

A Case Study on the Present State of English Language Education in the Rural Schools during Pandemic: Accounts of Teachers and Education Leaders

Chona C. Aranaydo, Exelsis Deo A. Deloy

chonaclaros6@gmail.com, exelsisdeostillodeloy@gmail.com

Teacher I, Department of Education., Davao del Norte, Philippines, 8100

Master Teacher II, Department of Education., Davao del Norte, Philippines, 8100

Abstract

This study aimed to understand the present state of English Language Education in rural schools during the pandemic. This study was seen through mainly on the concept of the Principle of Language Acquisition of Threshold Hypothesis of Cummins(2001) and the Time-on-Task Hypothesis of Rossell and Baker (1986), which are: grammatical, sociolinguistic, discourse, and strategic competence. The study participants were teachers and education leaders who were teaching English Language Education in rural schools during the pandemic. Twelve teachers participated in an in-depth interview. They were selected using the purposive sampling method. Some challenges emerged, namely: constrained in giving immediate feedback; limited self-assessment; limited teacher participation in crafting interventions; limited learning resources; an unstable internet connection; limited teacher training; lack of knowledge and motivation in learning the English language; distance from home to school; lack of communication between teachers and students; and limited parent literacy. The results also implied that teachers should be equipped with sufficient training in learning the English language competencies despite the pandemic. Also, teachers must consider devising new interventions to provide appropriate activities that will benefit each student. Moreover, language teachers must design various teaching strategies and creative innovations to aid every rural school student during the pandemic. It should also be combined with the habit of reading, as it has been discovered that it aids in learning English.

Keywords: a case study, the present state of English language education, rural schools, teachers, education leaders, pandemic, public schools, Davao del Norte, Philippines

INTRODUCTION

Education leaders and language teachers in rural areas have encountered a range of problems this time of the pandemic, which significantly affects the quality of teaching and learning. The rising number of Covid-19 has created concern, anxiousness, and other worries among several community members in different world areas, along with clusters involved in the learning process, such as children, teachers, parents, and even education professionals. As a result, the standard of teaching has been affected because of this teaching system we are attempting to adapt. Furthermore, educational stakeholders, such as teachers, parents, and students, suffer significant constraints because of tough socio-economic conditions and a lack of financial support for these sectors.

Higher education institutions in India undertook a study. They were dealing with a significant issue of inadequate educational quality, with language teaching, notably for the English language, has no exception to this problem (Chauhan, 2021). Furthermore, according to a study conducted among teenage students in South Africa, daily challenges such as lack of running water, power, and transportation and the distance between home and school are some barriers to students' that inhibit them from accessing effective language education. Such a situation worsened because rural students in South Africa lack access to social networks. As a result, they have no real worth in teaching and learning materials with urban content that does not represent their relevance (Aldemar 2016 et al.). Likewise, in Vietnam, the absence of language classrooms and infrastructure, as well as road access to schools, remain severe difficulties for local governments, and the lack of English instructional resources and infrastructures, particularly in distant and remote areas, was a unique problem for educational leaders stated by (Kam, 2021). Moreover, in Bangladesh, students found it difficult to communicate because the practical use of the English language was intensely limited in the rural areas yet, according to the study of (Hossain 2016), as he cited the problem that the majority of parents were uneducated and incapable of affording a personal tutor for their children.

In the Philippines, the global epidemic of COVID-19 has a profound impact practically on the aspect of life, including education. According to Daniel 2020, when a teacher does not react to an inquiry as quickly as they would wish, and whenever students do not comprehend an activity without their teacher, it can be frustrating to them. However, students with low internet connections and no devices to use and the underprivileged, particularly those in rural regions, would face significant difficulties due to the implementation.

Further, based on my firsthand observation, teachers teaching from rural schools found it challenging to prepare resources in the Division of Davao del Norte during this pandemic. This was specifically true in English language subjects. What is more depressing is when students lose interest in the process of learning content, preventing them from developing answers to their future life and goals in life.

During my research investigation, I discovered similar studies among students, teachers, and education officials in rural schools regarding the present state of English Language Teaching. In fact, according to a survey done by Tarrayo, Paz, Gepila 2021, among 38 Filipino university English teachers with a focus group discussion, the significant concern in this pandemic in flexible learning was comprehension of learning content, student involvement, and internet connectivity which were claimed by the participants as a disadvantage of flexible learning. Moreover, Arum 2020 studied the "Challenges of English Language Teaching in Rural Areas: A case study at State Junior High School Number 3 Sungai Lilin" which pertained to the challenges of Junior High School students in the field of communication and language use. However, most of the studies on social media only speak about teachers' and students' lived experiences in rural areas. Still, I did not find any study about the English Language education situation in rural schools during the pandemic, especially in the national and local settings.

Thus, it urged me to conduct this study because English is our common language. It is critical to address concerns linked to its application as soon as possible, especially these challenges with educational quality. This study will provide information to DepEd about teachers and education leaders who are having difficulty overcoming this situation in its current state, which DepEd can use to improve their administration/implementation and understand the current status of English language education. Participants will be able to speak their minds and generate knowledge for advancement. The participants in this study's scenario may provide insight into how to deal with all the issues due to the current state of rural education.

Purpose of the Study

The main goal of this case study was to grasp the situation on the present state of English language education in rural schools during a pandemic through the lens of teachers and education leaders and describe how the current state affects the teaching of English language among teachers in some schools of Davao del Norte Division. Furthermore, this research aimed to produce information that will assist teachers and education officials in developing suitable solutions.

At this stage in the research, teachers in rural schools were generally defined as teaching the English language in remote areas. They are the ones leading the students amidst pandemics. Moreover, it covers the strategies of teachers and education leaders in searching for and utilizing appropriate techniques to address the shortcomings of this new educational system.

Research Questions

1. What is the present state of English Language Education in the Rural Schools During Pandemic?
2. How do the teachers and education leaders describe the challenges in teaching and learning English Language Education in Rural Schools during the Pandemic?
3. What English teachers utilized teaching strategies and assessment methods applied to students living in rural schools during the pandemic?
4. How do the teachers and education leaders describe students' academic progress in the rural schools during this pandemic?
5. What are the lessons and reflections of teachers and education leaders on the Present State of English language education in rural schools during this pandemic?

Theoretical Lens

This study was seen through the Threshold Hypothesis of Cummins (2001). According to this hypothesis, students with low academic competency in the language of instruction will fall further behind unless the teaching they receive allows them to understand the written and spoken input and engage academically in class. Before a student can profit from using a second language as a medium of instruction in school, they must achieve a particular 'threshold' level of proficiency in that language. When they first start school, many linguistic minority children find themselves in this scenario. They cannot acquire the subject being taught because they cannot comprehend the language of education. Children must have enough academic literacy skills in either their first or second language to learn educational content for bilingualism to have no negative implications.

In my study, the Threshold Hypothesis by Cummins (2001) was applicable; hence it reflects the situation or state the students have in the rural areas in terms of English Language Education. Here, rural students tend to be behind in terms of the English language because they have difficulties in both oral and written communication in English. It was observed that these students have problems achieving the minimum threshold or level of proficiency to be called competent in English. Furthermore, based on the related research conducted about English language education in rural areas, results revealed that students in the rural setting could still hardly comprehend the English language teaching content. For the rural students to be competent bilingually, they must have enough literacy skills in first and second languages.

Mbuh (2017) rightly emphasized the value of acquiring a second language in one's life. Proficiency in a second language, mainly English, increases one's chances of finding work and achieving professional success. It was well accepted that pupils from rural areas lack English language proficiency. As a result, language incompetence among rural pupils was merely observed because of educational system failure. The state's insufficient resources and infrastructure hijacked their entitlement to a happy and dignified life.

This study was also seen through the Time-on-Task Hypothesis of Rossell and Baker (1996). According to this principle, the more time children spend hearing, speaking, or learning English, the better off they will be. The higher their second language or L2 proficiency level, the higher their academic accomplishment scores. Also, this theory suggested the amount of time you devote to actively participating in the learning process, and gaining new skills, knowledge, beliefs, and attitudes. Since language takes time, the more time spent learning a language, the better.

In the context of my study, the students in the rural schools should engage themselves in listening and communicating using the English language to be equipped with it. Here, students with a high proficiency level in the second language will get higher scores in their academic performances. Thus, it was emphasized that students in rural schools must devote their time to practicing the English language to achieve a high proficiency level. For rural kids to be linguistically competent, they must spend enough time in the classroom on the assigned assignment in order to complete it more rapidly.

Moreover, the principle of Widdowson (1978) strongly believed that learning a language entails learning the laws of grammar and communicating with it. He claimed that knowing a language involves as much as understanding well how to interpret, express, read, and construct sentences and how sentences were utilized for communicating; hence, we did not just learn how to compose and arrange music yet understand acceptable sentences as distinct linguistic pieces that arise at random; nonetheless, how to properly employ phrases to attain communication goals.

In the context of my study, it emphasized that linguistic and communicative contexts must be provided in the classroom to ensure language proficiency will be served among students from rural schools. In this aspect, linguistic context focused on the utilization to allow students from the rural schools to choose which form of the phrase was most suited for the conversation. In contrast, communicative context focuses on use to allow students to recognize the type of communication function their sentences serve while having their dialogue. Therefore, grammar must be centered on meaningful notions and aid in learning to gain practical linguistic competence and employ language in natural conversational situations.

METHODOLOGY

This chapter presents the methodology used in this qualitative study. The methods and procedures used in this study were a case study that focused on the present state of English language education in rural schools during a pandemic: Accounts of Teachers and Education leaders. These include the research design, research participants, the role of the researcher, data sources, data collection, data analysis, the trustworthiness of the study, and ethical consideration.

Research Design

From the perspective of teachers and educational leaders, this study utilized qualitative research design, specifically a case study, to uncover and comprehend the current state of English language instruction in rural schools during the pandemic. Qualitative research was a naturalistic investigation that tries to understand further societal concepts in nature. It was based on an in-depth exploration of a single individual, group, or event. Instead of logical and statistical procedures, qualitative researchers utilized a range of inquiry methodologies to explore social occurrences, such as articles, case studies, event analysis, discourse analysis, ethnography, grounded theory, and phenomenology (Uta Libraries, 2016).

This qualitative research was appropriate in this study because I focused and dig deeper on understanding the current situation of English Language education in rural schools during the pandemic through the accounts of teachers and education leaders in the Division of Davao del Norte, which demanded more than just analytical data and numerical information. From here, I would like to deepen and broaden my understanding of the present state of English language education in rural schools, which demands an increase in level by selecting the best participant and conducting in-depth interviews with the 12 participants who have observed the situation in language teaching in rural schools.

This study employed a case study approach, according to which Heale & Twycross 2017, the study involved rigorous, systematic analysis of a single individual, group, community, or other units in which the researcher examines in-depth data relating to multiple variables. Furthermore, case studies concentrated on characterizing, contrasting, assessing, and comprehending various aspects of a research problem. Similarly, a case study is an ideal research design when you want to gather concrete, contextual, in-depth knowledge about a specific real-world subject. It enables you to investigate the case's essential qualities, meanings, and outcomes (McCombes, 2019).

A case study was the most appropriate approach for this research because I intensified my comprehension of the present state of English language education in rural schools through the lens of teachers and education leaders in the Division of Davao del Norte. As a result, during this pandemic, this technique assisted me in gathering valuable information and ideas from participants, particularly teachers and education leaders. This methodical technique also helped me through the process of organizing, synthesizing, and thematizing in order to arrive at a central theme. I may better understand the current situation of English language education in rural schools during the pandemic: Accounts of Teachers and Education Leaders.

Research Participants

There were 12 participants in this single case study who were interviewed. Six of the 12 participants were English instructors from junior and senior high schools, while the other six were Education Leaders from the Division of Davao del Norte. Participants in this study assisted me in gathering data and exact information for the case study on the current situation of English language instruction in rural schools during the pandemic through the Accounts of Teachers and Education Leaders, and they were interviewed in-depth, and these participants contributed to the knowledge on the current situation of English language education in the rural schools. Also, I used purposive sampling to determine the number of participants, following Creswell's (2007) proposal that the examined group should consist of 10 to 14 participants. In light of this, I believe that gathering rich data saturation from the participants was sufficient.

The purposive sampling strategy was used in this investigation. Purposive sampling involved carefully but not randomly selecting objects based on some reasoning or approach (Patton, 2014). Recommendations for purposive sampling are frequently presented in the context of choosing sites or data sources for interpretive research that is primarily qualitative (Miles et al., 2014). Additionally, these participants were identified using the Davao del Norte Division's list of instructors, which includes the names of English teachers and Education leaders who teach in rural schools.

The researcher chose the participants based on the following criteria to provide a credible and comprehensive picture of the current situation of English Language Education in rural schools during the Pandemic. The participants should be: (1) an teacher in Junior High and Senior High School teaching English language education in rural schools. (2) Participants must have at least 5-10 years' experience teaching English language education in rural schools. (3) They must have to experience teaching in rural schools, and (4) their position (Teacher I to Master Teacher II). For Education leaders, the participants were two English District Coordinators, Three School Heads, and one English Supervisor. Moreover, participants were selected and instructed via mobile or e-mail based on the above-mentioned inclusion criteria.

Meanwhile, gatekeepers are required if the researcher does not have the contact and information details of the potential participants. A gatekeeper is a person or organization who acts as a link between the researcher and potential volunteers. A gatekeeper can also accept or disapprove the permission to access potential participants (Durham University, 2020).

Because I did not have authorized access to the personal details of my participants, such as contact information and e-mail, I needed the support of gatekeepers in selecting and distinguishing them. I appointed a gatekeeper in each participating institution or school where my prospective participants work. Every gatekeeper served as a liaison between myself and potential participants. They contacted first the identified participants, requesting permission to share their contact information with the researcher so that the researcher can engage with them and issue valid consent. Prior to this, I gave the gatekeepers an overview of their roles and responsibilities in gathering data from the participants, emphasizing ethical considerations. I made sure they sign the nondisclosure agreement.

www.ijrp.org

Finally, a total of (12) in-depth participants attended a meeting or video conference in which the format was unstructured and conversational. According to Whyte (1982), the goal of interviews is to guide the researcher to understand the issue rather than

to find objective truth or support a hypothesis. As a result, the researcher's approach to conducting the interview is to put the participants at ease so that they can express their perspectives on their current condition.

Data Analysis

The investigation and interpretation of qualitative data to determine its significance was known as qualitative data analysis. Because this study used a qualitative-case study design, the data answers from the participants were analyzed using Braun and Clarke's (2006) Thematic Analysis.

Thematic analysis was a technique for methodically discovering, identifying, and diving deeper into meaningful patterns (themes) in a data set, according to Braun and Clarke (2006). Focusing on meaning across a data set allowed the researcher to see and make sense of common or shared meanings and situations. Thematic analysis was not concerned with finding one-of-a-kind and individual interpretations within a single data item. As a result, this method recognized and made sense of what was universal in the way a subject was spoken or written about. Thematic analysis was a technique for learning how to carefully identify and understand qualitative data, which can then be linked to more significant theoretical or conceptual issues.

Braun & Clarke (2006) propounded that the thematic analysis has six stages, which was a very useful framework for conducting this case study on the present state of English language education in rural schools. Its goals were to identify themes like patterns in the data that was important or interesting and used these themes to address the research or say something about an issue. This was much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it. Thematic analysis was a method utilized in analyzing and reporting the pattern of themes in this study. In addition, Braun & Clarke (2013) stated that thematic analysis was a flexible data analysis plan that qualitative researchers used to generate themes from interview data. In this study, I underwent processes for this purpose.

Braun and Clarke (2012) set out the point of the first stage of the thematic analysis in getting the data where the researchers became acquainted with the content of the information. In this stage of the study, I read and reread the transcripts several times to become familiar with the responses of the research participants. I was completely immersed in the data, both textual and recorded. I also re-listened to the recording and jot down ideas that connect to the data before coding and searching for patterns.

Next, the stage of thematic analysis was generating initial codes. This phase started with a coding-based systematic study of the data. The essential building elements of analysis were codes. Codes were used to identify and label a data feature that was relevant to the research question. Codes were used to summarize a subset of data or to characterize its content; these descriptive or semantic codes were generally based on the data's content and the participants' meanings. Furthermore, codes interpreted the data's substance beyond the users' intended meanings. These interpretive or latent codes revealed hidden meanings beneath the semantic surface of the data (Braun & Clarke, 2012).

In this stage, I assigned codes to the participants' responses. The codes were derived from my preliminary descriptions and interpretations of the raw data during the initial coding. This served as a quick reference for the final coding. Again and again, I went over the data, looking for possible and related concepts. Reading the data several times also assisted me in deciding whether to keep the original code or construct a new one. As my coding progresses, I adjusted previously produced codes to integrate new ideas from the participants and appropriate responses. Following the assignment of codes to all data, the codes were reviewed and compiled to produce the final codes.

According to Braun and Clark (2012), the third stage was going over the coded data and determining points of overlapping and consistency throughout the codes. Compressing or combining codes that appeared to share a common characteristic to reflect and portray a coherent and significant pattern in the data was essential to developing themes and ideas, which were subcomponents of a theme. A theme represented some level of patterned response or meaning within the data collection and captures a component of the data that is significant in the literature review. Although the data set provides a beginning point for research and limits the final output, it can be used to produce multiple variations (Braun & Clarke, 2006).

In this analysis, I started looking for themes by looking at the codes. I looked at how the codes might be grouped to reach significant themes. Codes that did not correspond to the primary themes or did not address the study's research question were eliminated. A thematic map was constructed to make this process more concrete, with all the data extracts, codes, and topics appropriately specified. This made it easier for me to review the themes.

The fourth stage entailed an evaluation of the previously developed topics. The developing themes are compared to the coded data and the entire data set in this step, which is a recursive process. It mostly focuses on quality assurance (Braun & Clarke, 2012). At this point, I'll go over the thematic map again, looking at the created codes and topics from the data extraction. I'll double-check that the codes are correctly given to the themes. If two themes or codes are similar, I will combine them. I could also eliminate some scripts or reassign them to another theme, or redraw the theme's limits to collect the required data better.

The fifth stage was to define themes, which was the last refinement of the themes to determine the essence of each subject. This step encompassed the essence of what each theme was about as well as the content that each theme represents. The researcher developed an overall narrative with all the data in this step. The researcher then examined the topic and individual narratives. Names were short, snappy, and give the reader a feel of the theme right away. There were two fundamental techniques for theme analysis: (a) descriptive, in which facts were utilized to illustrate points, and (b) conceptual and interpretive, in which passages were examined in greater depth, often in search of hidden meanings. At this point, I gave the names of the themes that are instructive, succinct, and concise. These names encapsulated the overall concept, scripts, and data extracts.

Writing up was the sixth step in theme analysis. This was now the research reporting, like a journal article or dissertation. This stage entailed the report's final analysis and writing. The audience was considered at this point by the researcher. In this analysis, as the researcher, my summary report was a short, cohesive, logical, non-repetitive, and fascinating story being told regardless of audience. Use vivid examples from your data to support each subject.

Trustworthiness of the Study

Trustworthiness is one approach to persuading readers that the study's findings are worthwhile in a qualitative study. Shenton (2004), as cited by Lincoln and Guba (1985), mentioned that four criteria define trustworthiness: credibility, dependability, confirmability, and transferability.

In addition, I followed the IATF Safety Guidelines' health protocol standards and any governmental regulations. It also ensured that any essential participants are entirely secure and protected from COVID-19. As a result, physical alienation, wearing face masks and face shields, having alcohol, and using an online methodological approach were among the few criteria from these rules that I completely adhered to as the researcher.

Credibility. The issue of truth-value was central to the concept of credibility. In a qualitative study, Shenton (2004) proposed ways for dealing with credibility. In the context of my research, the researcher established credibility by relying on reputable and trustworthy sources of information. As a result, the following concrete measures enlisted below were utilized in this study.

Given that many of my participants were familiar to me in some manner, I took numerous steps as the researcher to address any potential difficulties with study bias. I made sure to stick to the interview questions that the experts have approved. The questions in that guide were more concerned with the participants' perspectives than with proving that there was a correct solution. As a result, by definition, all questions were open-ended, so the participants were allowed to express themselves freely and can be themselves. As a result, grand tour questions were now written with the expectation of immensely tailored responses.

Furthermore, I did not ask any questions that elicit responses from the participants. As a researcher, I took a step back from the situation. This implies that I only listened attentively to my participants and did not have any preconceived notions regarding my research. I only said a few words and then let them share their views and ideas about the situation. Similarly, the results were presented in an unbiased and precise manner. As a result, I included extracts and actual remarks to back up the conclusions drawn from this research.

Moreover, this study specifically employed the adoption of well-established research methods. In addition, researchers argued in a case study, which is the specific qualitative approach employed in this research, that it was useful to employ when there is a need to acquire an in-depth grasp of a topic, occurrence, or situation of concern in its authentic real-life context (Crowe & Creswell et al. 2011). According to Yin (1994), case studies were used to explain, describe, or investigate occurrences or situations in their everyday surroundings. Thus, in order to obtain rich information about this case study, as a researcher, I asked the participant about the present state of English language education in rural schools during the pandemic, as employed in this study.

In this study, triangulation of sources was utilized. Thus, I had two sets or groups of sources: the English Teachers (Teachers I to Teacher III) and Education Leaders (a Master Teacher, English District Coordinators, School Heads, and Education Program Supervisor). In-depth was done via zoom or Google meet, provided that their information and data were kept confidential and secured. To secure the triangulation of the source of the study, all data for this study were taken from the participants' responses during in-depth interviews.

To achieve a reliable study, strategies to help ensure honesty in participants and techniques to assure participant honesty when giving data were needed. It indicated that they were truly interested in participating and providing accurate information. Participants were also invited to be open and honest in their responses on the present state of English language education in rural schools, with no right or wrong answers. On the other hand, I got secured permission to guarantee that participants were interested in participating in the study in this study.

In this study, strategies to help ensure honesty in participants when contributing data are necessary to obtain a credible study. It means they are genuinely willing to participate and impart truthful information. Participants were also encouraged to be straightforward and give honest answers to the current situation of English language education in rural schools, suggesting no wrong answers to the question. On the other hand, in this study, I ensured that participants are genuinely willing to participate in the study by securing informed consent to obtain honest answers. Participants had the right to withdraw from the study at any time and for any reason.

Another concrete measure to be measured was iterative questioning during the conduct of IDI. This study employed probes to get comprehensive information, with the researcher returning to issues presented by an informant and extracting related information through rephrased inquiries. However, if the researcher determines that the data is erroneous, they may choose to discard it (Wadembere, 2012). Iterative questioning uses to guarantee that the interviews are participatory and that the participants feel good during the interview.

