenes or introduces treatments. It doesn't talk about how many or how much; it talks about how and why.

This study utilized an in-depth interview guide to gather information such as the experiences of English tutors teaching beginner Korean students in Zoom-based instruction. The researcher asked the participants to answer the questions honestly based on their own experiences in order to gather useful information.

Participants of the Study

The participants in the study were chosen using a method called purposive sampling. According to Patton (2002), it is often employed in qualitative research because it guarantees that participants have the expertise and understanding required to offer deep and significant insights.

The participants were the total population of ten tenured English tutors who were teaching beginner Korean students who had experience teaching Korean students, each possessing over a year of experience in teaching Korean students at an online tutoring station in Iloilo City.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



According to Creswell (2013), ten participants is frequently the ideal sample size in qualitative research to reach data saturation, providing comprehensive, in-depth data collecting while preserving manageability in analysis. The sample size should be sufficiently large to accommodate a range of viewpoints while being sufficiently small to enable a thorough examination of each participant's experience. For this reason, ten participants are frequently mentioned as the optimal number for a variety of qualitative research methodologies, such as case study and phenomenology techniques.

Prior to their employment, these English tutors were interviewed, passed an English test, gave demonstrations, and were assessed by the director and management. Despite not having a degree in education, some of them completed their four-year degree course and were accepted because they were qualified to teach English and met the company's requirements.

Sampling Design

The participants were chosen through purposive sampling, using specific criteria based on the experiences of ten tenured tutors who have been teaching English in Zoom-based instruction at an online tutoring station in Iloilo City for at least a year. These tutors finished the training and got the qualifications that the company needed.

According to Hassan (2022), purposeful sampling is the deliberate selection of a sample that is most likely to produce information that addresses the research problem. Qualitative researchers often use this kind of sampling strategy because it lets them choose people who have first-hand experience with the subject they are studying.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Instrument

The researcher developed in-depth interview guide questions as a research instrument to elicit detailed information during the interview process.

The questions in the interview guide were primarily about the study and only inquired about the experiences of English tutors who taught Korean students in Zoom-based instruction. The participants were encouraged to answer the questions honestly and in detail.

Validity of the Research Instrument

According to Creswell and Poth (2018), validity in qualitative research relates to how reliable, accurate, and credible the study's conclusion are:

To eliminate the potential for ambiguity in the questions and optimize participant replies, the study instrument underwent validation.

The researcher drafted the in-depth interview guide, which was then be sent to the adviser for review and modification. For face validation and substance, a group of professionals examined the prepared interview guide. Corrections and recommendations were completely implemented, and revisions were meticulously recorded.

Data Gathering Procedures

The data collection process began after the panel of experts approved the study. After that, the researcher got permission from the facility's manager to do the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The researcher approached the participants before or after their classes to request their responses to the interview guide questions. The researcher assured the participants that their answers would be kept completely confidential.

The researcher documented, evaluated, and meticulously analyzed all comprehensive information obtained after the interviews.

Data Analysis

The information or data that was collected for the study was written down, looked over, and evaluated using thematic analysis. Kelly (2023) described data analysis as the process of changing, cleaning, and processing raw data so that it may be used to make business decisions. The method helps decrease the risks that come with making decisions by giving useful information and insights, which are often shown as tables, graphs, charts, and pictures. According to Maguire and Delahunt (2017), the goal of thematic analysis is to find patterns in data that are interesting or important and then utilize those patterns to answer a research question or make a point about an issue. A good thematic analysis doesn't only summarize data; it also looks at the underlying themes and gives insights that help us better grasp the research question or situation at hand.

RESULTS AND DISCUSSIONS

The purpose of this study was to determine the experiences of English tutors in Zoom-based instruction in one of the online tutoring stations in Iloilo City as bases for a focused tutors' language enhancement program in 2024.

The qualitative research involved ten tenured English tutors teaching beginner Korean

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



students at an online tutoring station in Iloilo City. They were chosen through purposive sampling.

The instrument employed was a researcher made in-depth interview guide designed for collecting the experiences of English tutors in Zoom-based instruction as bases for a focused tutors' language enhancement program. This instrument underwent validation from qualified experts in English, online tutoring, and research

To analyse and interpret the responses of the participants, the researcher used thematic analysis. Data were organised, and relevant themes were selected.

The study involved ten ESL tutors. Ten participants were from an online tutoring station in Iloilo City including one BSEd-Math graduate, two BS Psychology graduates, one AB Literature, one BS Architecture graduate, one Bachelor of Music Education graduates, two Bachelor of Science in Tourism Management graduates – one with Diploma in Teaching, one BSBA major in Financial Management graduate, and one Bachelor of Science in Hotel and Restaurant Technology. There were seven women and three men in the groups. Eight of them were single and two were married.

The research generated a series of findings:

The English tutors' experiences in Zoom-based instruction highlighted several key aspects. They maximized interactive learning to ensure effective teaching, which facilitated students' progress and fostered cultural exchange. The experience also contributed to the tutors' personal and professional growth, while helping them develop a broader social and interpersonal outlook. However, maintaining students' engagement and attention proved

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



challenging at times, especially when addressing student distractions. Overcoming technological barriers and managing computer performance issues were also significant challenges faced by the tutors in delivering effective instruction.

The study led to the idea of a focused tutors' language enhancement program.

Based on the findings of the study, the following insights were drawn:

The effectiveness of Zoom-based instruction is primarily reliant on tutors adapting their teaching approaches to the digital setting. Tutors must use interactive strategies to engage students, deliver instructions properly, and give timely, constructive feedback. This shift needs tutors being creative and adaptable, integrating multimedia technologies and active involvement approaches to compensate for their absence. Ongoing personal growth and peer collaboration assist tutors in honing these skills and delivering high-quality virtual training.

Zoom provides a user-friendly platform for tutors and students to communicate online from anywhere, enabling learning a language more easily accessible and flexible. Breakout rooms, screen sharing, and real-time interaction all contribute to an engaging learning environment that is comparable to in-person classes. However, technological problems such as internet outages, device restrictions, and occasional security issues can disrupt sessions and impair the learning process. Adequate training and continuous technical support are required to help tutors and students manage these issues effectively.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSION

The following recommendations were proposed based on the findings and insights derived from this study.

For Foreign Language Students, they should engage fully and provide honest input to tutors in order to enhance lesson quality and develop self-discipline and use recorded sessions or additional materials to enhance learning.

Tutors should continuously hone their Zoom technical abilities and explore with engaging teaching ideas and maintain regular interactions with students and seek peer help when facing obstacles

Parents need to minimize distractions and encourage frequent attendance to improve their kids' learning environments at home and communicate with the headquarters or tutors on a regular basis to track students' progress and requirements.

Managers should provide tutors with a dependable computer system as well as opportunities for professional development and create a supportive atmosphere that encourages feedback and continual progress.

Trainers should create training modules that include actual Zoom teaching settings and problem-solving exercises and provide continuous mentoring and encourage collaboration among peers for skill sharing.

The illustrators need to create visually appealing, culturally relevant digital resources to improve online lectures and work together with trainers and tutors to personalize drawings to specific pedagogical aims.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