Meanwhile, probing questions are not designed to be used alone in this study. Moving forward, having only asked one question why, 'for example,' to the next point was not enough. After that, a reaction to that inquiry needed another, and so on. This elucidates a wealth of knowledge on the topic that may go untapped, and questioning should persist till the investigator thinks they have attained saturation or a good grasp of the participant's viewpoint (Ritchie & Lewis 1994). From here, I used the technique of probing questions to get more significant items from the English teachers and education leaders. From here, it was used to collect crucial facts about the present state of English language education in rural schools. I also utilized the strategy of expounding whenever I feel like the participant was too outgoing to tell more of their perspective on the situation. This means I have greater leeway and flexibility to ask questions, not in my interview guide. This is permitted as long as my follow-up questions remain relevant to my overall research topic.

In this study, a description of the researcher's background, qualifications, competence, and experience was specified. As can be seen, the author of this study was the same as the one listed on the title page. The author was responsible for everything written in this paper. With her exceptional abilities, the researcher contributed the most to the conceptualization of this study and the selection of a design that suited the study's objectives. Data analysis and interpretation were enlisted with the assistance of professionals in the field, but the entire presentation was done by the researcher alone. The researcher was aware of and appreciates the scholarly substance of this article. She is held responsible for the final approval version before it is published under her name as the author. The study's researcher holds a Bachelor of Secondary Education – English degree. As suggested and encouraged by his

adviser, the study's researcher completed a series of changes to her work. This study adhered to the norms and ethical considerations set forth by the SMCTI Research Ethics Committee (REC).

Also, member checking is done in this study when all transcripts of the interviews are handed back to the participants for comments, according to Korstjens and Moser (2018). In addition, halfway through the study, a discussion was held with in-depth interview participants to adjust the interpretation. The researcher had to provide the participants' acquired data results for confirmation in a separate meeting. To establish member checking, I allowed the participants and the teacher to review and verify the dialogue transcripts. I sent each participant a copy of the transcription via e-mail so they may read it and double-check its accuracy.

In addition, to address thick credibility, the case study under scrutiny was carried out. A thick description was critical in this study for assuring credibility since it is a detailed description that helps carry the true situation under investigation and the factors surrounding it. It is difficult for the reader to determine the extent to which the conclusion is proper without understanding. In addition, I provided a detailed explanation of the study to express the current state of English Language education in rural schools. To ensure the study's credibility and allow readers to examine how the specified kinds genuinely encompass the actual conditions, I presented thorough descriptions and information about the current state of English Language education in rural schools. All appropriate appendices were supplied to demonstrate that all data comes from actual responses and situations from participants.

Another concrete measure to ensure credibility was examining previous research to frame findings in this study to determine how closely the project's results match those of previous studies. Silverman (2000), as cited by Shenton (2004), believed that a major criterion for evaluating qualitative research was the researcher's capacity to tie their findings to an existing body of knowledge. In this regard, findings from past studies conducted by the same or a similar organization and addressing similar concerns could be quite useful.

Dependability. Dependability refers to the consistency and reliability of findings, according to Cohen and Crabtree (2008).

To address the dependability, the process within the study had to be presented completely and accurately, which enables the future researcher to repeat the work, if not necessarily, to gain the same result. Thus, In-depth methodological descriptions to allow a study to be repeated will be employed in this study. I employed triangulation of sources in this research by conducting in-depth interviews with participants to guarantee that the study's data and outcomes are based on the present state of English language education rather than the participants' personal experiences. To ensure dependability and reliability, I ensured that it was devoid of any prejudices. Using various approaches for data collection ensured that the data was consistent regardless of the methods employed.

Confirmability refers to the findings of the research as verifiable by other researchers. It is also concerned with establishing the data and interpretations of the findings, which are not figments of the inquirer's imagination but are derived from the data. This means that it points to the quality of interpreting the results in relation to its faithfulness to the data derived from the research process (Korstjens & Moser, 2018).

To address the confirmability in this study, I took certain steps and measures. I admitted and clarify the research beliefs and assumptions in this study. This is done to assess the readers to what extent the findings would be deemed valid and acceptable. I also recognized the limitations of this study by acknowledging that this research endeavor was only limited to a small number of participants and that descriptions with no generalizations were only derived from the accomplishment of this study. An in-depth discussion of the methodological descriptions of the study was indicated. This step provided the readers with the necessary platform to confirm whether the study exhibited valid, acceptable, and genuine findings.

Furthermore, this study conducted an audit trail; an audit trail is a series of steps to develop detailed research transparency. Research must be transparent, from creating the research to developing and reporting the results (Cohen & Crabtree, 2008). Moreover, according to Wolf (2003), researchers use the audit trail as an accuracy checker. It provides details of the analysis of data and some decisions made that proceed to the findings. I provided all the necessary details and documents in the appendices. I also provided documentation on how research data were gathered, analyzed, and interpreted to ensure that this was dependable. The transcription and raw data were also available to determine whether the data and findings were accurate. Also, it ensured the researcher's transparency of all the gathered data and results. To adhere to the general community quarantine guidelines, interviews and data collection were done online using zoom or Google meet. The researchers observed privacy and confidentiality measures during the conduct of the study.

Transferability refers to applicability. The researcher's responsibility is to provide a thick description of the participants and the research process. It helps the reader assess the study's findings if they are transferable and applicable to their setting. The reader can make a transferability judgment because they are familiar with their specific setting (Korstjens & Moser, 2018). Trochim (2006), as cited by Stumpfeffer (2017), corresponds to transferability as external validity, generalizing the results. It can be obtained by a comprehensive research illustration of the situation and underlying presumptions. The results can be transferrable to other similar situations and settings based on the provided information. However, comparing the data should be done through a detailed and thick description of the study to address transferability.

In order to address transferability, I provided sufficient and comprehensive data to establish the context of the study in this section. I established a background problem in this study; in fact, I came up with the International, National, and local background data context in order to address the specific issue of the study and to see relevant concerns and issues incline with the current situation of English language education in the rural schools. Also, I added the Review of Related literature to explain further and have a better understanding of the background problem. Next, I employed a thick description of the research processes for ease of transfer from quantitative to qualitative.

In this study, thick description demanded description, which entails an emic outlook such as interpretations of the actors and other socio-cultural information (Davis, 1995 as cited by Brown, 2005). Guba and Lincoln (1985), as cited by Elarousy et al. (2019), noted that providing comprehensive descriptive data of the study was the researcher's responsibility to allow readers to evaluate the data on its applicability to other contexts. This study provided a thick description of the method and the phenomenon

being studied by ensuring that all data were on file to make this study credible and transferrable. All necessary documents such as informed consent, participants' certification, validation sheet, and an audit trail were appended to ensure that the study's findings were accurate and transferability judgment would be possible to other researchers with similar situations and settings.

I kept all study files and data in a secure location and store them on my laptop so that others cannot access them. Also, all data were properly handled by keeping them confidential and used only for the study's purpose. All attachments were ensured anonymity and privacy by keeping their identities confidential and securing that they were not identifiable and traceable.

Moreover, a detailed description of the case study was needed to allow readers and researchers to compare the data to their setting. Transferability can also be strengthened by providing a clear and detailed description of the case, selection and characteristics of participants, and data collection and analysis (Graneheim & Lundman 2004 as cited by Moon et al., 2016). Thus, I ensured that the study's comprehensive and detailed background was provided so that readers and other researchers would clearly understand the case study's purpose. Besides, it will help them assess if transferability applies to their setting. This study may not be applicable for all except if a similar case study on the current situation of English language education in the rural school context will be. Data analysis was established to allow transparency of the study. Further, sufficient characteristics of participants were provided based on the inclusion criteria mentioned.

Ethical Consideration

Ethics is a vital consideration in research because it talks about protecting the participants. With this, Belmont Report (1979), as cited by Barrow et al. (2020), contains three (3) basic ethical principles, namely, respect for persons, beneficence, and justice. Further, it details research-based protective applications for informed consent, participant selection, and benefit assessment.

To guarantee the suitable conduct of this study as well as the safety and protection of those who will be involved in this research, I followed the ethical standards imposed and instructed by the SMCTI Research Ethics Committee (REC) as much as Republic Act No. 10173, known as the Data Privacy Act of 2012, stated that the data subject was entitled to be informed on the use of their personal information and be furnished with the copy of the information stored. Further, this law stated that any information shared by the data subject shall not be modified without prior notice to the data subject. The data subject's rights shall be sustained without compromising the research integrity (National Privacy Commission, 2012).

The participants of this study are teachers and education Leaders. They are professionals, and their safety and full protection must be ensured. This is to preserve the trust that they entrusted. Thus, the researcher will follow the ethical standards in conducting this study as stated in the Belmont Report in 1974 and the implemented rules and regulations of Republic Act No. 10173, known as the Data Privacy Act of 2012. More importantly, since the COVID-19 pandemic is still ongoing as of the writing of this scholarly paper, safety protocols as per the IATF Guidelines and any other government protocols will be properly put in place to safeguard the health of the participants as well as the researcher during the conduct of the study.

Respect for persons is also known as human dignity in the study. It requires researchers to respect their participants' autonomy while ensuring that they are fully informed about all aspects of the study, such as prospective risks and rewards. The researcher enabled participants to freely withdraw from the study to ensure that their autonomy rights would be respected (Barrow et al., 2020).

Each of the twelve (12) participants in this study, who were English teachers and education leaders, received orientation on the subject; as part of the study's procedure, each participant was then given a copy of an informed consent form to express their willing involvement. With this, I explained to them the details of the stipulated guidelines on the conduct of the research, the responsibility as a researcher on the scope and nature of the study, and that the "No Disruption of Classes Policy" was adhered to on their preferred date and time of the interview which shall be respected. In the same way, the participants were informed of their willingness to participate regarding their involvement in the study. Otherwise, they will be informed of their autonomy to withdraw from participation anytime if it is necessary. Still, when the participants voluntarily agree to participate, then the certificate of consent forms will be given to them, and they will sign the informed consent forms.

In the conduct of my study, I established courtesy and rapport with my participants. Before and during the interviews, the researcher used and called the IDI participants in numeral coding and their chosen pseudonyms to establish the confidentiality of their responses in the voice recording and transcription of data analysis.

Meanwhile, I asked permission for audio or video recording to record the participants' comments. Because it's still epidemic season, I asked for opinions on which online platform they'd prefer to be interviewed on: Google Meet or Zoom. This is done to respect their right to pick the interview atmosphere they want. Before the interview process begins, they were told that they have the option to deny any questions if they decide not to continue with the study. The recorded responses are done to transcribe and translate every detail of their answers. After that, a draft copy was emailed to the participants so that they can make any necessary comments and ensure that the responses match the intended meaning of the participants.

Next in this study, I made sure that participants were informed about the purpose, the data collection procedure, confidentiality, their autonomous right to choose whether to participate, and their ability to withdraw at any moment without penalty. They were given a copy of the consent form to read and understand the objective of their involvement and the risks and rewards that come with it.

Voluntary participation and no coercion were done in this investigation before the interviews; participants completed e-signature consent forms to guarantee their participation was voluntary and without pressure. I also informed and invited participants to record the full interview using an audio or video recorder for transcription and trustworthiness. I retained the recorded audio and video in strict confidence to safeguard the participants' identities. I saved the file on my laptop and protected it with a password so that no one else may view it without my permission.

By giving aliases to each participant, the study's participants' identities were secured, protected, and anonymous. I did not reveal any information to protect the participants' privacy and anonymity. I had to be fair by not being biased regarding the study's findings and not altering any information to provide the data required for this study. As a researcher, I guaranteed that I discussed

and analyzed the data with the most remarkable objectivity possible. Only the study's objectives and aims were the focus of this investigation.

Additionally, the researcher credited the authors cited in this study utilizing APA 7th Edition. To acknowledge the work of other authors who made a significant contribution to this study. I ensured that all authors cited in this study were listed in the reference list.

Data privacy was spotted in this study. I kept the participants' identities, teachers, and education leaders private and hidden. I gave each of them an alias and ensured their aliases and information were untraceable. The data acquired was kept in a secure location to protect their privacy and confidentiality. Participants also reviewed and changed the transcriptions in this study before finalizing the results and findings. They signed the transcriptions, whether electronically or manually, as confirmation of approval and finality.

Next, the appropriateness of the research methodology was observed in this study; the researcher used a qualitative study approach in order to uncover the case study on the present situation of English language education in rural schools during a pandemic through the lens of teachers and education leaders, thus in this section the researcher made sure to utilize the appropriate of research methodology in order not to break the ethical consideration of this study.

During the study, participants were kept secure and healthy. Interviews were conducted online, reducing the risk of traveling from one location to another. In addition, to shield them from harm, I made sure that their identities remain anonymous and untraceable. I worked with the participants to plan and schedule the interviews not to disrupt their lectures or any work-related activities. I reassured the participants that the research was useful to them. This study provided an avenue for them to express their concerns about English language instruction in rural schools while preserving their identities to reach the people interested in this study.

Additionally, participants were informed of the study's findings by receiving a complimentary copy. I also communicated the study's findings with the relevant status of English language education in the Davao del Norte Division. It would assist them in continually improving their teaching in rural schools. Also, here the participant must be treated with utmost care and protection. Researchers protect participants from exploitation using this beneficent principle. Any information submitted by study participants must be kept confidential (Barrow et al., 2020).

Participants in this study were appropriately handled by protecting and caring for their rights throughout the research procedure. If they decided not to participate, I had to accept their decision and not require them to give a reason. To protect the privacy of my twelve (12) participants' identities, I used a coding system for their responses throughout the in-depth interview (IDI). The use of an online platform was taken carefully in order to avoid any fears or embarrassment among the participants.

Justice. According to Barrow et al. (2020), justice refers to the participant's entitlement to a fair trial and privacy. The process of identifying participants must be directed and adhere to the criteria so that there are enough volunteers to represent the entire target group. According to Davis and Lachlan (2017), all participants (race, gender, ethnicity, and age) should be equally and fairly subjected to the study's risks and rewards. Also, fairness in selecting participants, equitable compensation, and questions answered should be relevant to the populations involved in the study are real approaches to address justice in this study.

In terms of the participant selection process, justice is concerned with the concept of justice. Researchers should analyze and adhere to what is fair and just when recruiting and selecting participants and the location for a study. It discusses the hazards and benefits of study volunteers. It establishes a foundation for making reasonable and fair decisions (Principles of Ethics, 2020).

I made sure that the subjects were recruited fairly in this study. The inclusion criteria and study's objective determines who is chosen honestly and justly. Thanks to gatekeepers, for providing contact information for the participants, such as phone numbers and e-mail addresses, which I utilized to engage with them as a researcher. I made it a point not to tell anyone else anything about the participants. Furthermore, I guaranteed that the participants were not discriminated against and that they reflect the entire target group.

During the conduct of my study, I always treated my participants with fairness and respect to avoid partiality. All participants were equally subjected to the benefits and risks that this study may potentially entail. I constantly made sure that they were comfortable throughout the IDI sessions. Moreover, I gave sensible tokens to all my participants as just compensation for all the efforts, time, and wisdom they have contributed to accomplishing this study. Any monetary amount that they spent for this study was promptly reimbursed to avoid minimal financial risks to the participants. More importantly, I ensured that only their relevant and accurate responses were reflected in my study.

In addition, I made sure that all questions were relevant to the participants and the research. The interview questions were chosen from a list of questions approved by the study panel and the Research Ethics Committee. However, if necessary, a follow-up question was asked to expose pertinent facts and participants' honesty. As a researcher, I shared the study's data and findings with the participants. They also received a soft copy of their responses, which they can use to double-check and alter. I made sure that their rights were respected and properly accommodated.

According to Bryman and Bell (2007), study participants should be safe. Without embellishment or dramatization, the study's goals and objectives must be clear and explicit. It is critical to avoid biases resulting in inaccurate information about the raw data findings. Furthermore, a researcher must obtain full consent from participants, including safeguarding their privacy, anonymity, and data confidentiality.

On the transcription of all their responses, I made sure that discrete coding was used to denote each participant. This measure was grounded on the **Republic Act No. 10173**, also known as **the Data Privacy Act**, which is the law that aims to protect all forms of information and gather data that shall be kept confidential, private, and personal. Further, it is meant to cover both the data and the people involved in the processing of personal information through carefully phrasing any details that may potentially identify the participants in terms of their name, gender, ethnicity, or employment location description to avoid violating participant anonymity. Proper coding and other measures were applied and followed to protect the participants' identities. In conjunction, my

research participants were never forced to indicate their names on any appropriate forms of this study. Another step I took was the firsthand transcription of the interviews.

In general, this study followed and applied the Ethical Suggestions of Bryman and Bell (2007), which were summarized in the following steps: (1) voluntary participation will not be forced upon the Junior and Senior High school teachers during the conduct of the study; (2) my participants will be encouraged to take part in this study as signified on their informed consent, and (3) avoiding the use of inappropriate language in the formulation of IDI probing questions will adhere in the process. Continually, the other steps include: (4) always prioritizing the protection of my participants' identities; (5) acknowledging the featured secondary sources in this study via APA referencing style at all times; (6) observing objectivity in the research process at all times; and (7) conforming to the Republic Act 10173 or also known as Data Privacy Act of 2012.

The concrete measures explained and organized above were outlined to guide the researcher in adhering to timely and ethical standards that primarily aim to protect human participants. In this chapter, I clearly emphasized the methodology and procedures to be followed in the conduct of the study, assuring that all of those conform to the principles of respect for person, beneficence, justice, and confidentiality to uphold the safety and well-being of all participants in this study. Thus, I was committed to following and performing all the mentioned measures that will lead to the greater benefit of every person who will take a major part in this scholarly endeavor.

To ensure secrecy, after three years, all the data collected for this project had to be securely disposed of and erased, assuring that it is no longer needed and had fulfilled its purpose. It is both obligatory and ethical to dispose of the data to protect the participants' secrecy and identity and assure that it will not be used against them. All replies were saved in a password-protected device that only the researcher, a panel of examiners, and other approved individuals had access to. I employed coding to emphasize the participants' anonymity. Finally, the information gathered only be used for this study, and no personal information about the participants will be disclosed. In addition, all steps taken in the study were in accordance with the Inter-Agency Task Force's criteria (IATF).

In addition, the confidentiality of personal matters was observed in this study, where information privacy and secrecy were critical in research. Participants were aware of their rights as autonomous agents to maintain the confidentiality of their personal information. They took full advantage of their right to privacy (Assessing Risks and Benefits, 2019). In addition, I considered the participants' availability and free time for the interview in order to avoid any conflicts during the interview. To preserve privacy and confidentiality, upon the conduct of the IDI, I promptly asked my participants not to share the meeting links I provided for them. This was to avoid attracting uninvited guests during the conduct of the study. I informed participants that they should be alone and away from noise throughout the interview. No one heard the full interview or conversation because participants wore headsets or headphones. Only the attendees were involved and had access to the meeting connection. During the virtual interview, they were recommended to use aliases and turn off their camera.

RESULTS

This chapter presents the result of the study about the present state of English language education in rural schools during the pandemic, which centered on the plight of teachers and education leaders. This was a qualitative case study that further investigates the current situation of English language education, its causes, insights, and coping mechanism. The participants were 12 individuals who have been teaching and supervising in public schools, particularly in rural schools, for a long time.

There were five research questions in this study. Each research question has sub-questions that served as the guide for the in-depth interview. The first research question was about the present state of English language education in rural schools during the pandemic. The second research question dealt with the challenges encountered by teachers and education leaders teaching English language education during the pandemic. The third was about the teaching strategies and assessment methods utilized in teaching the English language during the pandemic.

The fourth research question discussed the academic progress of students during the pandemic. The fifth focused on the reflections and insights of informants in teaching the English language in rural schools during the pandemic.

The entire duration of the in-depth interview has been recorded. The informants had been assured of the complete confidentiality of the data gathered. To adhere to confidentiality, each informant who participated in the in-depth interview was given a pseudonym and was assured of full confidentiality. The informants were informed of the aim of this study through a letter, which I handed to them, and were individually oriented about the aim and purpose of the study.

Present State of English Language Education in Rural Schools during Pandemic

The data gathered regarding the present state of English language education in rural schools during the pandemic were summarized into eight essential themes. Among the essential themes were: English has become a more difficult subject; reading has become more difficult to assess; grammatical errors are more observed; internet connection has become a struggle; immediate feedback has become more limited; English language competence is deteriorating; overlapping of works are observed; parents are the one's answering the modules. All of the informants in the in-depth interview revealed that the current situation of English language education in rural schools during the pandemic is struggling in terms of teaching the language.

English Has Become a More Difficult Subject

The participants put significant stress on their English content knowledge. Thus, it was evident from their comments that one of the main concerns in the current situation of English language teaching was the difficulties in the subject faced by the students. The participants also observed that the absence of experts and actual exposure to the language caused the students to struggle with the subject.

The participants further stated that teachers found it challenging to instruct the students due to their poor language skills. Thus, they find it easy to lose interest in learning and using the language since they are having trouble understanding the subject.

In connection with this IDI-01 expressed that because of the absence of teachers and actual hearing of the language English subject becomes difficult on their end and expressed that,

"I believe they find it more difficult because English language cannot learn as by modules we need hearing we need to use auditory skills for them to learn the language so in the absence of the teachers to actually teach them and the absence of actual hearing of the language of which imitation is very important in the learning of the language so that macater kung unsa ilang status our students find it more difficult and ilahang English language status *today*."

(I believe they find it more difficult this time because the English language cannot be learned by answering modules; we need auditory skills and hearing to acquire the language, so in the absence of teachers to teach the language and the absence of actual hearing in which imitation is very important in learning the language hence, it enables to cater their needs of whatever status they have; however, it becomes more difficult.)

In line with this subject difficulties, IDI-02 shared the same sympathy on the challenges in teaching the English subject during the pandemic and said that,

"Amm akoang mga challenges mam is kana gung when teaching sa mga bata na when you are using English as a medium of instruction dli jud sila kasabot and then diha na nimo ma-apply ang imohang code-switching wherein ammm. I have known one principal niingon sya na kanang na gina-prohibit daw ang code-switching sa mga rural areas mao to niingon ko saiyaha in reality mam dli mam jud ka makatudlo sa mga bata kung purely English lang jud ka kay dli gyud na sila kasabot dli pd na sila mu-interact sa imoha di na mu-cooperate sa mga activities it is because wala sila kasabot sa lesson so kaylangan gyud nimo magcode-switch kay para makasabot sila."

(One of my challenges is using the English language as a medium of instruction; they can never understand you, and that's the time code-switching will be used. I have known one principal who said that code-switching is prohibited in rural areas. I replied to her that "in reality, we could not teach them by using pure English language because they cannot grasp and they will not interact with you and even cooperate in the activities, it is because they don't understand the lesson yet, so you have to use code-switching to express.)

In addition to this major theme, IDI-05 pointed out some difficult observations based on the learning status of their schools in English and uttered that,

"Amm honestly speaking mam when it talked about the status of the English learning here in our school dili gyud siya maayo iyang status kung sa kuan pa is lisod siya itudlo it is because the main reason ngano dli sila makaskwela because they tend to naghuna huna sila, they are prioritizing on how they are going to serve food on their table than magskwela."

(Honestly speaking, talking about the learning status of English, particularly in our school, is not good because it is hard to teach this time. Aside from that, the main reason they can't go to school is that they tend to prioritize searching for food rather than going to school.)

In the same way, IDI-05 supported the claim by saying that they are having difficulty teaching the subject due to limited interaction in fact she said that,

"Lisod sya mao na akong maingon kay limited lang ang pwde nato mabuhay during pandemic so dili gyud ta makabuylo sa atong mga pangbuhayon"

(I could tell it is hard, because of this pandemic that limits us to do beyond teaching.)

IDI-06 discussed the difficulty of teaching English in rural schools because of the physical distance involved and clarified that,

"Teaching English is hard especially in rural areas because when you graduate with your baccalaureate degree you are not sure if you will be assigned in the urban places so when you look at your assignment it's in the mountainous areas what will you do there you are from the city and you are assigned in the very mountainous area you are going to walk for many kilometers."

(Teaching English is hard, especially in rural areas, because after you graduate with your baccalaureate degree, you cannot assure be assigned to the urban places so expect that you will be placed in the mountainous areas where you are going to walk kilometers away or away from the city.)

In connection with the theme, IDI-07 stated her struggle in modular learning by saying that,

"It is really difficult especially in English language per say because the modular is not enough for us to discover the potentials of the learners, especially in communication therefore we really find ways."

(It is difficult to teach the English language because of the modular modality which could not suffice to discover the potential of the learners, especially in their communication skills.)

Also, IDI-08 emphasized that students were having difficulty answering their modules and learning English due to modular learning modality yet they could not grasp the content of the modules,

"I guess the present state is that our learners are having difficulty in answering their modules because some of our students don't understand what is the thought the content of the modules, they have no guidance from teachers only their parents."

(I guess the present state is that our learners are having difficulty in answering the modules. Because some of our students don't understand the thought of the content on the modules and they have no guidance from their teachers only from their parents.)

In addition, IDI-09 reiterated the difficulties in teaching English due to modular learning yet they are not sure whether students were the ones answering their modules,

"In our school teaching English is very hard due to the reason that our students are in modular learning, and we are not sure they will be able to answer that module. If they are having difficulty before how much of today."

(In our school, teaching English is very hard because our students are in modular learning, and we cannot assure that they will be able to answer the modules. If they have had difficulty before, how much more today.)

Lastly, IDI-10 highlighted the challenges in teaching English due to abrupt closures that affect their speaking skills,

"The pandemic has raised many challenges to our Education, the abrupt closures have caused English language education significant difficulty to our learners specially in their speaking skills as well as the use of social media as tool to teach speaking skills."

(The pandemic raised many challenges to our Education; the abrupt closures have caused English language education significant difficulty to our learners, especially in their speaking skills and the use of social media as a tool to teach speaking skills.)

Reading Has Become More Difficult to Assess

The participants said that conducting reading assessments during the pandemic became harder. The participant's responses showed that reading abilities had deteriorated as a result of the lack of engagement, which made reading assessment more difficult. The participants noticed that during face-to-face class, they performed differently since they were given full attention, unlike nowadays. Since some students still struggle with reading by the time they reach high school, reading instruction must be prioritized.

Likewise, participants feel that their low academic performance is getting worse as a result of observation. Participants noted that it was challenging to gauge their reading comprehension given the circumstances we are now in. In fact, participants also noticed that they were no longer reading the content modules because they were merely copying the answer keys.

In connection with the theme, IDI-01 highlighted the difficulty in reading assessment owing to inadequate monitoring during the outbreak,

"so ang lack of interaction lisod gyud siya karon na pandemic dili kaayo namo maases sa reading sguro sa language sa reading I don't know kung part sa imong study mam ang reading lahi gyud tong naay face to face kay matutukan nila ang klase sa pagkakaroon makaingon gyud ko nga naglisod gyud ang mga bata sa language"

(Lack of interaction during this pandemic is hard since we were not able to assess their reading skills in the language. Perhaps, in their reading, it is different face-to-face because they are easily monitored, unlike today. As of now, I could tell that students are struggling with the language.)

In relation to the theme, IDI-02 made a statement stating that lack of follow-up has made reading evaluation more difficult, especially for slow readers,

"Degrading sa akong mam kay kanang mao to sa ako giingon is nismot ang problema pareha anang mga bata amm dili man jud nato ikadeny na there are some students na bisag naa na sila sa high school dili sila kabalo mubasa so how much more katong mga slow readers before na dili na sila mafollow up so there are tendencies na nismot sila na dili jud kabalo mubasa."

(It is degrading on my end because the problems have worsened this time. Since we cannot deny that some high school students were not able to read how much more of those slow readers yet, they would not be able to read anymore.)

IDI-04 brought up the fact concerning the theme that they perform poorly since they cannot read and even noticed that just a few of them could pass an assessment because they are no longer reading which indicated that they have poor reading comprehension,

"I observed they don't know how to read expected that their performance are not good so given nayan siya kay lisod gyud i-asses krong pandemic we have students like that here in our school...I observed that if we make our assessment gamay rajud kayo ang makakuha ug tama because they are not reading anymore they are only copying the answers so slow ang pagsabot sa mga lesson sa English."

(I observed they don't know how to read their performance expectedly is not good either. It is hard to assess during a pandemic, so we have students like that in our school. I also observed that if we make an assessment, only a few of them could make it right because they are not reading anymore, yet they are just copying the answers, which means they have low reading comprehension.)

Likewise, the learners' status was indicated amid the pandemic by IDI-09, who also noted that they had difficulty assessing their reading comprehension.

"As of now because of this pandemic the learners are in the middle because of the difficulty of their reading comprehension ahmm. that's hard to assess during this pandemic and that is the problem of our society."

(As of now, because of this pandemic, the learner's status is in the middle. Because of the difficulty in reading comprehension is hard to assess during a pandemic, and that is the problem of our society today.)

Grammatical Errors Are More Observed

Grammar errors have increased in frequency during the pandemic as a result of participants' sentiments. Participants also mentioned that they found it challenging to teach grammar because they could not verify it out loud and correct participants' grammatical faults right away. Also, participants acknowledged that the lack of grammar drills in the modules was making it more difficult for them to give students activities.

They struggle with their writing abilities, and as their teacher, I have seen that their grammar is problematic. There were many grammatical and spelling issues, which I believe is one of the problems with English language education. Written outputs are therefore challenging to evaluate during a pandemic.

In connection with this, IDI-01 stated his observations regarding grammatical errors during the pandemic about their written outputs and said,

"Submitted written outputs if during the normal class we can usually detect some errors in their grammar it is even more prevalent during this time pandemic mao na akong maassess kron."

(Submitted written outputs during this time are difficult to assess, unlike in normal class, teachers can easily detect grammar errors. Nevertheless, it increases in during this pandemic.)

In addition, IDI-06 stated her struggle in teaching and correcting grammar during a pandemic and expressed that,

"We can't teach lalo na sa ako na grade 7 and 8 on how to construct and correct their grammars even simple sentences and correct usage of words kay dili man same sauna na naa ta dinha for example magpahimo ta ug activity sa ilaha or macheck nato or mahatagn nato sila ug feedback sa ilang mga answers ky karon like sa modules gamay lang ang answeranan na essay mostly multiple choice."

(We can't teach grammar this time, especially in grades 7&8, on how to construct and correct their grammar, even simple sentences and correct usage of words, unlike before, we can directly check their activity and give feedback to their answers. However, this time it is modular learning; they just have a few things to answer on essays, mostly multiple choices.)

Lastly, IDI-07 also expressed sentiments about how grammatical errors become problematic,

"if they are original the grammar is really problematic a lot of errors a lot of mistakes though there are few who could compete probably just below the 10% of the population so definitely the writing skills of the student as the present state area of language education is really struggling in the midst of pandemic."

(If they are original, how come their grammar is problematic, there are a lot of errors and mistakes, though there are few who could complete, probably just below the 10% of the population. So, the student's writing skills as the present state area of language education are struggling during the pandemic.)

Internet Connection Has Become a Struggle

Participants have spoken about their struggles with the internet and using online resources because of inconsistent signal conditions. Participants also noted that the unreliable connection made it difficult for everyone to participate in the online session, which is another reason why teaching English at this time is challenging. Another attendee added that online classes are also hindered as a result of repeated power outages.

Due to the lack of face-to-face interaction, teaching English during the pandemic is challenging, as I have seen. Participants admitted that their current circumstances and the learning method they are employing are making them suffer. As a result, learning English becomes demanding, and learners suffer as well.

In line with this, IDI-01 stated his struggle with the internet connection and said that,

"Moreover, we are trying dri sa Pinamuno to conduct virtual classes but not also all students can access to the platforms because of the limited internet connections some of our student's kung naa may mga cellphones dili tong high quality so dili jud ka in ana ilahang learning. There are few na naningkamot na mga studyante pero dili jud in-ana.. kung ang average sa mga estudyante karon nga maayo ug English dili gyud pareha atong during sa normal class."

(Moreover, we are trying to conduct virtual classes here in Pinamuno school but not all students can access the platforms because of the limited internet connections. Some of them don't have high-quality of their phones though there are a few who strive to connect but again, their English learning status is not the same as good as before.)

Additionally, IDI-05 emphasized how difficult it was to reach students in rural schools because not all of them had access to the internet,

"My challenges are to reach the majority of my students kase in the rural areas here in our school dili tanan estudyante maka-access ug internet so even if we do have online class pero

ang mag attend tag lima lang out of 30 taas na kayo ng 10 kabuok so it's really a challenge for me na if walay face to face lisod kayo itudlo ang English."

(My challenges are to teach the majority of my students in the rural areas here in our school. However, not all of them can access the internet, so even if we do have online classes, but just a few of them could make it; out of 30 students, only 10 of them can attend, so it's a challenge having no face-to-face class because it is hard to teach English this time.)

IDI-08 added that another reason people struggle is because of power outages and inadequate internet connectivity in fact he said that,

"When talked about internet connectivity we knew that here in the rural areas we really find time especially we have poor internet connectivity and a lot of power interruption so the schedule of classes will be postponed."

(Internet connectivity is one of the struggles in rural schools among language teachers and frequent power interruption is also observed.)

In addition, IDI-11 expressed the same struggle by saying that,

"The English Language Education experiencing a new challenged in this pandemic since new normal modality is being implemented in the entire world. Rural Schools in DavNor battling the very slow internet connectivity and declining performance of students in English Language and despite all these the education must continue."

(The English Language Education has experienced a new challenge in this pandemic since the new normal modality is being implemented worldwide. Rural Schools in Davnor are battling the very slow internet connectivity and declining performance of students in the English language; despite all these, the education must continue.)

Furthermore, IDI-12 stressed his struggle by uttering that,

"I don't want to say suffer or suffering but maybe we are more facing problems especially now that the delivery of instruction is not face-to-face. in our school in the rural areas it is not that good because the signal or the internet connection is not that good also, that is one of the biggest problem that teachers in the rural areas specially in teaching not only English."

(I don't want to say suffer or suffering, but we are facing problems now, especially on the delivery of instruction which is not face-to-face. In our school in the rural areas, it is not good because the signal and the internet connection are not good also. That is one of the biggest problems teachers face in teaching, not only English.)

Immediate Feedback has become more limited

Informants reported that the way that the classes were delivered made it difficult for them to provide quick feedback. Where, unlike now, when teaching grammar, they could give visual and auditory examples of how language is employed. Informants noticed that they performed better in regular classes than in modules. Participants were unable to provide fast comments on their grammar, which indicated a lack of English language instruction.

In addition, as the teacher, I observed that students perform poorly in the English language because there is a lack of face-to-face interaction with them, and, once more, they do not receive appropriate and timely feedback. Also, informants observed that they were doubtful about who was answering their modules.

The concept of this theme is linked to the response of IDI-2 who said that,

"There is really a great difference because before during the normal mode of delivery of classes teachers have these live and face to face interaction to their students, teachers can really give a visible and very audible examples of how language is used and sentences can be constructed while during this time they don't have face to face interaction so students just rely on the modules given to them so the great difference really is the interaction of the students and with it really affects the learning of the students siguro ang difference nila in terms of the ability of learners of the language I could say that students are better during the normal class before the pandemic than today because as what I've said not only the actual face to face interaction that they had before but actual and immediate feedback from teachers that is the students have missed today."

(There is a great difference because during the normal class, where teachers have lived and face-to-face interaction with students, teachers can give obvious and audible examples of how the language is used and how sentences are constructed, while this time, students just rely on modules given to them. So, it affects the learning of the students. Perhaps the difference in terms of the ability of the learners in the language is that students are better in the normal class than today because they can get immediate feedback and actual teaching from their teachers, unlike today.)

In accordance with this, IDI-03 noted her perspective that during the pandemic, it is harder to provide timely feedback and enunciated that,

“ unya karon wala nay face to face mao makaingon ko na poor kay kanang dili man nimo sila ma-correct right away sa ilahang mali unya naay possibilities nga though modular way man ta karon unya sa module dili ka sure kung sila ba gyud nag-answer ana. ”

(I could tell that their language status is poor because of no face-to-face class; you cannot correct their mistakes immediately. And there is a possibility since we are a modular way of learning, you cannot assure if they are the ones answering them.)

Furthermore, IDI-06 also shared the same thought about limited feedback,

“Teaching English language before such as before teachers can immediately give feedback to the learners while today due to pandemic it's hard to give feedbacking immediately. ”

(Teaching the English language differs today because teachers before could immediately give feedback to the learners, while today, due to the pandemic, it is hard.)

English Language Competence is Deteriorating

English is necessary to learn to communicate and deliver a message successfully. However, worried teachers revealed that because of the students' low linguistic involvement during the outbreak, English starts to deteriorate. Unfortunately, the pandemic has caused the English language to deteriorate, making it challenging for professionals to react to the situation. It hampered and slowed down their learning.

The Mentors have seen that English has gotten worse since grammatical mistakes aren't addressed properly or corrected right away. They can be provided attention much more readily than face to face. Although field teachers are making every effort, the numerous regulations that must be followed currently prevent anyone from going above and beyond.

In reference to the theme, IDI-03 provided her perspective on the present state of language competence in rural schools by expressing that,

“Poor siya mam especially kanang naa sa rural areas kay mas poor man gani tong time na naa pay face to face wherein ma-follow up nimo ang mga bata time to time everyday unya during activities macorrect nimo ang ilahang mga mali right after sa ilahang mga answer unya karon wala nay face to face mao makaingon ko na poor kay ka-nang dili man nimo sila macorrect right away sa ilahang mali unya naay possibilities nga though modular way man ta karon unya sa module dili ka. ”

(It is poor, especially in the rural areas it was already poor during face-to-face where you can make follow up every day and can correct their mistakes on their answers during activities; how much more during pandemic it becomes poorer since you cannot provide correction and feedback to them right away.)

The IDI-04 also stressed the same thought about the present state of English language education in rural schools,

“We have to accept the reality that the learning in terms of learning the English language is deteriorating so it is painful to say that our learners are having difficulty though we are trying our best as English language teachers to teach the language competency however this pandemic limits us so that gap is getting wide and there is a must if ever face to face is coming so that's the time that the learning should be addressed because we do not know what might future brings to them.

(We have to accept the reality that learning the English language during a pandemic is deteriorating; it is painful to say that our learners are having difficulty. But we are trying our best as English language teachers to teach language competency; however, this pandemic limits us to do things, so the learning gap is getting wide. So, when face-to-face resumes learning, the language must be focused on and addressed.)

In line with this, IDI-05 shared the same sentiments,

“For me the current situation of English language education in the rural schools during pandemic I can say that it is relatively poor and not being addressed well. ”

(For me, the current situation of English language education in the rural areas during the pandemic I can say that is relatively poor and not being addressed well.)

Furthermore, IDI-07 had the same claimed regarding the situation and shared that,

“I think the exact word is deteriorating because honestly, I have a neighbor who is grade 1 who cannot write and my grade 2 neighbor still cannot read, grade 3 neighbor who cannot read well why because the children don't follow what the mother said when the mother said stop playing and write but they are not following their mother. In school, why students preferred in school because they are graded by their teachers, teachers are big factor in the learning process that is the thing. so the exact word is deteriorating. Even our Deped is trying to give quality

education to every Filipino but because of this modular system the education is really *deteriorating*.”

(I think the exact word is deteriorating, honestly, I have this neighbor who is grade 1,2&3 level who cannot write and read well because the children don't follow what their mother tells them at home. Whenever she tells them to stop playing and write, they just ignore her and never follow at all. Students prefer coming to school because they are graded by their teachers, and teachers are a big factor in the learning process. So, the exact word is deteriorating although our Deped is trying to give quality education to every Filipino, because of this modular system, the education has become deteriorating.)

Overlapping of Works are Observed

The workload is a circumstance in which a role occupier's varied obligations, tasks, or job exceeds the time, energy, and resources available to perform them. Participants, however, retorted that it appears there was a job overlap during the outbreak that interfered with the instruction of English in rural schools. Informants also underlined that teachers should focus solely on teaching and no longer perform any administrative duties that take away from their instructional time.

Additionally, as reported by IDI-02, teachers were no longer able to concentrate on their instruction of the competency owing to conflicting webinars and checks. Teachers were supposed to stress the value of learning a language, but because of clerical duties, they were unable to carry out their duties as educators effectively since they were required to provide reports that were irrelevant to their teaching situation.

“most specially kulang ang mga teachers dapat naa gyuy adequate na budget and dapat pud ang trabaho sa teacher kay magtudlo rjud sa mga bata sa ato man gud kron natime kay murag gihan-ok tanan sa teachers ang trabaho for example sa health like sa liquidation pareha sa amoa we don't have ADAS na magtrabho shempre ang time sa teacher to teach nakuhaan na because of many paper work.”

(Most especially, we have a lacking number of teachers, and they should provide an adequate budget for it and suppose the teacher's role is to teach the competency to students. However, this time, we have not focused anymore on teaching because we are tasked to do other tasks like doing the liquidation since we don't have ADAS, so we are forced to do so, and our time in teaching was already consumed.)

The IDI-03 also stressed that teachers were not given priority since they are focused on other non-teaching clerical work which teachers should not do,

“Well I believe that the effect of the neglect situation of our schools particularly in teaching English is that learners cannot grasp anymore the learning needs they are supposed to learn the learning competencies relate to English because it is not emphasized to them the importance of learning the English language on how they are going to use it in the future if they are in the field of work and also the teachers have not given this priority because they are focused to other teaching or other clerical works which teachers should not do.”

(Well, I believe that the effect of the neglect situation of our schools in teaching the English language is that learners cannot grasp anymore the learning needs they are supposed to learn in the English learning competencies. Because it is not being emphasized to them the importance of learning the English language throughout their future life and in the field of work, also, teachers are not given priority because they are focused on other clerical work, which teachers should not do.)

In addition, IDI-04 also expressed that,

“dli jud siya sayon day kay magtambak tambak jud ato trabaho overlapping of works activities.”

(It is not easy since there was an overload of work and overlapping of work activities.)

Furthermore, IDI-05 shared also her observation in the field by telling,

“but karon kay when nag-abot ang pandemic we are not focus on teaching man gud so the teaching of English language karon is not really matutukan it's because teachers are really bombarded with administrative works dili man jud unta dapat but wala man tay mabuhat because we are in the system pero kung difference lang mas ganahn jud ko sa una kesa sa karon.”

(When the pandemic came, we were not focused on teaching; in fact, the teaching of the English language was not given attention because teachers were bombarded with administrative work. It is not supposed to be that way, but we can do nothing about it because we are in the system, but the difference is that I like the teaching before than today.

Lastly, IDI-06 revealed the same observation and thought on this theme,

“The pandemic is challenging. Kay karon na panahon dghan kaau tag task like naga attend og webinar nagacheck og modules and nagacheck of papers so magdungan jud.”

(The pandemic is challenging because this time, we have many tasks to do like attending webinars, checking modules, and checking papers simultaneously. www.ijrp.org)

Parents are the Ones answering the modules

Teachers use modules to assess their students' development by having them answer the modules independently. Furthermore, despite the pandemic, the government has used modular learning as an innovation to assist students in their language acquisition. Participants, on the other hand, revealed that their parents, not students, were the ones who answered their modules. One participant even noticed a response coming from a parent who claimed that they were the ones answering to the modules because their son was at work.

According to observations, parents are often the ones finding ways to respond to the modules. Informants openly confessed that they are no longer clear whether the writing of their students were original or a copy of something they found elsewhere. Unfortunately, this is accurate due to the plague of pupils who are extremely complacent and give little effort at all.

IDI-02 admitted they had lost confidence in the reliability of written work products that their students had submitted in fact she expressed that,

“the teacher is not assured nga sila ang naga answer sa ilahang modules kay naay instances ang parents moingon sila na ilahang mga anak is nagatrabaho.. so boot pasabot nangutana mi kinsay gaanswer sa ilahang module ahhh they say na sila ang naga answer or nagbayad sila ug laing tao para mag answer sa module sa ilang anak which is dili siya mayo kay asa naman ang learning sa mga bata ato bisag *module lang*.”

(The teacher cannot assure that students are the ones answering their modules. In fact, there are instances that parents would tell that their son is working, so it means – as we asked about who answered the modules and the parents replied that they are the ones answering the modules or else they would ask anyone and pay to answer them. And it is not good because there is no learning anymore happened, although it's modular learning)

Likewise, IDI-04 reacted with the same sentiments with the theme,

“So I have one this mother said that ipaundang lang nako akong anak mam kay kanang dli nko maansweran ang module so that is the mentality of some of our parents they are the one who answers the modules so dili lang niya ipadayon na kay dili na-man maansweran ang modules so.. lisod siya lisod sa part sa teacher to push the student if the parents or the family *at home will not give the follow up they need because the parents at home also don't want to give the needs of the students.*”

(So, I have this one mother who said she is going to let her daughter stop schooling because she could not be able to answer the module anymore, so with that mentality, it means some of the parents are the ones answering the modules. Thus, it is hard on the teacher's part to push the students if the parents themselves will not follow up or give support to their students at home.)