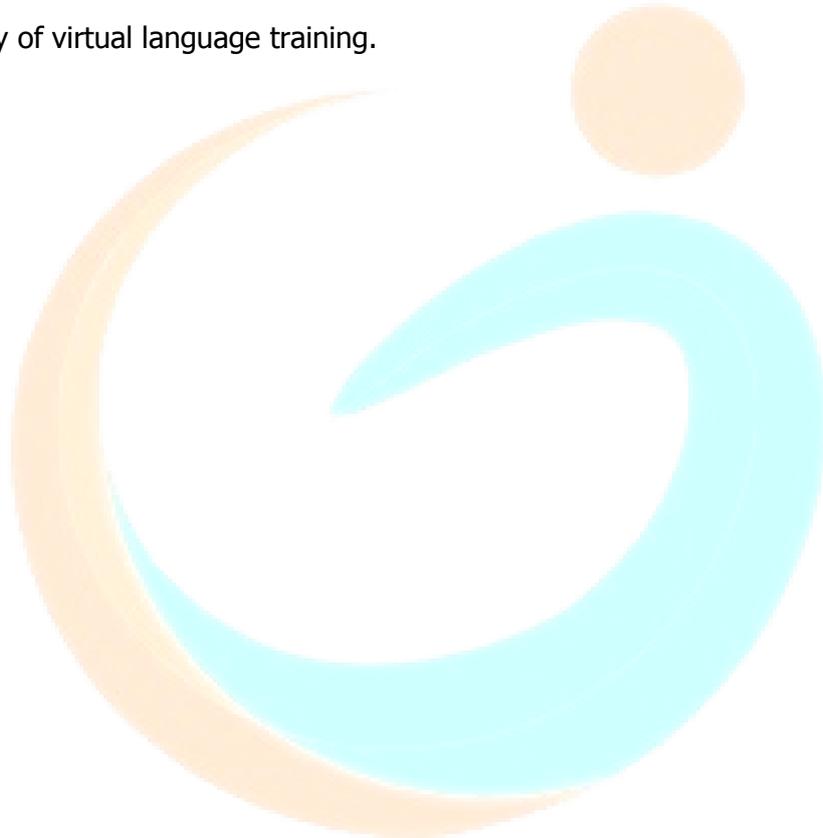
February 2026

Available online at <https://www.instabrightgazette.com>



The Department of Education (DepEd) Officials should allocate funds and policy support for virtual learning equipment and educator training and encourage inclusiveness and accessibility to online learning, particularly in underserved areas.

Lastly, future researchers are encouraged to investigate how Zoom-based tutoring affects learning results over time, and examine how socioeconomic factors affect the efficiency and availability of virtual language training.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

Abdul-Majied, S., & Figaro-Henry, S. (2024). Zoom-ing with Padlet: Overcoming challenges to deliver emergency remote teaching to young learners in Trinidad.

Journal of Education, 39(2), from <https://journals.sagepub.com/doi/full/10.1177/1476718X231195705>.

Aida, Y. (2020). Foreign language anxiety and the role of English teachers. *TESOL Quarterly*, 34(2), 257-277.

Akanda, F., & Suchona, I.J. (2024). Zoom as a teaching tool to enhance students' listening and speaking skills: Teachers' and students' perceptions. *IUBAT Review – A Multidisciplinary Academic Journal*, 7(1), 202–217, from <https://banglajol.info/index.php/IUBATR/article/view/74366>.

Alqahtani, M. (2020). The effectiveness of Zoom in language learning: A review of literature. *Journal of Language Teaching and Research*, 11(4), 735-742.

Anane, C. (2024). Impact of a game-based tool on student engagement in a foreign language course: A three-term analysis. *Frontiers in Education*, 9, from <https://doi.org/10.3389/feduc.2024.1430729>.

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115, from <https://onlinelibrary.wiley.com/doi/epdf/10.1002/hbe2.191>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Basch, J.M., Albus, P., & Seufert, T. (2025). Fighting Zoom fatigue: Evidence-based approaches in university online education. *Scientific Reports/PMC*, from <https://pmc.ncbi.nlm.nih.gov/articles/PMC11868410/>

Bawa, P. (2020). Zoom: An educational tool for learning and communication in the digital age. *International Journal of Emerging Technologies in Learning*, 15(12), 44.