IDI-07 claimed that parents were undoubtedly the ones answering the modules while permitting their sons to take leisurely breaks rather than responding to their modules.

“while at home *there's* many disturbance its the parent answering the module in the real sense *its undeniable it's the parents who are trying to answer the modules while the students are* there in the billiards are there in the basketball court and many other places *they're* swimming in the river *that's* even happening so where is the learning there.

(At home, there are a lot of disturbances in learning, undeniably, it is the parents who answered the modules while their children are playing billiards, playing basketball and, swimming in the river, going to other places, so where is the learning there.)

Description of the Challenges Encountered by Teacher and Education Leaders in Teaching and Learning the English Language Education rural schools during the pandemic

The participants described the challenges they encountered in teaching English language education in rural schools during the pandemic and elicited themes from the transcriptions. Based on their responses, nine themes emerged these were: constrained in giving immediate feedback on English Language outputs and performances, limited self-check and self-assessment on the part of the students, limited teacher participation in crafting interventions, limited learning resources and an internet connection, limited teacher training and clinical supervision, lack of knowledge and motivation in learning the English Language, distance from home to school, lack of communication between students and teachers, and limited parent literacy.

Constrained in Giving Immediate Feedback in English Language Outputs and Performances

Immediate feedback is critical for improving a learner's confidence, self-awareness, and passion, particularly while learning English. It encourages learners to enhance comprehension, correct misunderstandings, and improve performance. However, the participants stated that providing rapid feedback during a pandemic was challenging because they could not communicate directly with the learners due to various restrictions and limits.

The majority of the participants revealed that being unable to provide rapid feedback on English language outputs and performances has made learning the language difficult, and students have been unable to correct their flaws immediately. Particularly in their oral recitations, as opposed to face-to-face interactions, we could respond right away and comment on their response, but today it will take time to do so. To resolve such, more resources and efforts are required.

The IDI-02 stressed his perspective in this theme by saying that:

“kato lng siguro ang problema the appropriate and immediate feedback ky dli jud dayon matagaan sa teachers na mali na imong gisulat, mali na imong gibuhay ug pagkasabot because again dli man face to face wla ang interaction.”

(The problem is appropriate and giving immediate feedback since teachers cannot give a correction to their written output immediately, like telling them that it is not right or you misunderstood the lesson. Because again, we have no face-to-face class, so there is no interaction.)

IDI-06 also discussed the constraint in providing immediate feedback on the results. She asserted that, *“sauna man gud if naay mga activities. maanswer dayon nimo macorrect dayon nimo ilahang mga answers especially in oral recitation kay pag naa silay mali ma-correct man nimo na ana sya dapat ana unya karon sa present time dili nimo siya macheck though naa silay mga video recording pero dili nimo sila macheck right away nga kana dapat ang grammar nga gamiton kana sya dapat ang tenses nga gamiton nya macorrect na nimo sila dugay pa kaayo kay inig balik paman nila sa module which is malimtan napud nila kung asa didto na part kung asa ang mali isa ilaha.”*

(Before there are any activities, you could immediately correct their answers, especially in oral recitation. However, at present, you cannot correct them right away. Although they have video recordings, you cannot give immediate feedback about the correct usage of words and tenses in their grammar. Because again, it would take another sometime before you can give them the feedback since it is modular learning, so eventually, it will be forgotten.)

Furthermore, supporting the idea of the difficulty in providing instant feedback, IDI-09 indicated that, *“For me the misunderstanding on a specific topic challenge we encountered its totally difficult to the part of the teacher and student to communicate and give feedback if they don't see each other especially in teaching English and learning language it requires fully understanding and good interaction to be acquired properly.”*

(For me, the misunderstanding on a specific topic. We encountered that it's tough for teachers and students to communicate and give feedback if they don't see each other, especially in teaching English and learning the language. It requires a full understanding and good interaction to be acquired properly.)

Limited Self-check or self-assessment on the side of the students

Students can use self-assessment to analyze or judge their learning. They must evaluate their performance and growth, particularly during this pandemic in which we are experiencing no-face-face classes. Unfortunately, the participants' responses revealed that students could not conduct a self-check because they did not grasp the lesson in the first place; even answering the modules was difficult for them.

As a result, limited self-check is not acceptable or applicable in this scenario since students cannot evaluate their own work and still need teachers' help. In reality, informants acknowledged that students' inability to rectify themselves owing to a lack of topic understanding makes it a burden on his side. This was how the epidemic impacted everyone who was studying and teaching the English language education in the rural schools.

Accordingly, IDI-01 claimed that due to a lack of content knowledge in the English language education students are unable to make self-check,

“self-assessment and cannot determine immediately if what they are doing and constructing and if how they use the language so kana ang problema and epekto dli dayon makorect and macheck sa learners kung tama ba o mali ilang ginabuhay kung tama ba ang pagka english or pagkaconstruct sa ilahang sentence.”

(The problem is there is no self-assessment, and they cannot determine immediately what they are doing and constructing and even how to use the language. The effect would be the learners could not correct and check themselves if he is right or wrong using the English language or sentence construction.)

In addition, the IDI-07 reacted to the same perspective in the theme and pronounced that,

“There has real effects to some students specially that in the absence of teachers since teachers are great factor inside the classroom so they could not correct their selves like for their making self-check of their work or self-assessment kay maglisod man gni sila ug answer sa module how much more of correcting their works so definitely it is hard to assess and there is really a bad effect in their learning.”

(There are real effects to some students, especially in the absence of teachers since teachers are great factors inside the classroom, they could not correct their own like making self-assessment they even struggle to answer their modules how much more of correcting their works. So definitely, it is hard to assess and there are really bad effects on their learning.)

Moreover, IDI-09 shared the same notion about this by saying that,

“Aside from that, students may find it hard to assess their own written tasks and it may be like they could not have or they could not assess their own or say self-check because they are having hard time in the modules so it will be a burden to them knowing that they could not check their own because they lack knowledge in the subject.”

(Aside from that, students find it hard to assess their written tasks, and maybe they could not make self-check also because they are having a hard time in the modules, so it will be a burden to them knowing they could not check their own because they lack knowledge in the subject.)

Limited Teacher Participation in Crafting Interventions

Crafting interventions are required to meet the needs of students and reinforce learning difficulties. Teachers are important in enhancing students' ability to continue learning despite the pandemic. However, due to their reduced capacity to provide effective interventions during a pandemic, teachers have had a limited role in creating interventions during this crisis.

In addition, as observed by concerned mentors, due to the lack of effort put forward by teachers in developing interventions and inadequate innovative planning, English language education was unable to meet the demands of students during the pandemic. Moreover, informants revealed that they were having challenges crafting interventions because they solely rely on modules and do not look for ways to resort to other means of teaching delivery.

Regarding this, IDI-01 expressed his viewpoint by noting that he must supervise the teachers to establish alternative learning modalities and engage teachers to participate in crafting other learning interventions,

“It is really quite challenging in the sense that I have to facilitate teachers on how they are going to create intervention kay with regards to teaching delivery we are solely relying on the module i have to see to it that schedules are made and interventions are laid out and must be evaluated by me as school head.”

(It is quite challenging in that I have to facilitate teachers on how they will create interventions with regards to teaching delivery. Since we are solely relying on the module, I have to see that schedules are made, and interventions are laid out and must be evaluated by me as a school head.)

Another, IDI-03 voice about the challenges she faced when developing teaching-learning materials and she said that,

“It challenge me a lot as an English language teacher during this pandemic it challenged me to craft a language learning materials that my learners need according to their context and it driven me also to get away from that very idealistic manner. We have to be practical you know that your learners cannot access the online classes so why are you forcing yourself to delve in teaching the language when you cannot meet them virtually so be practical.”

(It challenges me a lot as an English language teacher during this pandemic. It challenges me to craft a language learning material that my learners need according to their context and drives me away from that idealistic manner. We must be practical that if a learner cannot access the online classes, don't force yourself to dwell in teaching the language when you cannot meet them virtually, so be practical.)

Besides, IDI-06 supported the notion that during pandemic we only have limited actions that limits teachers to craft interventions in fact she expressed that,

“The effect of learning in the english language in the rural schools lisod siya kay dili maaddress tanan ang kelangan iimprove lalo na sa mga bata dili nato sila mafollow up or mahatagan ug mga intervention nga kailangan since limited lang atong mga intervention na unta during this time dghan unta tag mahatag na innovation isip usa ka teacher mabuhat tungod sa pandemic that is why mas mayo kong kita as teachers maningkamot ta na makabuhat ug mga lain paagi or intervention aron maaddress ilang mga needs.”

(The effect of learning in the English language in the rural schools would be the inability to address all the needs to improve the learning among students because we cannot follow up with them or give the full intervention since our actions are being limited due to this pandemic. However, as teachers, all we can do is find ways to address their needs as much as we can.)

Furthermore, IDI-11 back up the claim by saying that limited participation of teacher in crafting meaningful interventions is observed during the pandemic,

“limited intervention /meaningful activities were given to the students, and majority of the schools are opt to use modular-printed modality as learning delivery.”

(Limited intervention and meaningful activities were given to the students, and most schools opted to use modular-printed modality as learning delivery.)

Limited Learning Resources and Internet Connection

The teaching-learning process can be facilitated and reinforced using printed or non-printed learning materials that stimulate student participation and facilitate and reinforce the teaching-learning process. Participants did, however, mention that because students lacked the necessary technology to engage in online classes, it was difficult for them to acquire the language. In a similar vein, participants disclosed that during a pandemic we only have a limited number of learning tools, which also has an impact on pupils' ability to learn.

The majority of participants emphasized how some rural schools lacked instructional resources and had trouble connecting to the internet. Additionally, informants saw a response that stated that having modular learning throughout the epidemic could not truly provide enough information to offer the learner adequate knowledge to learn the language. As a result, studying the English language during a pandemic is hampered by a lack of online connectivity and insufficient learning tools.

The IDI-01 provided his perspective by outlining his difficulties with the limited learning resources and unstable connections, such as the unavailability of electronic devices to use in online classes, which hinders participation in language learning,

"we also have to secure the participation of the learners so one intervention we have done is to conduct online classes atleast once or twice a month and it is a bit challenging because in our place students dont have..not all of our students have smartphones we also don't have stable internet connection students just relying on vendo wifi so it's a bit challenging in those sense that we have to layed out schedule and really have to plan for intervention and as school head the challenge also for me is the monitoring so i have to secure that intervention are done according to the plan"

(We also have to secure the learners' participation, so one intervention we have done is to conduct online classes at least once or twice a week. It is a bit challenging because, in our place, students don't have smartphones, and we also don't have stable connections, so the students rely on Vendo wifi machines. With this, we must lay out a schedule and plan for intervention. And as school heads, the challenge is to monitor and secure that interventions are done according to plan.)

IDI-02 reflects the same standpoint and experienced issues with the lack of educational resources.

"Lisod sya mam oy kay shempre kay naalimited lang kayo atong mga learning resources shempre maglisod jud ang mga teacher how much more ang mga students maglisod pud sila kay walay silay mga internet sa balay and even cellphones so dli jud klaro ilang learning."

(It is hard because we have limited learning resources, so teachers are struggling with how much more the students are since they don't have internet connections at home and cellphones, so I think their learning is not that clear.)

Besides, IDI-05 supported the claim about integrating social media in teaching and said:

"I guess integrating social media in the delivery of the lesson kay karon sa panahon grabe ka limited and resources so we really admit that modules really cannot give the students give information to learn the language."

(I guess integrating social media in the lesson delivery because we currently have minimal learning resources. And we have to admit that modules cannot give enough information to learn the language.)

Furthermore, IDI-06 also expressed the same insights with this theme by stating that,

"The challenges maybe is that we cannot follow up them as much as we can specially who do not have cellphones or internet connection in their areas kay maglisod ta ug reach out sa ilaha kung unsa man ang dapat nila iimprove kay mga parents lang ang atong makita or makstorya dili mismo ang mga bata."

(The challenges maybe would be the lack of follow-up as much as we wanted to, especially those who don't have cellphones or internet connections in their areas. Since we could have difficulty in reaching out on the things they need to improve since we only meet their parents, not the students themselves.

Last but not least, IDI-09 made the same conclusion regarding the scarcity of resources, which included technology, making it a serious issue in rural areas during pandemics.

"So before the pandemic starts so the teaching strategies can be applied properly and they can learn the English language so in one sitting instant communication and we all know that

technology is one of the major problems of the students in the rural areas so during the pandemic here comes the online learning or modular and the problems is the resources are not enough to provide a complete learning especially in the English language education.”

(So, before the pandemic starts the teaching strategies can be applied properly and they can learn the English language in one sitting with instant communication. We all know that technology is one of the major problems for the students in the rural areas so during the pandemic here comes the online learning and modular. The problem is having not enough resources to provide complete learning, especially in English language education.)

Limited Teacher Training and Clinical Supervision

For educational quality and professional development, teachers must get training and clinical supervision. As a result, to stay competitive, teachers must be given regular training opportunities. However, due to reasons, face-to-face training and supervision have been limited when pandemics strike this was shared by a concerned teacher in the responses.

One of the informants said that teachers need to be continually trained to support their learners even in the present circumstances. Another informant stated that more training and programs involving teacher engagement must be implemented to successfully teach and address the learning of English language education in rural schools due to the lack of meaningful teaching concepts to teach the language.

The IDI-01 stated that in order to meet all of the students' requirements, not just those that are focused on the discussion but holistically, he must continue clinical monitoring among teachers.

“much as i can remember while checking their lesson plan they are using 4a's approach with the same activity, analysis and application and abstraction during the activity in the application they cannot implement really it well because of the limited time cannot also hold our students too long because they are just using vendo wifi, teachers are focusing only in the discussion during the analysis about the least learned competencies.

(As much as I can remember while checking their lesson plans, they are using 4a's approach with the same activity, analysis, application, and abstraction. In the application, they cannot implement it well because of the limited time and we cannot hold our students that long because they are just using Vendo wifi. A teacher is focusing only on the discussion during the analysis about the least learned competencies.)

Additionally, IDI-02 expressed her desire to engage in more training because teachers do not have the necessary skills to cope with these situations.

“*Kuan mam dapat there are more trainings sa teachers kay kana kulang gyud ang teachers ug ability to teach during this period of pandemic.*”

(Lack of ability to teach during a pandemic due to limited training.)

Furthermore, IDI-12 also voiced a need for more training and development opportunities to handle this current situation. She expressed that,

“I would like to say that its good but not really that good primarily because the instructional materials that we are using in teaching the students in the English language and English concept are not that substantial or not enough for us to effectively teach the English language more so with the materials needed and the support that is intended supposedly for the teachers like for example programs maybe trainings and such you know professional development programs that we as English teacher could have joined also to elaborate our knowledge and skills in teaching *English*. ”.

(I would like to say that it is good but not that good primarily because the instructional materials that we are using in teaching the students the English language, and English concepts are not that substantial or not good enough for us to effectively teach the English language. More so with the materials needed and the support that is intended supposedly for the teachers like programs, training, and such professional development that English teachers could have joined also to elaborate our knowledge and skills in teaching English.)

Lack of Knowledge and Motivation in Learning the English Language

The English language learning process requires both motivation and knowledge. Some are driven by a desire to learn, gain information, and overcome the hurdles of English language education. The majority of the participants highlighted that the majority of students, however, are said to be demotivated to learn during a pandemic because they lack language knowledge and proficiency, which causes them to isolate themselves. This has also impacted their reading comprehension.

In fact, a worried instructor claimed that students had lost their desire to learn and had grown too complacent as a result of their reliance on modules. Another participant observed a response indicating that the lack of language engagement was making them inactive or not enjoying answering the modules. Therefore, we must strengthen the teaching-learning of English to increase students' excitement for studying and develop ways to address their learning issues.

www.ijrp.org

The IDI-03 declared that they noticed the student lose interest in learning the English language and grow ignorant throughout the pandemic, both of which had an impact on their reading comprehension.

"I have seen that our learners are not that knowledgeable and competent in language related activity they have difficulties and demotivated to learn in understanding the text the reading comprehension also is being affected because of the gap using the English language as a teacher you cannot really see the good impact of learning the English language.

(I have seen that our learners are not that knowledgeable and competent in language-related activities. They have difficulties and are demotivated to learn in understanding the text and in the reading comprehension is being affected because of the gap in the English language. As a teacher you cannot see the good impact of learning the English language.)

In support to this notion, IDI-06 asserted that students were not demonstrating a desire to gain more knowledge in learning the language they were no longer reading. She uttered that,

"ang mga bata kay wala na sila naningkamot na mka gain pa sila ug more na knowledge kung unsa naa didto sa module shempre dli ta kadeny na ilaha ranang gicopy from answers key kung бага wala na sila nagbasa kung unsa man ang naa didto sa modules kung бага ang ilang kaalam wala na *nahasa*."

(The students are not eager to learn or gain more knowledge. Whatever is in the module they just copy the answers key, in fact, they are not reading anymore nevertheless, their prior knowledge was not developed.)

The IDI-09 had the same observation on this theme by stating the fact that,

"As per observation students are more inactive and not enjoying much due to the learning modality and less interaction"

(Students become more inactive and less enjoyed in the learning due to learning modality and limited interaction in the language.)

Distance from Home to School

Every learner's second home is school, where they can gain the necessary knowledge, develop their thinking, and acquire substantial learning abilities. School is the ideal environment to study. However, the majority of mentors at rural schools mentioned that the physical distance is burdensome for some learners since teachers are unable to provide instruction due to the distance between their homes and schools. Due to the distance between student homes, teaching English as a second language is hard.

Given that teachers must manage their time, one mentor talked about the challenges of distance from home to school since, in addition to delivering modules, they must also produce reports and other things. On the other hand, one optimistic educator expressed her ways that despite the challenges they face, they seem positive in their attempts to divide their efforts to divide their time to get and present modules at their houses

The IDI-04 also has expressed her thoughts on the difficulty in the physical distance brought on by students living far from the school. She described that,

"Here in our school one of the challenges is the distance, a distance from home to school so if we wanted to do or conduct home visitation, we really need to do enough time because the places are not that near in school that we could easily go there and teach them about the subject. So the challenges are to really find time find time despite our work tambak tambak jud so we really need to divide our time properly to give them attention especially on the subject they are having difficulty with."

(Here in our school, one of the challenges is the distance from home to school. So, if we wanted to conduct home visitation we need to do enough time because the places are away from the school to teach them about the subject. So, the challenges are to find time despite the overlapping of works so we need to divide our time properly to give them attention, especially on the subject which they find difficult.)

Regarding this circumstance, IDI-06 made similar comments, stating,

"About the kids or the student on how we make sure that they are still learning it's also about how we communicate with them kung unsaon nato pagreach out kadtong mga walay cellphone og katong mga walay internet connection lalo na layo layo pud ilahang balay nga dili pud nato basta basta na mabaktas or madalikyatan na makumus-ta sila og mafollow up sila."

(About the kids or the students to make sure that they are still learning. It is also about how we communicate with them especially those who don't have cellphones to use and those who have no internet connections and with those unreachable homes in which they cannot be easily communicated and followed up.)

Similarly, the IDI-09 conveyed the idea of her difficulties by reiterating that,

"Specially, that our students are living far from the school so we really need to find ways na ihatod ilang modules so very struggle jud kayo siya kay aside sa maghatod ug modules sa ilang mga balay dghan pa ug buhaton nya pareha anang uban layo man jud so dli nila makuha ilang modules so as teachers we take initiatives to address this issues."

(Especially since our students are living far from the school instead we need to find ways to give their modules. That's the struggle because we still have many things to do aside from distributing the modules. Just like those students who live far from school so they cannot immediately get the modules so as teachers, we take the initiatives to address these issues.)

Lack of Communication between Students and Teachers

Communication is essential in our daily lives because it allows us to connect with others, build solid connections, and avoid misunderstandings. Furthermore, communication allows us to interact with our students, particularly if we have concerns about their English language learning progress. Concerned educators remarked that a widespread lack of contact between pupils and teachers has become apparent during the pandemic. A lack of communication, became a reason why English language instruction in rural schools deteriorated.

One concerned instructor remarked that students are reluctant to share their ideas on the subject due to a lack of communication, which causes them to lose interest in studying the language. Thus, pupils gradually lose interest in learning and refuse to develop their potential if there is no direct interaction between the teacher and the students.

The IDI-09 indicated that the lack of direct engagement and communication in the language is one of the difficulties faced by pupils during this pandemic. She said,

"For me the effect of pandemic in learning the English language in the rural schools are numerous so one of the specific effect is the lack of communication so teachers by far one of prime drivers in education so in this changes were felt by the individual on the part of the learners of course and on the part of the teacher so be it directly or indirectly of communication as of now so the lack of communication between student and teacher is very rigid specially in teaching the English language applying the best strategies and techniques are no longer possible because of the indirect interaction so that's the effect of the pandemic towards learners and teachers."

(For me, the effects of the pandemic on learning the English language in rural schools are numerous so one of those specific effects is the lack of communication. So, teachers are by far one of the prime drivers in education so in these changes felt by an individual on the part of the learners of course and the part of the teachers be it directly or indirectly is the lack of communication in both parties. So, the lack of communication between student and teacher is very rigid, especially in teaching the English language by applying the best strategies and techniques these are no longer possible because of the indirect interaction so that's the effect of this pandemic on learners and teachers.)

The IDI-10 also shared the same idea as the IDI-09 she said that,

"The effect of teaching the English language students cannot express directly their opinion to the teachers or to the facilitators they could have lack of communication to each other where supposedly teachers should make ways to contact their students and communicate them for their improvement."

(The effect of teaching the English language would be that students cannot express directly their opinion to the teachers or to the facilitators they could have a lack of communication with each other where supposedly teachers should make ways to contact their students and communicate with them for their improvement.)

Moreover, IDI-12 also stated the same conviction and uttered,

"The communication between teachers and students this time is obviously one of the challenges because sometimes we cannot contact our students or directly instruct them in face because of this pandemic so those are the challenges were facing."

(The communication between teachers and students this time is one of the challenges because sometimes we cannot contact our students or directly instruct them face-to-face because of this pandemic so those are the challenges we are facing.)

Limited Parent Literacy

Before a pandemic, the success of the teaching-learning process is dependent on the teachers' hands. It is up to the teacher to pick which tactics to use to address the kids' various learning issues. When a pandemic strikes, however, parents are temporarily tasked with educating their children and providing educational learning support. Unfortunately, the comments of the participants revealed that students are demotivated to complete their modules since their parents are unfamiliar with the English language instruction content.