Bozkurt, A., & Sharma, R.C. (2020). Emergency remote teaching in a time of global crisis due to the coronavirus pandemic. *Asian Journal of Distance Education*, 15(1), 1-6, from <https://www.asianjde.com/ojs/index.php/AsianJDE/article/view/447>

Brown, C., & Smith, K. (2021). Adapting to online language teaching: Lessons from COVID-19. *Journal of Language Teaching Innovation*, 10(4), 88-102.

Burton, C. (2022). 7 Top challenges with online learning for students (and solutions). Retrieved January 10, 2024, from <https://www.thinkific.com/blog/challenges-with-online-learning/>

Castillo-Cuesta, L. (2022). Using Zoom to enhance remote learning of English as a foreign language. *International Journal of Emerging Technologies in Learning (iJET)*, 17(10), 145–159, from <https://www.ijlter.org/index.php/ijlter/article/view/4686>

Choi, H., & Yun, S. (2025). Digital distraction on academic performance: An HLM study on K-12 learners, from https://edtechbooks.org/jaid_13_2/digital_distraction_on_academic_performance__a_n_hlm_study_on_k12_learners

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Coman, C., Tîru, L.G., Meseşan-Schmitz, L., Stanciu, C., & Bularca, M.C. (2020). Online

teaching and learning in higher education during the coronavirus pandemic: Students'

perspective. Sustainability, 12(24), 10367, from

<https://www.scirp.org/reference/referencespapers?referenceid=3269173>

Creswell, J.W., & Poth, C.N. (2018). Qualitative inquiry and research design: Choosing among

five approaches (4th ed.). Sage Publications, from

<https://www.scirp.org/reference/ReferencesPapers?ReferenceID=2155979>

Crowther, D., & Loewen, S. (2025). Instructed second language acquisition and second

language pronunciation. Language Learning, from <https://doi.org/10.1111/lang.12658>

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal

of Educational Technology Systems, 49(1), 5-22, from

<https://journals.sagepub.com/doi/full/10.1177/0047239520934018>

Efriana, L. (2021). Problems of online learning during COVID-19 pandemic in EFL

classroom and the solution. Jurnal Pendidikan Bahasa Inggris Indonesia, 9(2), 38–

47, from <https://media.neliti.com/media/publications/339428-problems-of-online-learning-during-covid-40abc315.pdf>

Ellis, R. (2021). Task-based language teaching and learning. Oxford University Press, from

[https://www.cambridge.org/core/books/taskbased-language-](https://www.cambridge.org/core/books/taskbased-language-teaching/91A1ED3B1599A11C2578BFD0808AF474)

[teaching/91A1ED3B1599A11C2578BFD0808AF474](https://www.cambridge.org/core/books/taskbased-language-teaching/91A1ED3B1599A11C2578BFD0808AF474)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



García-Gutiérrez, et al. (2021). Virtual service-learning in higher education. A theoretical framework for enhancing its development. *Frontiers in Education*, from <https://doi.org/feduc-05-630804.pdf>

Godwin-Jones, R. (2021). Emerging technologies in language learning. *Computer-Assisted Language Learning*, 34(1), 4562, from <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/63c569bf-9282-48a5-8373-b16d14df7cc6/content>

Graham, C. (2021). The impact of technology on virtual language instruction. *International Journal of E-Learning Studies*, 19(3), 89-105.

Gu, Y., He, J., Huang, W., & Sun, B. (2025). Professional development for teachers in the digital age: A comparative analysis of online training programs and policy implementation. *Behavioral Sciences*, 15(8), 1076, from <https://doi.org/10.3390/bs15081076>

Gulnaz, F., Althomali, A. A., & Alzeer, D. H. (2020). An investigation of the perceptions and experiences of the EFL teachers and learners about the effectiveness of blended learning at Taif University. *International Journal of English Linguistics*, 10(1), 329–339, from <https://doi.org/10.5539/ijel.v10n1p329>