One participant noticed a comment about how parental illiteracy at home hindered language learning home. Additionally, according to another educator, one of the main issues in rural areas is a lack of parental knowledge, which accounts for some pupils' lack of enthusiasm for learning the language. Thus, for parents to support their children's learning, they must have sufficient training or fundamental knowledge of the competencies; otherwise, they will be unable to meet the needs of learners studying English.

According to the IDI-04, the English language status weakens during a pandemic because education is less empowered at home.

"Hmmm here in our school I observed that the pandemic weakens the English language this is because the quality of education at home is not empowered that well maybe because the parents are not that educated when it comes to English because this is rural so we are expecting that people living here are not that educated parents yong elementary lang natapos"

so when we talk about English language here in rural, so for me the pandemic weakens the English language lots of parents cannot teach English language at home that is one of the reason why English language of this pandemic not that empowered at *home*.”

(Here in our school, I observed that the pandemic weakens the English language that is because the quality of education at home is not being empowered that well. Maybe because the parents are not educated when it comes to the English language because this is rural, so we are expecting those parents living here are not educated since they reached elementary levels only. Meanwhile, the pandemic weakens the English language because a lot of parents cannot teach the English language at home that is one of the reasons why the English language during this pandemic was not that empowered in their homes.)

IDI-09 had similar sentiments about this situation and reflected that,

“I reflect that some of the parents of our students are illiterate so that’s why some of the learners don’t answers the modules properly because their parents are illiterate so that’s one problem here in the rural areas.”

(I could reflect that some of the parents of our students are illiterate so that’s why some of the learners don’t want to answer the modules properly so that’s one problem here in the rural schools.)

Likewise, the IDI-12 declared the same insights about this thought of parent’s illiteracy at home and expressed that,

“Also, students cannot answer their modules since parents as well are not educated so the consequence is that students will be demotivated to learn so I guess that’s a challenge to us educators in the English language.”

(Also, students cannot answer their modules since parents are not educated so the consequence is that students will be demotivated to learn so I guess that’s a challenge to us educators in the English language.)

Teaching Strategies and Assessment Methods utilized in Teaching the English Language Education in Rural School during the Pandemic

The third question in this study is about the teaching strategies and assessment methods utilized in teaching English language education in rural schools during the pandemic. Participants expressed their strategies and utilization of teaching English language education during a pandemic. The transcriptions made the following themes emerge: reading and learning interventions program, immediate output feedbacking, English Language teaching skills training, conduct online classes, and supplementary materials.

Reading and Learning Intervention Programs

Reading is beneficial for numerous reasons, one of which is mental development. However, owing to the current situation, due to the lack of face-to-face engagement, the mentor noted that creating interventions for reading has become difficult. As a result of many students' poor reading skills and their inability to comprehend the lesson because they once again lack reading proficiency, a participant in the discussion brought up the need for reading interventions.

Participants stressed that despite the pandemics, teachers still need to develop new learning strategies to address children's reading issues. Additionally, informants emphasized that they have been working hard to meet the requirements of their students, particularly in the area of reading. Thus, despite the current circumstances, they have been developing learning and reading interventions to meet the demands of the learners.

The IDI-01 asserted that they needed to assess the learners' language learning level and suggested that they must equip learners with relevant training to cater to the needs of all learners. She recommended that,

“teachers must assess the language learning level of the learners so we have a factual basis what intervention we can make so most common problem of today is the reading comprehension and reading skills for that with that we have so much intervention we have BRICS, we have reading intervention programs conducted sa school with regards to their reading level skills those are few things we should comply and one of the most important thing also is to give most updated and relevant training to the needs of our present learners there are strategies before that no longer applicable to our learners today so those are the things that we have to look.”

(The teachers must assess the language learning level of the learners, so we have a factual basis on what interventions to make. So, the most common problem of today is reading comprehension and reading skills with that we have BRICS, we have reading interventions conducted in school to address reading problems those are the few things we have complied. One of the most important things also is to give updated and relevant training to the needs of our present learners there are strategies before that are no longer applicable to our learners so those are the things we have to look back.)

The IDI-04 also has shared her best practices in dealing with slow readers by explaining that,

“Best strategy in English language this time I have this students with slow in reading I have this one-on-one reading session with them this language is very difficult if the students cannot read so we really need to teach them the reading first before we can introduce them the lessons of our subject. So, what I did is I pick students who needs reading assessment in their respective section and then I am the one who assess them every Monday that’s for me one of the things

that will help students really be good in our English language na subject because reading is a first step okay. you cannot go learning the subject the English language if you do not know how to read for me that's my best practices now ..so reading we cannot give them lessons if they don't know how to read so I am giving them reading materials that they can bring at home and then every Monday we will be facing each other to assess their reading level."

(Best strategy in the English language this time is to have a one-on-one reading session with those slow readers in the language. Language is very difficult if the students cannot read so we need to teach them first in their reading before we can introduce them to the lessons of the subject. So, what I did is I picked students who need reading assessment from their respective sections, and I am the one to assess them every Monday to help them learn the English language since reading is the first step to learning. Thus, we cannot give them the lessons if they don't know how to read so I am giving reading materials that they can bring at home, and every Monday we will be facing again each other to assess their reading level.)

The IDI-07 had a similar viewpoint about dealing with non-readers. She emphasized that,

"I am trying to check and doing it passionately and finding those who are the non-readers because this is education. I am trying to gather all students who can't read because they from different barangay. How depressed those areas no lights, no transportation you are going to cross the river so I am trying to understand so every Saturday I'm here at school trying to teach day them the syllables and that's my commitment to advocate reading because in reading I am very sure that if you can understand when you can read well the success of life is evident. Because it is being proven that those who can read and understand they are reading they are the achievers when they reach college and when they are practicing their profession."

(I am trying to check and do it passionately and find those who are non-readers because this is education. I am trying to gather all students who can't read because they are from different barangays. How depressed are those areas which don't have lights, and no accessible transportation so you are going to cross the river hence, I am trying every Saturday to come to school trying to teach the syllables and that's my commitment to advocate reading. In reading, I am very sure that you can understand when you read well thus the success of life is evident. Because it is being proven that those who can read and understand are the achievers when they reach college and when they practice their profession and that's my commitment as a master teacher.)

In addition, IDI-09 described her learning interventions by stating that,

"I have a lot of assessment aside from quizzes I do also anecdotal records, portfolio and checklist. So I can assess my learners from time to time gradually not just only by quiz or oral recitation because some of my students are into writing also my students are verbal so I really have different assessment so that I can assess my students well. So in different form I have my journal, portfolio so on and so forth."

"I compile anecdotal data, a portfolio, and a checklist. Because some of my students enjoy writing as well as vocal communication, I need to have diverse assessments so that I can evaluate my students effectively. This way, I can periodically and gradually evaluate my learners instead of just using quizzes or oral recitation. I have my journal, portfolio, and other things in various forms."

Whereas, IDI-10 conveyed that they keep creating learning interventions. She asserted,

"We keep on creating instruction and strategies to fully give to the students the things and information needed for them to easily learned specially in their reading skills."

(We keep on creating instruction and strategies to fully give the students the information they needed for them to easily learn especially in their reading skills.)

Furthermore, IDI-11 stated that they were having reading remediation that catered to students from different barangays.

"In our school instead of modules our teachers were able to conduct online classes and we also have reading remediation through the barangay with the cooperation with the other teachers."

(In our school, instead of modules our teachers were able to conduct online classes and we also have reading remediation through the barangays with the cooperation of the other teachers.)

Immediate Output Feed backing

Giving pupils timely feedback on their work is an effective strategy to reinforce learning. This can also be an excellent source of supplementary material to help them expand their knowledge. And this was what the participants found to help enhance their ability to learn the English language, particularly in distant areas where reading materials are scarce and often inaccurate during

the pandemic. Participants stated that we as teachers work hard to meet their requirements by maintaining constant contact and providing prompt answers to their inquiries.

The majority of the participants agreed that giving pupils quick feedback is the best strategy to meet their needs in terms of fixing their grammatical mistakes. For instance, one informant claimed that she always takes the initiative to offer helpful criticism in order to address learners' language education learning. Direct feedback on their written outputs is necessary since students were unable to absorb the lessons during the pandemic, thus teachers should be vigilant in providing prompt feedback so that English language acquisition may be addressed.

The IDI-01 expressed her idea by saying that teacher is finding ways and means to cater to student's needs by having follow-up despite the delays,

"As a teacher mam maningkamot man jud ta na macater nato ang mga needs sa mga bata ifollow up sila maski usahay madelay mangita jud ang teacher ug means and ways kay para atleast man lang bisag pandemic .. maka... naa gihapon silay learning bahalag usahay dili.. dili enough para sa ilaha kay dili man sila totally guided."

(As a teacher we strive to cater to their needs to follow up despite the delays because teachers ensure to find means ways to at least address learning despite the pandemic. Although, sometimes they don't get enough learning because they are not guided.)

IDI-02 also stated that to address immediate feedback, teachers provide constructive feedback on their grammar technicalities.

"If my task is writing I'm just doing notes or if they have written wrong spelling word, I'm always correcting it right away beside the word and take note their technicalities in grammar. When they perform through oral presentation, I usually give them constructive feedback where they can reflect and strengthen this competency. Giving relatable feedback and applicable that will help them grow."

(If my task is writing I'm just doing notes or if they have written wrong spelling words, I will correct them right away beside the word and take note of their technicalities. When they perform through oral presentation, I usually give them constructive feedback where they can reflect and strengthen this competency. Giving relatable feedback and application that will help them grow.)

The IDI-03 also stated a similar notion in this theme by stating that,

"The teachers must give direct and indirect feedback."

(The teachers must give direct and indirect feedback.)

The IDI-06 also shared the same idea as the teacher mentioned about feedbacking she said that,

"Talking about feedback we have the journal we have the query notebook we are also sending feedback specially in a position paper. Or any academic writing when I ask them they will be providing me with a draft and they will be sending me that one automatically after I check it I sent back to them with the feedback on how to improve their academic writing."

(Speaking of feedback, in addition to the journal and question notebook, we also send feedback, particularly in the form of position papers. Or any academic writing when I ask them, they will immediately email me a draft of it and, after I've checked it, I'll send it back to them along with feedback on how to make it better.)

Likewise, IDI-10 had similar practices to the teacher. She stated,

"To address that situation we have a corrective feed backing in their submitted written output."

(To address the situation, we have a corrective feed backing in their submitted written outputs.)

Lastly, IDI-12 shared his standpoint in giving output feedbacking by expressing that,

"For example the way I give feedback is personal meaning to say I have to message my student individually for example there is a task that they are going to write an essay and then I checked the essay I have to returned that paper to them individually or send them in their email or through messenger or ihatag gyud nko sa ilahang mga balay or maybe adtoon nila sa school aron mkita jud nila ilahang mga score kung unsa ang mga correction ni teacher sa ilahang pagsulat sa sentence sa pag organize nila sa ilahang ideas when they are writing an essay sa pagsulat so basically an individual and personal delivery of feedback."

(For example, the way I give feedback is personal meaning say I have to message them individually so if there is a task that asks them to write an essay and I will check it. Afterward, I am going to return that paper to them individually or send it to their emails, messengers or I

will send it to their homes so that they would know their scores and their corrections on the organization of ideas so basically an individual and personal delivery of feedback.)

English Language Teaching Skills Training

It is an excellent approach to reinforcing learning by providing teachers with adequate English language abilities. This can also be a good source of extra knowledge on what tactics to employ, allowing them to teach more effectively even during a pandemic. And this is what the participants found to help enhance their English language teaching skills by engaging in related teaching language skills training which can develop your teaching strategy.

The majority of participants made a point of saying that attending seminars, workshops, training sessions, and webinars could help one better in the teaching profession. Education leaders also stressed the importance of training teachers' capabilities over time to maintain teaching quality. A concerned teacher also suggested that providing instructors with sufficient training could help in the teaching-learning process of teaching the English language as well as enable them to manage and facilitate their lessons in an orderly manner despite the pandemic.

The IDI-01 stressed the significance of conducting capability among teachers.

"With regards to English language that is part of the major skills that our learner must be learned aside from math and science, as a school head I think we are already doing thing one we have to strengthen or a conduct a capability building with regards to teaching strategies to our teachers than our teacher doing the traditional type of teaching so we should conduct capability building to our language teachers for our language teaching. So as school head I have to see to it that programs, projects and activities to improve the teaching skills and to develop the learners and must be given budget and must be included in the SIP and annual procurement plan."

(With regards to the English language that is part of the major skills that our learners must be learned aside from math and science. As a school head I think we are already doing a thing, we have strengthened and conducted capability building with regards to teaching strategies to our teachers that doing the traditional type of teaching. So, we conducted capability building for our language teachers for our language teaching. So as school head, I have to see to it that programs, projects, and activities must be given budget and must be included in the SIP and even annual procurement plan to improve the teaching skills and to develop the learners.)

The IDI-06 supported this claim by suggesting that,

"by attending seminars and webinars na ginahatagan or nagaconduct sila ug webinars, seminars and training na maprepay ta or mas maimprove ta lalo na ron katong pagsugod sa online classes or modular kung unsa atong mga dapat pangbuhaton."

(Teachers are given seminars, webinars, and training to prepare and improve more in teaching especially those who engage in online classes or modular to do the right thing.)

On the other hand, IDI-08 shared her best practices in handling and coaching students by equipping them with the necessary language teaching skills,

"we also have limited face-to-face research and with that we requested research leaders to come in school to give instruction to check their papers aside from position paper which language teachers required for learners."

(We also have little direct interaction with researchers, so we asked them to visit the school to provide guidance and review students' papers in addition to the position papers that language teachers requested students to write.)

Thus, IDI-10 suggested that,

"Send and advise teachers to attend training pertaining English language."

(Send and advise teachers to attend training about the English language.)

Meanwhile, IDI-11 supported this theme by asserting that professional development is necessary for the teaching-learning process,

"As Education leader, this is the time to offer professional development of teachers related to best practices in teaching-learning process of English language education and to provide them resources to be more innovative about how to support their students in learning in this time of pandemic."

(As an Education leader, this is the time to offer professional development of teachers related to best practices in the teaching-learning process of English language education. To provide them with resources, to be more innovative about how to support their students in learning during a pandemic.)

Furthermore, IDI-12 expressed similar thoughts to IDI-11 by stating that,

"Whatever I achieved that will also be reflected towards my student so for example if I enroll for a Master's Degree if I enroll for a doctoral degree, if I join webinars related to English instruction or English curriculum that will still be reflected on how I teach or how I manage myself in teaching my students in the English language."

(Whatever I achieved will also be reflected in my students so for example, if I enroll for a Master's Degree if I enroll for a doctoral degree if I join webinars related to English instruction or English curriculum that will still be reflected on how I teach or how I manage myself in teaching my students in the English language.)

Conduct Online Classes

Despite the pandemic, online class is a new trend for students to meet their learning demands. Students may still learn and develop information even if they were at home if they used the applicable sources. Many instructors have adopted this new teaching method since it is simple and convenient for them to communicate with their students and meet their needs. Participants also mentioned that even if we don't meet regularly, holding classes online allows us to keep an eye on students' activities.

The new application, which allowed users to simply encode their assessments and track them, was discussed openly by the participants. Online classes are a useful tool as well, as mentioned by a mentor, to keep track of the subject that they are having trouble understanding. In order to overcome their learning challenges during the epidemic, students can continue to learn English through this teaching platform by using internet platforms.

The IDI-01 stressed that aside from modular learning they are also adopting the synchronous classes,

"With regards to teaching strategies since we are employing pure modular we are just relying in the modules with regards to intervention our teachers are conducting synchronous classes so they are scheduling once or twice a month so they are meeting with our students not only those who need intervention but open to students who can access with the online platform so with regards to teaching strategies employed by our learners we are using the virtual platforms synchronous one and a simple discussion on the least learned competencies of our learners."

(With regards to teaching strategies since we are employing pure modular, we are just relying upon the modules. With regards to intervention our teachers are conducting synchronous classes, so they are scheduled once or twice a month. They are meeting with our students not only those who need intervention but open to those students who can access the online platform so, with regards to teaching strategies employed by our learners we are using the virtual platforms synchronous and a simple discussion on the least learned competencies of our learners.)

Similarly, IDI-02 took on the new task of using online technologies to support learning and organized online meet and greets to keep an eye on students' circumstances during the pandemic.

"Ammm nagagamit ko ug kuan mam quizy is..kanang dido ko mangita ug ahh assessment nila nya inline pud sa mga modules na topic. Also, we conducted online kamustahan in order to know their situation based on their situation on the English language education also we conducted online learning so that they can open up their issues with regards to the topic in the English since English needs to be addressed."

(I am using Quizzy it is an application where assessment is applicable that is also parallel to the topic of the modules. Also, we conducted online happenings to know their situation in English language education. In addition, we conducted online learning so that they can open up their issues with regards to the topic in English since English needs to be addressed as well.)

In connection, IDI-04 also stated similar practices with the IDI-02 and said,

"Also, we conducted online class for those students who can access the online platform so that atleast students will be sharing with their moments like the specific topic in the modules and also an online kmustahan atleast we can know what they are doing and be updated on their situation during pandemic."

(Also, we conducted online classes for those students who can access the online platform so that at least student can share their moments like the specific topic in the modules. Also, online happenings about their condition at least we can know what they are doing and be updated on their situation during a pandemic.)

Moreover, the IDI-10 stressed the same thought to the teacher by expressing,

"In our school instead of modules our teachers were able to conduct online classes so that at least students will be followed up and contact despite the pandemic."

(In our school, instead of modules our teachers were able to conduct online classes so that at least students will be followed up and contacted despite the pandemic.)

Supplementary Materials

The teacher's hand is essential to the effectiveness of the teaching-learning process. Despite the pandemic, teachers must use supplemental materials for growth to meet students' needs. The concerned instructor expressed her views that teachers should have supplemental materials and interventions available if some students struggle with the language in order to help students acquire the English language. Thus, providing supplemental materials will aid students in learning the English language despite the current situation.

The majority of the informants believed that supplementary resources are important, particularly during pandemics, and that they help pupils learn English by reinforcing what they have already learned. Participants noted the necessity for creating extra materials, particularly for those who were unable to participate in the online class.

As an intervention during a pandemic, the IDI-01 indicated that supplemental resources are useful.

"Since we are implementing pure module as the mode of delivery during pandemic usually our teachers if they find some students who have difficulties in the language, we just make other modules also as intervention."

(Since we are implementing pure modular as the mode of delivery during pandemics usually our teachers if they find some students who have difficulties in the language, just make other supplemental materials also interventions.)

The IDI-03 also stated the same facts about supplemental materials and supported by saying that,

"For now our teaching strategy is to assess and give them supplementary activities that will fit in or suitable to their learning modules."

(For now, our teaching strategy is to assess and give them supplementary activities that will fit in or be suitable to their learning module.)

Similarly, the IDI-09 supported the notion of Mentor by providing supplementary resources during the pandemic,

"the same time it also helps us to construct or craft modules specially for those students who cannot attend online classes so we make module for them to answer we make modules to supplement that they need in times of the pandemic so that's it."

(To help us construct or craft modules, especially for those students who cannot attend online classes. So we make modules to supplement their needs during the pandemic.)

Observation of the Academic Progress in Teaching the English Language Education in rural schools during the pandemic

The fourth question in this study is about the observation of the academic progress in teaching English language education. Participants expressed their observation of the academic progress in teaching English language education. The transcriptions made the following themes emerge: rural students developed independent learning, rural students' academic progress in English is developing, and monitoring and reinforcement.

Monitoring and Reinforcement

Giving students regular monitoring and reinforcement would help them understand what they need to do to succeed in answering the modules during the pandemic. It will calm students' anxiety, relieve their fears, and help them confirm your expectations, allowing them to be happy and successful at school. Since we are in the pandemic, Mentors reiterated that they have to provide means and ways to contact their students for regular monitoring and to reinforce language learning.

As per observed by the teachers, consistent monitoring and providing reinforcement must be addressed for students to be guided and reminded of what they should be doing to master the English language competencies. The educator underlined that for students to pick up the language, teachers must communicate with their students, apply regular monitoring, and also through providing reinforcement language learning.

Following this, the IDI-02 seeks ways to monitor and follow up with students to meet their needs in language learning.

"Uhhh kuanon siya kanang since naa man ta sa pandemic na time karon the teacher will kuan mangita gyud siya ug ways and means kay na para macater ang mga needs sa mga bata even though naa ta karon sa pandemic dapat mangita ang teacher ug way nga mafollow up ang mga bata."

(Since we are in these pandemic times, the teacher must ways and means to cater to their needs through follow-up.)

Meanwhile, the IDI-04 shared the same sentiments regarding the struggle in giving instructions and monitoring with the Mentor by stating that,

"Very difficult giving instructions you really need to give instruction to parents every time we distribute module and the problem is you cannot give instruction one by one because some parents are not. that diligent in getting the modules of their students so not every Monday parents go to school to get modules so what we do is we this group messages using facebook"

and the problem is not all students have their facebook and *don't* have cellphones and internet connection so its very challenging because you need to reach all of them one by one to have uhmm follow up to give the instruction on how to do the modules to do the activity, so it is very challenging. Unlike before that every day we face the students so its easy give instructions to students who are present unlike today that we need to do it one by one. So the giving of instruction maybe the communication is very difficult this *time*."

(It is very difficult to give instructions during this pandemic you need to instruct parents every time we distribute modules. The problem is you cannot give the instruction one by one because some parents are not diligent to get the modules every Monday. So, what we do is message them through Facebook and the problem is that not all the students have their Facebook or even cellphones to use and internet connections. So, it's very challenging since you need to reach out to all of them and make follow-ups about their activities in the modules. Unlike before that every day we have face-to-face so it's easy to give instructions, unlike today we need to do it one-by-one. So, the giving of instruction and communication is very difficult this time.)

The IDI-05 expressed her point of view by providing reinforcement and monitoring to the students, and as a result, their questions about the topic will be addressed.

"Facilitator gyud ta mam and a model since we cannot have the former modality na makita nato sila permente na makaya nato sila ug instruct on the things that they will do.. facilitator ta in the sense nga naa gyud sa atao kung unsaon nato pagdeliver para makabalo sila with regards to language teaching. As facilitator dapat kabalo ta unsaon pag address sa like paghatag ug clear instructions and reminder ilang needs especially karon na mga panahon nga dili ta nila makit-an dili ta nila maquestion kung unsay mga dapat iquestion dili sila kapangutana sa mga mali or unsay tama when it comes to English language learning mao na dapat kabalo ta mufacilitate on what are the appropriate activity."

(We are the facilitator and a model since we cannot have the former modality in which to instruct them on the things that they will do. We are a facilitator in the sense that we should know how to deliver for them to learn in teaching the language. As a facilitator, we should know how to address like giving clear instructions and reminders, especially that during this time, we cannot see them in fact, they cannot question us what are the things that they should or when it comes to the English language learning so that's it we should know how to facilitate them on the appropriate activity.)

IDI-06 had the same insights as the IDI-05 claiming about the challenges in providing instruction and monitoring during the pandemic and uttered that,

"As an English language teacher in education there's a lot of challenges but one of the most difficult is the giving of instruction because simple instruction pagbalik ng mga modules they are not following the instructions then students may read the instruction possibly but not all of them can easily understand because of what we called reading comprehension so that is one of the lacking part of the students to comprehend so this is the major problem of not having face to face classes because the students and the teacher's communication is not very well they may experience misunderstanding or misconception in a particular instruction."

(As an English language teacher in education there are a lot of challenges but one of the most difficult is the giving of instruction because when modules are back you could observe that they are not following the instructions even if it is a simple instruction. Students may read the instruction but not all of them easily understand because of the lack of reading comprehension so that is one lacking part of the students to comprehend. This is the major problem of having no face-to-face class because the student's and the teacher's communication is not good they might experience misunderstanding or misconception in a particular situation.)

In addition, the IDI-011 expressed also her thoughts about reinforcement by saying that,

"To reinforce students' academic progress, teachers communicate well with the students by providing accurate and clear instruction to them in every activity and performances and not to rely on modules alone and might give the students differentiated activities that suits them."
 (To reinforce student academic progress teachers must communicate well with their students. By providing accurate and clear instruction in every activity and performance and do not rely on modules alone besides, give them differentiated activities that suit them.)

The IDI-12 concluded by emphasizing the importance of continuous monitoring during a pandemic and reiterating by saying,

"that is a reality check because a lot of students are actually have been dropping out in classes especially during the pandemic so i guess as a teacher what we do is constantly monitoring if they are still here or what are the reasons why they are not attending the classes anymore."
 (This is a reality check because a lot of students have been dropping out of the classes, especially during the pandemic. So I guess as a teacher what we do is constantly monitor and ask them the reasons for not attending the classes anymore.)

Academic progress is fundamental for students' social progress. Students who excel in school have a better chance of adjusting to adulthood and achieving career and economic success. An instructor did, however, point out that because of the pandemic, academic progress in learning English is now slower in rural schools than it used to be, which disturbs classes.

The informants on the other hand also indicated that students are now adjusting to the new modular learning style as the reason why academic progress in English is increasing. The participant further stated that although the situation may not be moving forward at a rapid pace, the informants expressed confidence that their students will eventually be competitive in life because they already possess the essential abilities.

According to the IDI-04 the academic progress is slowly developing during the pandemic and doing their best to keep up despite the current situation.

"Academic progress is slowly hinay hinay siya ug pataas dli siya preha sa una na we can see difference between last year this time it is slowly going up surely we are not going down because of the pandemic because we are doing everything to give our students the quality education that we promised to them so it may not be fast but we are doing everything to keep up giving the appropriate mentoring to our students."

(Academic progress is slowly developing unlike before we could tell the difference in their progress between last year and this time. Yet it is slowly going up surely, we are not going down because of the pandemic because we are still doing everything for our students to give the quality education that we promise to them. So, it may not be that fast but we are doing everything to keep up and give the appropriate mentoring to our students.)

In line with this, the IDI-05 also had a similar viewpoint towards the academic progress status which is still developing she expressed that,

"Improving and developing kay kampante nako at this stage na kabalo sila kampante ko na even if they go out here they will graduate kabalo ko na they will be competitive enough especially in the English language especially in research making. Improving gyud siya although dili siya paspas basta hinay hinayon gyud nako."

(Improving and developing because I am confident at this stage that even if they graduate, I know that they will be competitive enough especially in the English language and in the research making. It is improving and I'm working on it slowly too.)

Likewise, the IDI-06 had the same notion in this theme saying that,

"well dili man pud siya poor kaayo somehow naga improve as time goes by sa pila katuig nga pagsugod sa pandemic hangtod kron makaingon pud ko na naay gamay improvement kung бага dili na kaayo nangapa ang kita ug lalo napud ang mga estdyante."

(Well it's not that poor somehow we are improving as time goes by since years have passed until the pandemic comes. I could tell there is an improvement are adapting as well as the students.)

Meanwhile, IDI-10 posited the same standpoint by stating that,

"It is gently developing but it is also progressing."

(It is gently developing and progressing.)

Similarly, the IDI-11 Teacher shared the same thought:

"The academic progress of our students in rural schools are now in the stage of Developing, it is evident that students are now adapting the new normal modality of learning."

(The academic progress of our students in the rural schools is now in the stage of developing. It is evident that students are now adapting to the new modality of learning.)

Finally, IDI-12 backed up this claim by stating that academic progress in their school is improving as a result of their efforts to adapt to the learning transition in the new normal education.

"I would say students are actually improving they are trying their best adapt the students I mean the transition from face to face to online and modular learning with that being said I believe na maybe based on my observation mas nag improve pa ang learning sa mga bata katong sa mga nagmodular or nag-online class because they have a lot more time for themselves na makalarned sila lang they can search on the internet ang learned a lot from their they can also ask aside from the teacher those more knowledgeable other sa ilahang balay like their parents, ate and kuya to ask question about questions related to what they currently related on something like that."

(I would say that students are improving they are trying their best to adapt to the transition from face-to-face to online and modular learning. With that being said I believe that based on my observation their learning was improved because they have more time for themselves to learn and search on the internet and even ask for help from anyone. Aside from their teachers, they could also ask those who are more knowledgeable like their parents, big sisters, and their big brother questions related to what they are currently related on something like that.)

Rural Students Developed Independent Learning

Self-learning modules are intended to provide a firm foundation of information and to realize educational opportunities. Also, it is essential in developing independent learners that allow them to gain independence and the ability to proceed without the help of a teacher even during this pandemic. Furthermore, they have been developing approaches to address the learning needs of students in the English language instruction based on the comments of the participants.

Educators have commented that during the epidemic, learners developed their independence as learners and self-reliance. Despite the difficulties we are currently facing, they developed resilience on their own. As a result, the pandemic in some ways benefited the children in rural areas because it gave them numerous lessons to learn the English language.

The IDI-01 described the positive aspects of the pandemic, one of which is that students become independent learners and self-reliant.

‘So those are positive things that have been changed so students learn to be independent they become independent and self-reliant in the sense that they cannot rely immediately to their teachers but to themselves and modules alone those are positive things that have been brought by the pandemic.’

(So those are the positive things that have been changed so students learn to be independent they become self-reliant in the sense that they cannot rely immediately upon their teachers but on themselves and with modules alone so those are the positive things that have been brought by the pandemic.)

The IDI-03 implied that the efficacy of that inductive approach promotes independent learners by utilizing internet access collaboratively.

‘I am using the inductive approach since I have independent learners already and they can also access using the internet and gadget and collaborative way is very effective.’

(I am using the inductive approach since I have independent learners already and they can also access using the internet and gadget in a collaborative way which is very effective.)

Finally, IDI-09 described how to inflame students' interest in order to develop them as self-paced learners.

‘I have to know their interest and let them enjoy their learning and the second one is they can learn at their own pace at the same time they are enjoying.’

(I have to know their interest and let them enjoy their learning and the second one is that they can learn at their own pace at the same time they are enjoying.)

Insights of the Teachers and Education Leaders towards on the Present State of English Language Education in Rural Schools during Pandemic

The fifth question in this study is about their insights into Teaching English Language Education in rural schools during the pandemic. Participants expressed their different insights and views about the present state of English Language education. From the transcriptions made the following themes emerged: sustain English learning intervention programs, ensure compliance with health protocols in language learning, give more importance to the English language, strengthen English Language teaching and learning skills development, empower technology integration to English Language teaching and learning, be adaptive to changes and challenges of English Language teaching and learning, be more inspired in teaching the English Language Learners, and prioritize rural schools in English Language Education.

Sustain English Learning Intervention Programs

Sustaining English Learning Intervention Programs is fundamental for maintaining language learning since it allows pupils to overcome learning challenges during a pandemic. Meanwhile, implementing intervention programs will help students improve their English language skills and cope with their circumstances. As instructors have told that, they have to make individual interventions to ensure the continuity of learning development among students.

To ensure that English teaching is addressed despite the current circumstances, the instructor, as observed, underlined the need to design learning interventions contextually. Additionally, the participant talked about the best approaches used in their schools to handle problems and concerns related to teaching English through collaboration. To maintain language competency and offer top-notch instruction in English language education, teachers should continue to develop English learning interventions.

The IDI-01 mainly expressed his thoughts about sustaining the learning intervention programs despite the current situation to address the needs of every learner in English language education.

‘If this mode of delivery will continue this modular distance modality, we don’t have any other means but to make individual interventions with our students just to cope up delimitations of these modular learning delivery so individual intervention, individual follow up, continue conduct of synchronous to address least learned competencies of our learners siguro part of that as a school head is to strengthen the monitoring mechanism of the implementation of intervention to teachers.’

(If this mode of delivery continues this modular distance modality, I think we don’t have any other means but to make individual interventions with our students to cope with the delimitations of this delivery. Like individual follow-up and continue conducting synchronous learning to address the least learned competencies. Part of that as a school head is to strengthen the monitoring mechanism of the implementation of an intervention for teachers.)

Similar ideas were expressed by IDI-03 on the development of instructional materials as a means of intervention to support the learning of English.

‘English language teacher should draft English teaching instructional materials or intervention where they can apply their knowledge and English learning skills in a contextualize manner and also we should not aim anymore the very idealistic way of teaching but we should target now the important language skills that a learner should have hence it can be useful to them in the future particularly in their field of work.’

(English language teachers should draft English teaching instructional materials or interventions where they can apply their knowledge and English learning skills in a contextualized manner. Also, we should not aim anymore the very idealistic way of teaching that we should target now the important language skills that a learner should acquire hence it can be useful to them in the future, particularly in the field of work.)

Likewise, IDI-05 discussed her best practices for maintaining English learning interventions through strategic planning and teamwork with her coworkers.,

"we do have a session here in our school na all of the faculty members in the different department since we have three department sa Igangon we have elementary, secondary and senior high so naa jud times na magtapok mi diria senior high and junior high so with that we can be able to communicate or to plan strategies and techniques kay para matarong namo siya ug tudlo and I guesss that is the very edge na gwapo gyud ang learning sauna sa studyante kay kung unsa among giplano maaply dayon namo."

(We do have a session here in our school that all of the faculty members in the different departments in Igangon integrated school we have elementary, secondary, and senior high school level, to communicate or plan strategies/techniques on how to teach them well. I guess that entails that teaching is a lot way better than before because we could apply them right away to our plans, unlike today.)

Additionally, IDI-07 presented her method for supervising her colleagues by continuing learning interventions based on the state of each school at the time.

"I am trying my best to do the best of my ability try to have possible means I tried to come up to group chat trying to consult trying to follow up the teachers under my instructional supervision and the English teachers we are trying to meet every week what's happening to your school what are the innovations you have made and interventions so that the problem in transferring and the method you are trying to use to amplify and we come up to many solutions we have their the group chats , video lessons, and online teaching and demo teaching those are the things we are trying to imply to them during pandemic time."

(I am trying to do the best of my ability to have possible means so I tried to come up with a group chat trying to consult and follow up with the teachers under my instructional supervision and the English teachers. We are trying to meet every week to discuss the happening in school innovations made and interventions and discussed the problems in transferring the method. So, we are trying to amplify and come up with new solutions in our group chats so we had video lessons, online teaching, and demo teaching those are the things we imply during a pandemic.)

Further, the IDI-08 had the same point of view and suggested that,

"Teachers must do some innovation and creativity to address the needs of the learners to whatever curriculum and subject areas."

(To meet the requirements of the students in all curricula and subject areas, teachers must be innovative and creative.)

Meanwhile, IDI-10 had the same viewpoint as the Concerned Expert about innovation and intervention and recommended that,

"The teachers and education leaders face the challenges in the English language by having innovation and have intervention into modified and simpler lessons."

(The teachers and education leaders face the challenges in the English language by having modified innovation and intervention with simpler lessons.)

The IDI-11 had the same notion about innovation and strategies to sustain learning programs in English language education by stating that,

"Even with the use of modular-printed instruction we could still deliver the quality of education by weighing the most essential competencies or skills in English language area that needs to be improved considering that they are in rural schools. Also, to develop innovations and strategies in English that could be used in this type of delivery."

(Even with the use of modular-printed instruction we could still deliver the quality of education by weighing the most essential competencies or skills in the English language area that needs to be improved considering that they belong in the rural schools. Also, to develop innovations and strategies in the English that could be used in this type of delivery.)

Ensure Compliance with Health Protocols in Language Learning

To minimize risks, it is necessary to follow health protocols when learning a language. Because of this pandemic, school closures have grown common, hampering students' ability to learn. Although teachers are devising strategies to meet their students' educational needs, the primary concern is ensuring that all students are protected and safe.

As I have observed, there is a gap between teachers and learners because the pandemic led us to limit the interaction. Nevertheless, the participants reiterates to reduce risk, we must adhere to the government's health protocols while meeting its language educational necessities.

The IDI-01 discussed students' adherence to safety precautions while studying English and said that,

“First and foremost, as a school head I must really see to it the compliance of the school safety assessment tool for the face-to-face classes I have to work hard and look for all possible means that we can open classes though as of today we have not been evaluated by the division office. As to give opportunities to our learners for the face-to-face interaction with their teachers. As a school head, I have to secure that face-to-face classes should be resume. We are always doing our best, everybody is not expecting this pandemic would come and here it is so we *don't* have option but to implement what is best for our school and in compliance also to the safety of our *learners*.”

(First, as a school head I must ensure the compliance of the school safety assessment tool for the face-to-face classes. Thus, I have to work hard and look for possible means that we can open classes though as of today we have not been evaluated yet by the division office. Hence, as to give opportunities to our learners for the face-to-face interaction with their teachers. As a school head, I must secure that face-to-face classes should resume. We are always doing our best yet everyone is not expecting this pandemic to come and here it is, so we don't have the option but to implement what is best for our school in compliance also for the safety of our learners.)

The IDI-02 emphasized her observations made during the pandemic, during which there is limited interaction between teachers and learners in learning the English language.

“It's very difficult knowing that there is a gap between teachers and learners because the pandemic has led us to limit the interaction between teachers and learners the gap is not that wide but there is a limitation. The teacher should always follow the restriction.”

(It is very difficult knowing that there is a gap between teachers and learners because the pandemic led us to limit the interaction. The gap is not that wide but there is a limitation where teachers should always follow the restriction.)

The IDI-03 expressed the same opinion as the IDI-02 and announced that,

“For me the progress may not be that fast and advanced because we know that we have a lot to follow a lot of protocols if we go to their homes. When the pandemic starts it is not easy to go in their homes dili ta pwde magdug-ol dug-ol so sa progress wala siya nagstop but it is not that fast because we need to consider a lot of things atleast the students are given follow up and remedials for the subject especially English.”

(For me, the progress may not be that fast and advanced because we know that we have a lot to follow like protocols if we go to their homes. When the pandemic starts, we are not allowed to get closer to them, so the progress did not stop but not that fast. So, we need to consider a lot of things at least the students are given follow-up and remedial for the subject, especially in English.)

Likewise, the IDI-04 remarked also his idea on the rules and laws to follow in learning the language during the pandemic,

“We really need to abide the rules and the laws especially in the rural areas we are having remote learning.”

(We must adhere to the laws and regulations, especially in the rural areas where we are doing remote learning.)

Give More Importance to the English Language

The English language is significant in our lives because it aids communication. It is the world's primary language for studying any subject. Students need English because it extends their knowledge, develops emotional abilities, and improves their quality of life by providing career prospects. Thus, teachers and education professionals must highlight the value of the English language in everyone's lives so that they would live better lives in the future.

Participants emphasized the value of placing a strong emphasis on language learning because it serves as a springboard for everyone who wants to succeed in life. According to their educator, they should better get ready for the possibilities because they will be competitive in a world full of competition.

The IDI-01 discussed about the importance of English language and remarks that,

“As we all know that English language is really important though we English language is not our mother tongue but when we talked about in the actual labor force in the global market English is required in all business may it be in the aspect of academic in all other profession. English language is really required.”

(As we all know that the English language is really important though it is not our mother tongue when we talk about the actual labor force in the global market, English is required in all businesses. May it is in the aspect of academic or in all other professions the English language is required.)

The IDI-02 also underlined the value of English as a stepping stone in their lives. She uttered,

*“very important in the sense na it will make them as a stepping stone to strive harder example if gamay ang ilahang grades that time so they will have to strive harder to achieve high grades if they have high grades then ikeep it up to nila kay para always ilahang grado *dagko*.”*

(It is very important in the sense that it will be their steppingstone to strive harder for example if they get low grades they will strive harder to achieve high grades then if they get high grades they will keep it up always to maintain.)

The IDI-03 also highlighted the value of learning the English language by stating that,

"I have observed that our educational leaders have emphasized the importance of learning the English language and I believe that they have not forgotten their roles."

(I have observed that our educational leaders have emphasized the importance of learning the English language and I believe that they have not forgotten their roles.)

Meanwhile, IDI-04 shared her mindset towards learning the English language by imposing that,

"I really commit on doing their best an on giving my all kutob sakong makaya kutob sa-kong nahibal-an to give them the knowledge on the skills to help them hone their skills na para competitive sila in the future kay kini mn gud na subject dli siya sayon labi nagmag English English ka in the society maingnan dayon ka ug ah pasosyal siya mga in ana but I really commit and inculcate in their minds that there's really nothing wrong practicing the usual conversation the English language kay makatabang gyud siya sa mga estudyante."

(I commit to doing the best I can and giving them the best teaching I could. To give them the knowledge and skills to help them hone and be competitive in the future because this subject is not easy especially if you try to speak English in public you will be easily judged but I commit to inculcating their minds that there is nothing wrong practicing the usual conversations through the English language because this would help them very much.)

Finally, the IDI-09 expressed her thing about the importance of student progress in the English language status by telling that,

"Despite of the pandemic we all know that academic progress of the student are very important especially in their English language status to monitor the students progress and take in action for them to be aware and help them improve so it gives them a signal to what extend they are going to have in evaluating themselves."

(Despite the pandemic we all know that the academic progress of the students is very important, especially in their English language status, and to monitor their progress and take action to help them improve. Also, it gives them a signal to what extent they are going to have in evaluating themselves.)

Strengthen English Language Teaching and Learning Skills Development

Strengthening English language teaching and learning skills will allow students to continue their education despite this occurrence. It allows students to continue learning by enforcing several tactics to promote language development in the face of the pandemic. Moreover, teachers must attend training and workshops to improve their teaching skills and instructional ability to deal with the current situation.

Despite the current status, reinforcing the English language must be addressed to avoid deteriorating the language's teaching process. A concerned instructor noted that educational officials needed to allow room for language learning to develop and improve. Additionally, informants indicated that they ought to offer some lasting learning.

Despite the pandemic, the IDI-01 spoke about his thoughts on the present situation by promoting teacher development and enhancing English language instruction.

"teachers and school head have to give space for more improvement and development and learning so we can cater the needs of our learners in terms of English language learning. my reflection is that we should not stop researching on the new or current innovation on teaching strategies that will address the learning needs in terms of the language skills of our learners. second we should not also stop on developing our teachers as the frontliner in developing our learners we have this saying that we cannot give what we don't have.. so if we have high calibered teachers we could also produce high caliber learners. we should not stop improving what we are doing in the development of our learners."

(Teachers and school heads have to give space for more improvement and learning development so we can cater to the needs of our learners in terms of English language learning. I reflect that we should not stop searching for the current innovation in teaching strategies that will address the learning needs of the language skills of our learners. Second, we should not stop developing our teachers as the frontline in developing our learners since we have this saying that we cannot give what we don't have. So, if we have high calibered teachers we could also produce high-caliber learners therefore, we should not stop improving what we are doing for the development of our learners.)

The IDI-02 suggested that to improve English language instruction, teachers must impart knowledge to their students that will last a lifetime.

"So the main roles man sa teacher mam is to teach the students unya to improve their learnings na kanang na ang ilahang learnings kay maglast siya ug lifelong."

(So the main role of a teacher is to teach the students to improve their learnings that will last in a lifelong process.) www.ijrp.org

In addition, the IDI-05 expressed her thoughts by saying,

"I have this kind of student na wala gyud sila katesting ug bisan unsa na activity especially that impromptu speaking mga extemporaneous speaking mga oration wala gyud sila kabalo ana but when they... nagtuntong sila ug grade 9 gihinay hinay na nako sila kada level na ipaexperience..and magpost sila sa facebook nagrabe ang pangurog at the end of the day I am really fulfilled of what I did because they really thanked me for it kase wala gyud daw sila kaage ana though daw nagakurog ilang tuhod but it gives them the chance na makastorya sa atubangan biskan pa daw wala sila kasabot sa ilang gibati, I guess its one way of addressing their needs kay bisan virtual classes mi ana ra ghpon akong ginapabuhat in a form of video presentation."

(I have this kind of student that never had experienced activities like impromptu, oration, and extemporaneous speaking. But when they reached grade 9 level, I started to engage them with those activities they even posted on Facebook their nerve-racking experiences during the activity and they thanked me for that. Also, I am fulfilled with what I did because they told me that they had never experienced that before although their knees are shaking at least they had the experience to talk in front having mixed emotions. I guess it's one way of addressing their needs even in the virtual classes I'm still doing it in a form of video presentation.)

In line with this, the IDI-08 remarked that,

"We also teachers think of how the learning should be delivered not just for compliance but must create innovation in order that learning should always be quality in spite of any social phenomenon."

(We teachers also consider how instruction should be given, not merely to ensure compliance but also to promote innovation so that instruction should always be of high quality regardless of any societal occurrence.)

Furthermore, the IDI-12 stated that,

"dili nato need na imirror nato ilang circumstances we are here as teachers to help them learn we are here to help them develop their skills their linguistic skills in the English language and such so basically we are here to help them improve themselves so even if it's the hard thing for them to learn the English language to pronounce the words to construct sentences but you are here as English teachers to help them."

(We will not mirror the circumstances we are here as teachers to help them learn and we are here to develop their linguistic skills in the English language and such. So basically we are here to help them improve themselves so even if it's a hard thing to learn the English language to pronounce the words to construct sentences but you are here as an English teacher to help them.)