Gulnaz, F., Althomali, A.D.A., & Alzeer, D. H. (2023). Zoom application as an effective tool for online language learning: Perspectives from the tutors and tertiary level learners. *International Journal of English Linguistics*, 13(2), 465–478, from <https://doi.org/10.5539/ijel.v13n2p465>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Hakami, A. (2025). The advantages and disadvantages of online teaching of English main four skills to students of general English. *International Journal of English Language Education*, 13(2), 1-15, from <https://www.macrothink.org/journal/index.php/ijele/article/viewFile/23073/17709>

Hampel, R., & Stickler, U. (2015). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 27(3), 302-321, from <https://www.cambridge.org/core/journals/recall/article/abs/use-of-videoconferencing-to-support-multimodal-interaction-in-an-online-language-classroom/799F7ABEABF07A9F2D2DB8099CCB98E6>

Hartono, H., Widiyati, E., & Anwar, C. (2023). Group work in Zoom breakout rooms to enhance English-speaking self-efficacy for active learning activities. *Jurnal. USK.ac.id/SiELE*, 26(21), from <https://jurnal.usk.ac.id/SiELE/article/view/26021>

Herring, S.C. (2004). Computer-mediated discourse analysis: An approach to researching online behavior. In S. A. Barab, R. Kling, & J.H. Gray (Eds.), *Designing for Virtual Communities in the Service of Learning* (pp. 338-376). Cambridge University Press, from <https://homes.luddy.indiana.edu/herring/cmda.pdf>

Huang, M. (2022). Technical issues and student participation in online language learning. *Journal of Digital Education*, 20(2), 67-81.

Jeong, H. (2020). The effectiveness of task-based learning for Korean EFL learners. *Journal of Educational Research*, 33(2), 99-114.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Kang, S. (2020). Exam-driven language learning in Korea: Challenges and solutions. *Language Learning Journal*, 48(1), 1-15.

Kim, Y., & Lee, S. (2022). Student engagement in online English learning: Barriers and solutions. *TESOL Journal*, 13(1), 102-118.

Kim, Y., & Park, J. (2020). Addressing linguistic challenges in non-native English tutors: A case study. *TESOL Journal*, 14(2), 115-132.

Koike, K., Fujishima, Y., Tomoto, T., Horiguchi, T., & Hirashima, T. (2021). Learner model for adaptive scaffolding in intelligent tutoring systems for organizing programming knowledge. In S. Yamamoto & H. Mori (Eds.), *Human Interface and the Management of Information: Information-Rich and Intelligent Environments (Lecture Notes in Computer Science, vol 12766)*. Springer, Cham.

Larsen-Freeman, D. (2019). *Techniques and principles in language teaching (4th ed.)*. Oxford University Press, from https://www.researchgate.net/publication/274513337_Techniques_and_Principles_in_Language_Teaching.

Liu, C., Taylor, J., & Warschauer, M. (2017). Intelligent tutoring systems and scaffolding in education. *Educational Technology & Society*, 20(1), 150-163.

Lightbown, P.M., & Spada, N. (2020). *How languages are learned (4th ed.)*. Oxford University Press, from https://books.google.com.ph/books/about/How_Languages_are_Learned_4th_edition.html?id=5PadBgAAQBAJ&redir_esc=y.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3), from <http://ojs.aishe.org/index.php/aishe-j/article/view/335>.

Mercado, M.A. (2021). Adapting ESL teaching strategies for online learning: Challenges and innovations. *TESOL Journal*, 12(2), e555.

Mishra, P., & Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054, from <https://psycnet.apa.org/record/2006-07285-002>.

Moore, T.D. (2013). Exploring difficulties of English tutors in Zoom-based instruction to Korean students: Bases for tutors' language enhancement. *Journal of Language and Education*, 5(2), 78-92.

Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Using Zoom to support English learning during COVID-19 pandemic: Strengths and challenges. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 222-230, from <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/35006>.