Empower Technology Integration in English Language Teaching and Learning

Integration of technology in education refers to the use of technology to improve the learning experience of students despite the current situation. And learners actively learn using internet platforms or when teachers upload academic materials online. Students do not find it difficult to learn English during this time because electronic materials are readily available and applicable.

Technology must be empowered to support and facilitate language acquisition and overcome challenges. Therefore, the majority of participants believed that technology must be incorporated into the teaching-learning process of learning the English language to ignite students' interest.

The IDI-01 discussed the role of technology in English language education he said that,

"The use of technology is really a great advantage in teaching the English language to our learners because if it what captures their attention the more we capture the interest or attention of our learners the more learning becomes easy and fast."

(The use of technology is a great advantage in teaching the English language to our learners because if we can catch their attention then we could probably capture their interest thus the more we capture their interest the learning becomes easier and faster.)

The IDI-03 also expressed his conviction in the use of technology in the communication aspect and the usage of social media in the study of English.

I believe there are still learners who manage to attend online classes what I did I instructed them particularly in their oral communication subject wherein they are going to express importance of communication. My innovation is to allow them to express communication and they are going to post that in their Facebook at least they will convince their friend to agree with their opinion and utilize the social media in an educational manner so it is good idea to use the online platform."

(I believe there are still learners who manage to attend online classes that I did I instructed them, particularly in the oral communication subject wherein they are going to express the importance of communication. My innovation is to allow them to express communication and they are going to post them on their Facebook at least they will convince their friend to agree with their opinion and to utilize the social media educationally so it is a good idea to use the online platform.)

www.ijrp.org

IDI-05 highlighted the benefits of social media in the teaching and learning of the English language and mentioned that,

“na even though wala ta nagapakita sa ilaha wala sila kakita sa atoa dili nato ikalimod na connected ta through social media and if kita teachers model ta through posting online kanang pwd mag-incorporate ug English language kay mubasa gyud sila sa akong mga post kay mga dagko na baya na sila nya mangutana sila na mam unsa diay to imoha gipost so maka-assess gyud ko nga nagabasa gyud sila *that’s why if magpost ko ako gyud incorporate to English language and then nagapasa pud ko sa ilaha ug mga videos on how to do that and this.*”

(Even though we don’t see them we can’t deny the fact that we are still connected to them through social media so as teachers we are models through posting online incorporating English language, so I believe they read my posts and they tend to ask me about the thing I posted online. In that way I could assess that they are reading my posts that’s why when I post something online I must incorporate the English language and I also send them a video on how to do it.)

The IDI-10 expressed the same opinion regarding the use of social media and shared that,

“I think it is pre-recorded because we can upload these in social media so that students can watch anytime they want.”

(I think it is pre-recorded because we can upload these on social media so that students can watch them anytime they want.)

The IDI-11 also discussed the integration of technology to stimulate students' interest in the English language and stated that,

“To integrate technology in the process to stimulate student's interest. As for assessment, the teacher nowadays made use of online assessment and provide feedback to students some teaching strategies used by teachers in rural schools are making use of technology and online resources if possible, synchronous and asynchronous teaching and feed backing.”

(To integrate technology in the process to stimulate students' interest. As for assessment, teacher nowadays made use of online assessment and provides feedback to students. Some teaching strategies used by teachers in the rural schools are making use of technology and online resources, if possible, synchronous and asynchronous teaching and feedbacking.)

Finally, IDI-12 discussed the advantages of using technology to support education in English language learning and expressed that,

“with that I’m grateful we as teachers we learned to adapt we learn how to make use of the technology as an aid for instruction we learned how to make use of applications in our cellphones in our laptop or even learning materials available on the internet to teach no our students the English language.”

(With that I’m grateful as teachers to learn because we learn to adapt how to make use of the technology as an aid for instruction. We learned how to make use of the application on our cellphones in laptops or even learning materials available on the internet to teach our students the English language.)

Be Adaptive to Changes and Challenges of the English Language Teaching and Learning

It assists students in quickly adapting to new conditions and acquiring new abilities in English language education. Adaptable students are also more likely to have higher levels of self-confidence and life happiness in learning. Teachers must work together to equip their pupils to accept and adapt to change and challenge.

Participants underscored how important it is to adjust to the changes we are going through. In addition, we should be as adaptable as possible and serve as role models by remaining resilient in the face of adversity. Thus, we must be open to all possibilities to be innovative and creative as well as to flourish professionally as enunciated by the participants.

Despite the circumstances we are in at the moment, the IDI-01 provided her insights on being adaptable to changes.

“My insights is that we have to be adaptive with the change whatever change may comes covid-19 would not be the last pandemic that would come so a lot of realization during this pandemic anything can happen the things that were used to will not be forever so we have to be adaptive with the change and so as innovative as the situation demands and that we have to look for ways on how to cope up with the challenges and to make strategies that would be effective on the present situation.”

(My insight is that we have to be adaptive to whatever change may come. This covid-19 would not be the last pandemic that would come so a lot of realization since anything can happen like the things we're used to will not be forever. So, we have to be adaptive to the change and to be innovative as the situation demands and we have to look for ways how to cope with challenges to make effective strategies for the present situation.)

In a similar vein, IDI-03 offers words of encouragement by remarking,

“Encourage yourself to learn more you have to encourage yourself and go out of your comfort zone and embrace what is in zone and learn new things that we are particularly in the new normal.”

(Encourage yourself to learn more and go out of your comfort zone and embrace and learn new things, especially in the new normal.)

The IDI-04 also gave her reflection on the situation in English language education by expressing that, *"My reflection is to always love my job to be happy everyday because our job is not easy so just do our job go home happy always because this is our life everyday ngayud ni siya so wla tay mahimo and we need to embrace what we have right now."*

(My reflection is to always love my job and to be happy every day because our job is not easy so let us do our job and go home happy because this is going to be our life and we need to embrace what we have right now.)

The IDI-05 also expressed her viewpoint on adjusting to changes by declaring,

"nagahinay hinay sila ug ano..adapt sakang unsa gyud ang changes sa the way sa pagteach sa subject developing."

(They must slowly adapt to the changes like the way of teaching the subject.)

Meanwhile, IDI-08 also made mentioned resiliency during the pandemic and uttered that,

"But then again in this pandemic period we discover our creativity because we teachers really create innovation and somehow also we are resilient because we accept and embrace the type of modality that the school has offered. So we really innovate we think of another angle outside the box in the concept of education that we used in the past."

(In this pandemic, as teachers we discovered our creativity and innovation. We become resilient because we accept and embrace the modality that has been offered.)

In addition, the IDI-11 expressed her thoughts by saying,

"To be ready at all times to adapt to the changes brought by pandemic, to be optimistic whatever challenges may come."

(To be ready at all times to adapt to the changes brought by the pandemic, and to be optimistic about whatever challenges may come.)

Furthermore, the IDI-12 stressed that,

"As an English teacher I think I am not speaking for my behalf I am speaking for all teachers right now that it challenges our adaptive skills right now we have been teaching in the four corners of our classroom face to face but right now we are here conducting classes but in a virtual environment so that's one thing that challenges us. I think in the field that its challenging yet it's also fulfilling because I mean..we are not prepared for this scenario to happen we did not anticipate this so with all of the things that's going on and then we are surviving the circumstances the situation I'm glad to say that its challenging but also fulfilling."

(On behalf of other teachers, it challenges our adaptive skills since we have been teaching in the four corners of our classroom during the face-to-face but right now, we are conducting classes in a virtual environment so that's one thing that challenges us. I think in the field it's challenging too but its' also fulfilling although we are not prepared for this we are still surviving these circumstances and situations so I'm glad to say that it is challenging and fulfilling.)

Be More Inspired in Teaching the English Language Learners

It takes patience and hard work to be inspired in teaching language learners because it demands your effort and skill to urge them to learn. And, despite the current situation, teaching necessitates a dedication to do the job and meet the learners' learning needs. Furthermore, a committed teacher can make a significant difference in their learners' learning and achievement expressed by the majority of the participants.

Let's not get distracted by the positive aspects of hardship and instead keep our commitment to educating ourselves and others. The pandemic, according to one participant, motivates her to work harder than ever as a teacher. She thus pledged to do her best to fulfill her commitment to teaching.

The IDI-01 shared his sentiments in dealing with the current situation by stating that,

"Last one is I think as a school head, I have to keep the fire burning like the enthusiasm because of the discouragement of no face-to-face classes psychologically learners and teachers are affected so we just have to inspire our teachers and learners to go on and to improve themselves and to become self-reliant and resilient na mga terms during this time. and so if we are only being innovative and adaptive, self-reliant if we are doing that walay imposible we can still develop our learners to the best potentials and best person they can be."

(Last one I think as a school head, I have to keep the fire burning like the enthusiasm because of the discouragement of no face-to-face classes. Psychologically learners and teachers are affected so we just have to inspire our teachers and learners to go and improve themselves to become self-reliant and resilient during this pandemic. So if we are being innovative, adaptive, and self-reliant nothing is impossible we can still develop our learners to be potential and the best people they can be.)

Also, the IDI-02 expressed herself by being motivated in her job and shared that,

"it makes me motivated on how in making ways to teach my students behind this pandemic time."

(It makes me motivated on making ways to teach my students during this pandemic time.)

In line with this, the IDI-04 talked about her commitment to her job and enunciated that,

"My commitment is to continue what I have started okay so it's my job, it's my chosen job this is my role as teacher to teach them to always remind them what are the things they should do at home without our supervision us teachers. My commitment is to always give additional pa hard work on my part additional love to my job because being a teacher during pandemic is not easy ...you need to really have patience when dealing with your student's difficulty in different subject not only in English."

(My commitment is to continue what I have started since it's my chosen job and this is my role as a teacher to teach and remind them always of the things they should do at home without our supervision. My commitment is to give additional hard work and love more my job because being a teacher is not easy during a pandemic you should have enough patience when dealing with your student's difficulties in different subjects not only in English.)

The IDI-05 had the same desire with the IDI-04 by telling that,

"I really commit in giving the best nga akong mahatag mam even though this is not my first choice of program but today as nakita nako ang need sa mga bata dinhi nga makatoon ug English kay kabalo jud ko magamit ni nila hangtod sa hangtod kalagon gyud sila aning English dli lang ang subject but on the use of English language puhon sa ilang endeavor."

(I commit to giving the best that I can even though this is not my first choice of the program but today as I see the need to learn English because I know that they can use this language in their lives and endeavor.)

The IDI-07 shared her mindset by advocating and fostering education through these words,

"The good educator is not only in minds but in deeds. As a strong leader, we should have to foster and advocate learning in our country because we should be well educated."

(The good educator is not only in the minds but in deeds. As a strong leaders, we should have to foster and advocate learning in our country because we should be well educated.)

Finally, the IDI-11 supported this theme by sharing these words of wisdom,

"In this time of pandemic we must give positive feedbacks to our students to reinforce learning and inspire them to continue despite how challenging the new normal modality to them."

(In this time of pandemic we must give positive feedback to our students to reinforce learning and inspire them to continue despite how challenging the new normal modality is to them.)

Prioritize Rural Schools in English Language Education

School offers us an atmosphere in which we can learn a variety of fundamental skills. Rural schools, on the other hand, appear to have been overlooked in terms of facilities and learning resources for the development of students' learning capacities. Furthermore, it is clearly stated from the responses of the participants during the interview.

According to one mentor, rural schools should get sufficient government funding to remove barriers to learning and guarantee that all students, regardless of location, receive an equal education. The majority of participants also agreed that rural schools should have equal access to technical resources to provide the best learning possible for their students.

In line with this, the IDI-10 stated her wish about the schools in remote areas by expressing that,

"I wish that the remote areas will be given priority of learning."

(I wish remote areas will be given priority to learning.)

In addition, the IDI-11 expressed her thoughts by saying that,

"Rural schools should be given equal attention and opportunities to easily adapt to the changes whenever it is needed."

(Rural schools should be given equal attention and opportunities to easily adapt to the changes whenever needed.)

Furthermore, the IDI-12 emphasized his views on how teaching in rural and urban areas differs in terms of teaching development,

"there is definitely an effect in terms on the disparity If I am to compare teachers teaching in the rural areas as to compared to teachers teaching in an urban areas I would say that schools especially the public schools are more urbanized or are more given priority there is more budget given to them that is funded for development and improvement or materials or anything that is concern about instruction unlike in the rural schools."

(There is an effect in terms of the disparity if I am to compare teaching in the rural and teaching urban areas in the urban areas, in which they are more urbanized and they are given more budget funded for development and improvement of materials, unlike rural schools.)

DISCUSSIONS

The purpose of this study was to investigate and understand the present state of English language education in rural schools during the pandemic. In-depth interviews were used to gather substantial data using the validated questions approved by the validators. All of these research questions were answered by the chosen participants who shared significant data that have undergone thorough analysis with the help of the experts.

Present State of English Language Education in Rural Schools during Pandemic

These Teachers and Education Leaders of junior and senior high schools were chosen to be the participants and shared different observations on the present state of English language education in rural schools during the pandemic. From the responses gathered, five (5) themes emerged namely: English has become a more difficult subject; reading has become more difficult to assess; grammatical errors are more observed; internet connection has become a struggle; immediate feedback has become more limited; English language competence is deteriorating; overlapping of works is observed; parents are the ones answering the modules.

English Has Become a More Difficult Subject

English is one of the most fundamental subjects a learner should learn in school. Furthermore, having a thorough understanding of English allows you to go place anywhere on the globe. However, participants reported that the absence of face-to-face interaction between teachers and students in learning the subject was one of the factors that made the English subject challenging in rural schools during the pandemic. The participants also stated that they had trouble understanding what is being taught to them due to the teachers' usage of English.

Rintaningrum (2018) presented the most common cause of difficulties is the acquisition of the basic form of their dialect or maternal language that they have been exposed to since the primary level. In reality, learning a new language's grammar, pronunciations, and inability to comprehend or grasp foreign words are the main causes of language difficulty.

Likewise, in the publication "International Journal of Humanities, Philosophy, and Language," Nor et al. (2019) highlighted the following issues in learning English as a second language where English is viewed as a hard subject to master. Also, it was found that learners' learning is dependent on the teacher's role, inadequate or inappropriate engagement in the target language, constraint of vocabulary ability, lack of desire, and instructional approach. Thus, due to the lack of direct interaction between teachers and students, the difficulty of the English subject is one of the main reasons why students in rural schools fail to master the English language during a pandemic

Reading Has Become More Difficult to Assess

Comprehension of a text passage is the process of reading. But failing to assess struggling readers will have unfavorable consequences that will make the issue worse. Since determining a person's reading proficiency and ability is the primary goal of reading assessments. Participants did, however, reveal that due to the situation we are in right now, reading assessment during a pandemic has become challenging.

According to a case study conducted by Altinay & Akyol (2020), the student had made errors such as repetition, syllabication, omission, addition, and failure to detect punctuation marks connected to identifying reading status. However, due to the existing state of condition, teachers were unable to assess their students' reading abilities due to the limits they had to adhere to in compliance with health protocols.

In addition, Mustafidah (2021) noted the low level of reading literacy in Indonesia is an issue that has to be addressed. This is because if we do not become accustomed to reading literacy, we will miss out on the benefits of reading literacy. Thus, reading must be enhanced, and educators must devise new means and methods to do so because reading is essential. If it is not appropriately treated, it may affect students' learning.

Grammatical Errors Are More Observed

The correct use of grammar will help you convey your message more clearly. However, not understanding the principles of the English language can occasionally alter the meaning of a topic, particularly if they are not addressed immediately. Indeed, the results show that the participants had difficulty constructing sentences, choosing the right words in writing and speaking, using tenses or verb forms, run-on sentences and so on which are detected in their papers.

This was supported by Kraichoke (2017) that the primary issue in student writing, is grammar. Almost all non-native students make grammar mistakes in the utilization of English. Particularly during this pandemic where teachers are unable to make timely corrections in their written outputs, grammar mistakes are frequent and increasing.

Frankfurt International School (2018) opined also that non-native speakers make several errors in the usage of verbs, for example, improper tense choice, inappropriate tense form, articles especially language learners whose languages do not have these words, and word orders. According to the participant's comments, it is also apparent that students lack awareness of grammar concepts because teachers are not present to correct their outputs' grammatical errors.

Internet Connection has become a struggle

Internet connectivity is beneficial in our daily tasks since it allows us to contact others and exchange information. It also helps us obtain essential information and learn English. Participants, however, stated that they were unable to utilize the internet due to uneven internet connectivity in some places. Due to sporadic connections in some areas, they were unable to conduct online classes, according to participant concerns.

The Philippines, as a developing country, has inadequate ICT infrastructure, which has a major significant impact on online connectivity availability. Poor internet connections and lack of growth in ICT resources, according to Ghavifekr et al. (2018), are significant hurdles in the implementation of e-learning systems in underdeveloped regions. One of their main worries is the internet connection speed reliability, which was the backbone of learning delivery during the prolonged global health crisis. Although, as mentioned by teachers that they were trying their best to address the needs of English education but the difficulty was the internet itself. They agreed that the internet in the Philippines was not always reliable.

Furthermore, the expensive cost of data is a barrier for instructors and students in remote schools across the country Monareng et al., (2020). In reality, it was shown from the reactions that students turned to the modular learning modality since they were unable to attend online classes owing to a lack of internet access and money at home to pay for internet fees.

Immediate feedback has become limited

Teaching specialists offer quick feedback to help students improve their knowledge by meeting their priorities. Especially if they wanted to be corrected if they were aware that their written work and oral presentations were flawed. Furthermore, because of the current scenario, the participants indicated that they were unable to provide timely feedback during the epidemic, making it difficult for us to meet their needs.

Concerned educators are troubled by the current situation where teachers give limited feedback and are unable to provide constructive feedback on their work. Students have serious problems using the language, particularly in their grammar. Since, regular two-way feedback has been shown to improve self-efficacy and motivation, according to research. Effective learning requires interaction between the facilitator, the student, and the study material, as well as emotional and social support (Wang 2018).

Feedback is a crucial element of successful learning. Feedback raises a learner's self-esteem, learning drive, and achievement levels (Mukhtar 2020). However, due to the current situation and the lack of face-to-face interaction, it is difficult to provide fast feedback, which makes the situation worse by not giving the students enough attention to address their grammatical errors.

English Language Competence is Deteriorating

To effectively communicate and deliver a message, English is a crucial language to learn. Learning English may help you pursue and achieve additional work opportunities. Unfortunately, as a result of the epidemic, the English language has worsened, making it difficult for professionals to respond to the issue. They claimed that it hampered their learning and made the learning process more difficult.

In line with this, an enormous number of secondary students have never been exposed to English, much less the practice of speaking English for speech and conversation, owing to the poor basic situations in the rural. Even though some students are not resistant to speaking English, they are embarrassed to do so, thus professors must also teach in Chinese (Lili, 2019).

Zulkefly and Razali (2019) investigate the impacts of learning environments in urban and rural schools on secondary school students' exposure to English, motivation, and language acquisition. According to the study, children in rural areas had less access to language and performed poorer than their counterparts in urban areas. One is seen in this study, where a participant mentioned that because rural pupils often speak their mother tongue at home, they only have limited exposure to the language this the education language education has affected.

Overlapping of Works is Observed

The workload is a situation in which the various responsibilities, tasks, or work that a role occupier is responsible for exceeds the time, energy, and resources available to the individual to complete them. As a result of the participants' responses, it appears that there is an overlap of tasks during the epidemic, which interferes with the teaching of English language instruction in rural schools.

According to Fansury et al. (2020), non-native speakers have three major challenges: limited class time to practice the target language, an overlapping of administrative tasks, and crowded classes. Participants revealed that because of administrative responsibilities, teachers are no longer focused on their teaching but are instead required to complete additional administrative tasks for reporting.

Furthermore, Roldan & Pelaez (2017) stated that some rural school instructors experience overlapping tasks in their duties. This is also obvious in the participant's responses, where teachers are struggling to impart necessary skills because of additional administrative work and lack of learning concentration as a result of overlapping activities and webinars demanded during the pandemic.

Parents are the Ones Answering the Modules

The abrupt move in education from the classroom to homeschooling presented learners and their parents with a variety of hurdles, including educational, financial, and technical issues. Parents should be given training on how to learn effectively at home, how to deal with their children's learning behavior, and how to use technology to facilitate online learning. For future remote learning efforts, parents must be educated on the system and platforms for remote learning, including the tools, key pedagogical principles, and teacher-student-parent communication choices.

As a result, Broom (2020) proposed a new instructional model in which teachers, students, and their parents must alter and adapt homeschooling. Parents must serve as learning supervisors, tutors, and homeschooling teachers due to remote learning. This supports prior research showing that during the COVID-19 epidemic, parents are actively participating in the implementation of child education at home. However, this does not encourage student independence because it supports the idea that students are no longer learning and are instead becoming complacent. After all, they are not the ones completing their modules.

Correspondingly, parents can encourage their children to learn English. According to Yuan (2019), the schools' centralized class teaching system has improved teaching efficiency to some extent, but due to a large number of students, teachers cannot truly differentiate instruction based on each student's aptitude, and there is no way to stimulate each student's interest in learning English, so family education can do it well. This is because parents are aware of their children's characteristics, and students have a strong curiosity about things. However, this is not always the case, since some students are not attempting to master the English language. They are obviously too complacent, and they are no longer reading; instead, they are simply copying the answers. What's worse, the academic integrity of their written products is in doubt.

Description of the Challenges Encountered by Teacher and Education Leaders in Teaching and Learning the English Language Education in the rural schools during a pandemic

The participants mentioned the description of the challenges they encountered in teaching English Language education in rural schools during the pandemic. They clearly stated their challenges while teaching English language education in rural schools.

Nine themes emerged from this section. These include constrained in giving immediate feedback on English language outputs and performances; limited self-check or self-assessment on the part of the students; limited teacher participation in crafting interventions; limited learning resources and internet connection; limited teacher training and clinical supervision; lack of knowledge and motivation in learning the English language; distance from home to school; lack of communication between students and teachers; and limited parent literacy.

Constrained in Giving Immediate Feedback In English Language Outputs And Performances

Immediate feedback is essential for enhancing a learner's confidence, self-awareness, and enthusiasm, especially when learning English. It motivates students to increase comprehension, correct misunderstandings, and significantly boost performance. In addition, the participants noted that delivering timely feedback during a pandemic is difficult since they are unable to contact directly with the learners caused of myriad restrictions and limitations.