Nguyen, T. (2021). Effectiveness of Zoom in language learning: A teacher's perspective. *Asian Journal of Distance Learning*, 16(4), 112-130.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications, from <https://journals.sagepub.com/doi/10.1177/1035719X0300300213>.

Philip, A., & Bennett, D. (2021). *Journal of University Teaching and Learning Practice*, from <https://open-publishing.org/journals/index.php/jutlp/article/view/514/514>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Rapanta, C., Botturi, L., Goodyear, P., & Guàrdia, L. (2020). Online university teaching during and after the COVID-19 crisis: Reflections and recommendations. *Postdigital Science and Education*, 2(3), 923-945, from <https://link.springer.com/article/10.1007/s42438-020-00155-y>.

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the COVID-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), 923-945, from <https://link.springer.com/article/10.1007/s42438-020-00155-y>.

Richards, J.C. (2020). *Curriculum development in language teaching* (2nd ed.). Cambridge University Press, from <https://www.cambridge.org/core/books/curriculum-development-in-language-teaching/45EA1B59A377C4A1D3753048919FF8BC>.

Richards, J.C., & Rodgers, T. (2021). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press, from <https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf>.

Richards, J.C., & Schmidt, R. (2018). *Longman dictionary of language teaching and applied linguistics* (5th ed.). Pearson Education, from https://tiu-edu.uz/media/books/2025/01/08/Richard_dictionary_of_language_teachingapplied_linguistics.pdf.

Shin, M. (2021). Cultural influences on English language learning in South Korea. *Asian Education Review*, 15(3), 78-95.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Shin, H. (2021). English education in Korea: Historical and contemporary perspectives. *The Modern Language Journal*, 35(1), 102-116.

Takahashi, S., Ozawa, K., & Nagaoka, K. (2021). Using Zoom for language teaching: Benefits and challenges. *Educational Technology Research and Development*, 69(2).

T.I., Kelly, B., & Pedersen, L.H. (2023). Is there a replication crisis in finance? *The Journal of Finance*, 78(5), 246–2518, from https://research-api.cbs.dk/ws/portalfiles/portal/95651880/this_ingerslev_jensen_et_al_is_there_a_replication_crisis_in_finance_publishersversion.pdf.

Thornbury, S. (2019). *How to teach speaking*. Pearson Education, from <https://www.scribd.com/doc/275587410/Thornbury-How-to-Teach-Speaking-pdf>.

Thorne, S. L. (2021). The role of digital communication in language learning. *The Modern Language Journal*, 105(1), 74-91.

Vandergrift, L., & Goh, C.C.M. (2021). *Teaching and learning second language listening: A practical guide*. Routledge, from https://www.researchgate.net/publication/254939486_Teaching_and_Learning_Second_Language_Listening_Metacognition_in_Action_review.

Wu, Y. (2021). Language learning and the role of Zoom in enhancing student engagement. *The Modern Language Journal*, 105(1), 109-125.

Xia, L., Wang, L., & Huang, C. (2024). Implementing a social presence-based teaching strategy in online lecture learning. *European Journal of Investigation in Health*,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Psychology and Education, 14(9), 2580–2597, from

<https://doi.org/10.3390/ejihpe14090170>.

Yaseen, H., Mohammad, A. S., Ashal, N., Abusaimeh, H., Ali, A., & Sharabati, A. A. (2025).

The impact of adaptive learning technologies, personalized feedback, and interactive AI tools on student engagement: The moderating role of digital literacy. *Sustainability*, 17(3), 1133, from <https://doi.org/10.3390/su17031133>.

Zhang, W., & Perris, K. (2020). Online tutoring challenges: A case study of virtual language instruction. *Journal of Online Education*, 14(2), 45-60.

Zhu, H., & Lee, C. (2020). The effectiveness of Zoom breakout rooms in language learning. *Language Teaching Research*, 24(3), 420-435.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