Meanwhile, Khlaif et. al. (2021) point out, that it is critical to assess and engage students in the learning process at this time. According to the instructors' responses to the questionnaire, they agreed that engaging learners and tracking their progress are difficult. The majority of the participants even stated that there was a serious misunderstanding of the topic, which was partly due to our inability to clarify their thoughts on a specific topic.

Furthermore, Zarei & Rezadoust (2020) stated that when students receive feedback in a scaffolded setting, their self-esteem and anxiety about speaking English improve. The teacher encourages students who are afraid or nervous to speak up. However, due to the pandemic, teachers were unable to provide immediate feedback and assistance in their performance, which was supposed to reinforce their language learning.

Limited Self-check or Self-Assessment on the Part of the Students

Students can use self-assessment to evaluate or assess their learning. They must assess their progress and performance, especially in light of the pandemic's no-face-face classes. Furthermore, the participants' responses unveiled that pupils could not conduct a self-check since they did not understand the lesson in the first place, and that simply answering the modules is tough for them.

Obeid (2017) expresses an important issue among students who believe self-assessment is confusing if it does not communicate to them what they are expected to achieve in the process of learning writing and how rubrics can help them achieve it from the start. This is evident in the participants' responses, where students are having difficulty assessing themselves due to a lack of knowledge of content in English language education, making it difficult to evaluate one's output.

Also, Ratminingsih et al. (2018) found that a lack of teacher feedback has an impact on the effectiveness of self-assessment. Self-assessment was welcomed by the participants in this research; nevertheless, the lack of teacher engagement made them less competent in undertaking self-assessment. Participants were unhappy about receiving no feedback from teachers during the self-assessment procedure, and they were unsure about several parts that need extra explanation and clarification.

Limited Teacher Participation in Crafting Interventions

Students sometimes feel entirely disinterested in class due to obsolete teaching methods and a lack of stability, hence losing interest in English study. To remedy this, English teachers can attend junior high school English training and watch some good teaching films, which will give them a new perspective on themselves and the bravery to enhance their teaching practices.

In this regard, Lili (2019) stated that compared to other courses, English learning is relatively boring and repetitive as a language topic, and it is easy to bore and discourage students. Hence, Educators are challenged to craft interventions strengthening the classroom enjoyment during instruction, merging with effective education, and laying out numerous games that are based on the current situation of the rural classroom. Create some activities to motivate students and allow them to participate in a relaxed and pleasurable classroom setting.

Furthermore, English teachers must change and improve the system, teaching model, and teaching practices in education to suit the needs of the students Haipeng, 2019. English teachers must innovate and create interventions that will capture students' attention and make them love English to help them learn English more successfully and embrace English learning techniques. Furthermore, teachers must create learning materials that will improve students' English language skills and teach them lifelong lessons.

Limited Learning Resources and Internet Connection

Learning materials are important because they can assist students in achieving more success by supporting their learning, as well as connecting individuals to cater to learning through internet connections. Rural students, on the other hand, suffer several challenges, including a lack of educational options and digital connections. They claimed that it hampered their learning.

Undoubtedly, the transition phase created an urgent need for teachers to obtain knowledge and skills in using new digital platforms to teach their students. However, the transfer was straightforward for some schools but difficult for others, particularly those from developing nations with little infrastructure (Barrot et al. 2021). Even before the outbreak of the epidemic, improving ICT infrastructure was one of the government's top priorities in the Philippines. In this hard time, when information and communication technology (ICT) is becoming the backbone of operations for businesses, schools, and the general public, the infrastructure environment remains problematic, negatively impacting the education sector. One of the concerns and difficulties faced by schools and instructors during this pandemic, according to proponents, is a lack of learning resources and lack of internet connections in some rural areas.

According to Xuumei (2017), English reading resources are outstanding in several developed cities. However, because most students seldom interact with teaching materials, their vocabulary sources are limited. This may make it difficult to comprehend the many different meanings of words in various circumstances. In less developed areas, rural English education is far behind urban English education. According to findings from a survey conducted in Nanyang, Henan Province, approximately 30% of rural schools lacked basic classrooms, multimedia, and radio English education gadgets and technology. Concerning this, responses revealed that

schools in rural areas lack learning resources because they lack a device to use to participate in online classes, and students cannot afford the fees for having an internet connection in their homes because it is expensive.

Limited Teacher Training and Clinical Supervision

Teachers must get training and clinical supervision to ensure educational excellence and professional development. As a result, to remain competitive, teachers must receive frequent training. When pandemics hit, however, face-to-face training and supervision are limited due to a variety of issues.

According to Hossain 2016, one of the factors affecting English language performance in rural areas is a lack of trained teachers: "We do not have enough qualified teachers in rural areas". The lack of skilled and trained English teachers in rural areas negatively impacts students' English language proficiency compared to students in urban areas. In fact, the participants revealed that due to a lack of teacher training to handle or facilitate class during the pandemic, they were unable to address some student concerns in English language education.

In terms of quality, rural English education has fewer options than urban schools English education. Due to a shortage of teaching time and motivation, Hongqing (2019) determined that English professors in rural are unable to meet the children's learning needs. Since we have modular learning, students have not received adequate assistance in their English language education, and participants believe that modular learning is insufficient to cater to students' learning needs, so we need more training to facilitate remote learning despite the pandemic.

Lack of Knowledge and Motivation in Learning the English Language

It takes both passion and knowledge to learn English. Different things and people motivate us in different ways. Some people are motivated by a desire to learn, gain knowledge, and conquer the difficulties of English language learning. According to the participants' views, however, most pupils are demotivated to learn during a pandemic.

Shahnaz & Gandana (2020) claimed that teachers have almost three decades of experience teaching at a rural school and they have faced numerous difficulties dealing with students' behavior. In line with this, the most challenging part, according to the academics, is the students' unwillingness to study English. The students were apprehensive about learning English because they perceived it to be a difficult subject with a wide range of writing and speaking styles. This is especially true during the pandemic when students appeared to be uninterested in learning due to limited interaction.

Besides, due to financial and resource constraints, students from rural and distant areas lacked second language confidence and motivation. According to Truong's (2017) survey of 1235 Vietnamese university students from varied geographies and educational backgrounds. In line with this, participants revealed that students preferred to work rather than learn English because they lost interest due to the modular learning modality and they have more time to work instead of answering their modules.

Distance from Home to School

School is every learner's second home, where they can gather vital knowledge, develop their thinking, and develop significant learning talents. Furthermore, school is the best place to learn. Distance, on the other hand, is a problem for all students in rural schools since teachers are unable to provide instruction due to the distance between their residences and school.

According to a survey published in 2018, school attendance among students aged 7 to 14 in Ethiopia is 82.4 percent in urban areas and 56.7 percent in rural regions. As a result, it's not difficult to assume that children from rural impoverished families who were forced to stay at home owing to COVID19 will be in great demand for labor. Female students are adversely impacted by school closures since they are involved in routine housework such as babysitting, cleaning, cooking, shopping, and caring for sick family members (ILO, 2018). Participants discovered that due to physical distance, students are not diligent in getting their modules in school.

As stated by Tiruneh (2020), public schools in both urban and rural areas make little attempt to keep their children learning at home. It's acceptable that the majority of public school teachers and parents have limited or no Internet connection, but most significantly, the teachers are unprepared to operate in such unusual circumstances. Although this article focuses on rural pupils, who constitute the bulk of the population, urban impoverished children are also at a disadvantage. Rural pupils, on the other hand, are the most affected, as many inequities overlap with them.

Lack of Communication between Students and Teachers

In our daily lives, communication is critical because it allows us to connect with others, form strong bonds, and avoid misunderstandings. Furthermore, communication allows us to communicate with our pupils, which is very important if we are concerned about their English language learning progress. Furthermore, the teacher's hand is crucial to the teaching-learning process's success. The teacher will decide which strategies to employ in dealing with the student's varied learning difficulties. In addition, the participants discussed how they think a teacher should handle a class.

Meanwhile, communication was one of the key issues teachers faced throughout the prolonged global health crisis. Teachers have trouble conveying their feedback and updates to their students because not everyone had access to high-speed internet connectivity and electronic devices (Aljaber, 2018). With this, participants stated that they were having trouble getting in touch with their pupils since they lacked cellphones to use for communication and couldn't get in touch with them because there was no face-to-face interaction, making it difficult to give feedback on their outputs.

Furthermore, communication is a crucial aspect of classrooms that should be given priority, especially in the field of education. Teachers and students interacting can improve the teaching and learning process while also creating a pleasant environment. Students prefer face-to-face education in the classroom over distant and online education because the epidemic period has caused other challenges for them, such as difficulty understanding their classes and a lack of involvement and contact with their peers and teachers (Alawamleh et al., 2020)

Limited Parent Literacy

The success of the teaching-learning process before a pandemic is entirely in the hands of the teachers. The teacher must decide which strategies to employ to meet the students' various learning challenges. However, when a pandemic strike, parents are temporarily burdened with educating their children and giving educational learning support. Unfortunately, the participants' remarks

suggested that children are discouraged from finishing their modules because their parents are unfamiliar with the English language education content.

According to Tiruneh (2020), certain students in metro regions may benefit from radio and television education. However, neither the Ministry nor regional education bureaus have definitive data on how many rural parents have access to radios or satellite television. Given that more than 80% of Ethiopia's population lives in rural areas with limited or no access to power, radio and television lectures are unlikely to reach all primary and secondary school students in rural areas. Nonetheless, even if some rural children take radio and television classes, it's unlikely that their parents will provide them with enough assistance at home because they did not go to school.

As seen by Omidire et al., (2018), rural families do not always provide appropriate reading activities and assistance for their children at home. In actuality, some parents in rural areas, according to some sources, are unaware of the importance of their children's education and overlook different courses deemed unimportant in their life, particularly English. Thus, for them starting work early and earning more money to support the family is the best option. These harmful behaviors damaged children's physical and mental development as well as the educational environment in rural middle schools.

Teaching Strategies and Assessment Methods utilized in Teaching the English Language Education in Rural School during the Pandemic

These English Teachers and Education Leaders who were chosen to be the participants shared the teaching strategies and assessment methods utilized in teaching English language education in rural schools during the pandemic. From the responses gathered, five (5) themes emerged, namely: reading and learning interventions program; immediate output feedbacking; English language teaching skills training; conduct online classes, and supplementary materials.

Reading and Learning Interventions Programs

Reading is essential since it is a method of obtaining messages or information. We can not only gather information but also comprehend it and apply it to the readers' future. Reading can also enable you to become more mentally stimulated, relieve stress, increase your vocabulary, and widen your horizons. Reading is a physical as well as a mental exercise. As we digest the material we read, we look at writing and think about it.

With this, Pradani (2021) believes that reading is incredibly important because it is a method of receiving messages or information. We can not only obtain information but also comprehend the information included in the reading and apply it to the readers' future. However, because of the outbreak, many pupils were unable to read owing to a lack of reinforcement and interventions since face-to-face instruction was not available. Participants discussed the importance of developing interventions for struggling readers to help them feel valued despite their current circumstances about this.

Likewise, since reading provides the foundation for studying cross-disciplinary subjects, it is one of the most crucial components of mastering. Reading skill is essential for getting work and attending college. Because reading provides many benefits, including adding to one's repertoire of knowledge, opening up new information, the ability to explain new information to others, increasing concentration, and also for entertainment, the ability to read plays an important role in improving one's life, abilities in school, and it is important to support the development of a country (Rintaningrum, 2019). As a part of this, by creating reading and learning intervention programs to treat reading challenges, suitable training is provided to encourage reading among struggling readers.

Immediate Output Feed backing

Giving students immediate feedback on their work is an excellent learning method. This can also be a great source of additional information to help them broaden their horizons. And this is what the participants discovered to assist them in improving their English language learning abilities, especially in remote places where reading materials are few and often erroneous during the pandemic.

Thus, this type of plan is essential since it will help students transition into their new field. This is the beginning of training children to learn independently. One strategy for guiding students toward becoming autonomous learners, according to Sari & Rozimela (2021), is to verify their comprehension. By making timely feedback, it is possible to ensure and provide learning methods that cater to the needs of pupils.

In addition, it will be easier for teachers to analyze and assess students' abilities once they have understood new concepts and knowledge supplied by teachers (Yuvita, 2018). Furthermore, participants shared that in order to meet the needs of students in English language education, they provide constructive feedback that will help them grow, direct and indirect feedback, corrective output feedbacking, and annotations in their outputs.

English Language Teaching Skills Training

It's a great way to reinforce learning by equipping teachers with sufficient English language skills. This can also provide them with additional information on which methods to use, allowing them to teach more effectively even during a pandemic. The participants discovered this as a way to improve their English language teaching abilities.

Teachers, according to Bagood (2020), have attended many seminars and training to improve their ability to provide instructions in the face of the ongoing global health problem. The seminars and training were provided not just for professional development, but also to prepare teachers for unforeseen scenarios. Teachers acknowledged receiving training to assist them to deal with the increased demands of education in the new normal. Participants in this study concluded that to facilitate learning language during a pandemic they must be adhered to capability training in the English language teaching skills, provided with seminars and webinars to prepare teachers for any changes in the English language teaching skills, and instruct teachers to engage in training about teaching the English language skills.

Low English proficiency among Pakistani students has undoubtedly contributed to the country's sluggish socioeconomic development. Higher education institutions must establish an environment in which students can compete in the future market to improve this measure. To remedy this, HEC recommended that English Language Teaching Reforms (ELTR) be established, as well as the construction of many Teacher Training programs and refresher courses. This project (ELTR) is designed to help colleges

and universities strengthen their faculties (Zaidi, Javid & Baig 2020). Thus, teachers must be advised to engage in professional development related to teaching the English language skills and advise teachers to engage in training about teaching the English language skills.

Conduct Online Classes

Despite the outbreak, students are turning to online classes to suit their educational needs. If students access the appropriate sources, they may still study and develop information while at home. Many instructors have embraced this new teaching style since it makes communicating with students and meeting their needs straightforward and convenient.

Okawati (2020) discovered that students are more eager to learn online, and teachers believe that online learning is successful. Participants stated that conducting online classes is convenient for them because they can discuss a specific topic in their modules that are unclear to them. Furthermore, participants concluded that online classes are advantageous to them because they can use their cell phones at any time and search for difficult English terms.

In an undergraduate child development course, Yen et al. (2018) conducted a three-way comparison of face-to-face, online, and hybrid modalities. They discovered that online classes could produce good results just as well as face-to-face classes. This would imply that students are more likely to learn during online classes and stimulate their learning because they are attentive to the use of gadgets.

Supplementary Materials

The teacher's hand is critical to the teaching-learning process' efficacy. Despite the pandemic, teachers provide supplementary materials to meet students' needs. In addition, the participants discussed how a teacher should handle their class in English language education, even in these difficult times.

In line with this, the Department of Education developed Modular Distance Learning to maintain the education of millions of Filipino learners and to ensure that every school continues to achieve its objective and vision of providing quality education to every Filipino student (Dangle & Sumaoang, 2020). In line with this, teachers produce supplementary materials such as self-made activity sheets, corrective feedbacking, and video lectures for the major topics, and aside from that teachers provide supplementary activities that suit their learning modules to cater to their needs in the English language education.

Furthermore, according to Gonzales (2015), modular learning is one of the teaching methodologies in which students are obliged to study everything in the module with their own time and effort. Furthermore, he claimed that the method is different from the traditional one, in which pupils merely listen to the lecturers' concepts. Furthermore, he claimed that the modular method would be a useful alternative to solve the issues that students have in typical classroom settings because it is student-centered, self-paced, and does not require note-taking. Furthermore, the participants made mentioned that crafting alternative modules to supplement those who cannot attend online classes is also another way to reinforce learning during the pandemic.

Observation of the Academic Progress in Teaching the English Language Education in rural schools during the pandemic

These Teachers and Education Leaders reported their observations on the academic progress in teaching English Language Education in rural schools during the pandemic. They clearly stated the academic progress in English language education during the pandemic.

Six themes emerged from this section: These include rural students developed independent learning, rural students' academic progress in English is developing, and monitoring and reinforcement.

Rural Students Developed Independent Learning

Self-learning modules are designed to provide a solid knowledge foundation and allow students to take advantage of educational possibilities. It is also critical for the development of autonomous learners who can obtain independence and the ability to advance without the assistance of a teacher, even in the face of a pandemic. Furthermore, based on the opinions of the participants, they have been developing techniques to address the learning needs of students in English language training.

This plan is critical to use because it will assist students in entering their new field of study. This is also the start of teaching kids to learn on their own. According to Sari & Rozimela (2021), verifying learners' comprehension is one technique to guide students toward becoming autonomous learners. It will be easier for teachers to analyze and assess students' abilities once they have grasped new concepts and knowledge supplied by teachers. With this, the participant made mentioned about students become self-reliant themselves without asking for help from teachers in learning the language.

Learners will finish their modules independently and find ways to absorb their courses, which will aid in the development of good study habits and a sense of responsibility for completing the activities in the modules. Learners are given modules, workbooks, or textbooks to help them with their studies. In this constructivism-inspired modality, learners actively acquire their knowledge through their own experiences (Elliott, et al. 2020). Participants concluded that the teacher allows students to learn at their own pace to develop self-independent learners by letting them enjoy their learning.

Rural Students' Academic Progress in English is Developing

Academic success is critical for students' social advancement. Students who achieve academically have a better chance of transitioning to adulthood and achieving professional and financial success. However, due to the pandemic's disruption of classes, academic progress in rural schools is slower than before in learning English.

The contemporary issues of rural education in China, according to Tianlong & Xiuying (2018), are immediately evident in the full assurance of educational opportunities and the widespread implementation of compulsory schooling. Some pupils were unable to attend school and were forced to drop out due to poverty, parental death, and other factors. The issues of rural English education are linked not only to the future growth of the countryside but also to the advancement of China's educational level. People's expectations for rural education are increasing as society develops, and society has increased expectations for overall talent quality. Nevertheless, the participants unveiled that the academic progress in English education at the present is still developing since they are adopting the new normal modality of learning.

Monitoring and Reinforcement

Students would comprehend what they needed to do to succeed in answering the modules during the pandemic if they were given clear instructions and regular follow-ups. It will reduce worry, alleviate worries, and assist children in confirming your expectations, helping them to be happy and successful at school. However, teachers cannot undertake regular supervision due to the current circumstances.

With this, in preparation for both year-end tests, students' academic performance is likely to worsen. Internal assessments as a result of students having fewer contact hours and being unable to speak with teachers about their learning and understanding challenges (Sintema, 2020). Thus, teachers boost students' academic success by giving precise and understandable instructions on the activity as a way to overcome the difficulties they face during the pandemic.

Moreover, Kamil (2017) learned that the English teacher explains how the information is delivered at each meeting during the session for the students to internalize the lesson and will not lose track. To this, having constant monitoring is the key to minimizing drop-out students in class, and besides, teachers reinforce students' academic progress by providing accurate and clear instruction in the activity of English language education.

Insights of the Teachers and Education Leaders towards the Present State of English Language Education in Rural Schools during

Pandemic

Different insights from the participants were gathered, expressing their desires on how to upgrade the teaching of English language education in rural schools during the pandemic. In the fifth question that dealt with the observed problem, there were eight themes emerged: sustain English learning intervention programs, ensure compliance with health protocols in language learning, give more importance to the English language, strengthen English Language teaching and learning skills development, empower technology integration to English Language teaching and learning, be adaptive to changes and challenges of English Language teaching and learning, be more inspired in teaching the English Language Learners, and prioritize rural schools in English Language Education.

Sustain English Learning Intervention Programs

Maintaining English Acquisition Intervention Programs is critical for language learning since it allows students to overcome learning obstacles during a pandemic. Meanwhile, putting in place intervention programs will assist kids in improving their English language abilities and coping with their circumstances.

According to a recent study by Kihlstedt (2019), neighborhood teaching should be done at least twice a month to address learners' concerns while also aiding them in accomplishing their learning tasks. In line with this, participants noted that drafting instructional learning materials and utilizing intervention in a contextualized manner is a way to sustain English learning Intervention programs among students.

English teachers might use the scaffolding method as an alternative to solve such issues. This method can be used to help students gain experience and insight as they learn new abilities. The method is well recognized for increasing the motivation and enthusiasm of young learners in learning a language (Anggadewi, 2017). This is applicable in the response of participants where they amplify strategies and interventions to come up with the best solutions for English language learning despite the pandemic and ensure the quality of teaching by thinking of other possible means to come up with learning intervention programs catering to the needs of the learners despite the current situation.

Ensure Compliance with Health Protocols in Language Learning

When learning a language, it is vital to follow health protocols to reduce dangers. School closures have become more regular as a result of the pandemic, impeding kids' capacity to learn. While teachers devise techniques to suit their pupils' educational requirements, the most important concern is that all students are protected and safe.

Education is widely regarded as the most significant tool for developing knowledge and improving individual performance, but the epidemic has drastically altered it. Furthermore, beginning in China and then extending to the other countries involved, educational institutions were compelled to close their doors in early February 2020 (Celik et al., 2020). Almost a hundred countries throughout the world closed their educational institutions to retain control of the situation. However, as far as the English language is concerned, education never ends, but at the same time, it's important to observe the restriction of limited contact in language acquisition to ensure compliance with health standards.

The epidemic was deemed an emergency, and remote education was named Emergency Remote Education (ERE) during that time. This emergency has occurred worldwide, with disastrous consequences for education at all levels, from kindergarten to university (Green, Burlow & Carvalho, 2020). With this, the schools see to it to implement what is best for school in language learning while at the same time ensuring compliance the safety among learners.

Give More Importance to the English Language

Teaching language learners requires patience and hard work since it requires your effort and talent to motivate them to learn. Regardless of the existing scenario, teaching requires a commitment to accomplish the job and meet the demands of the students. A dedicated teacher can also make a huge difference in the learning and achievement of their students.

Language is a vital tool for communication. We may express our thoughts, opinions, sentiments, and perspectives with others in this way (Nishanthi 2018). Since English is the most widely used language globally, its importance cannot be overstated. Learning English requires a lot of effort and perseverance, therefore despite the pandemic, there is still a need to focus on the problem of English language education.

Although English is now widely utilized. We began with education, then moved on to business, politics, and finally, technology. The significance of learning English in today's globe cannot be overstated or overlooked, given that English is spoken in nearly every country. English can help us adjust and operate in the present situation by acting as a means of communicating as

well. As a result, this demonstrates how critical English is in today's world (Putra 2020). Participants also discussed the importance of learning English because it will give them a head start in life and help them perform better in the future.

Strengthen English Language Teaching and Learning Skills Development

Students will be able to continue their studies despite these circumstances if English language teaching and learning skills are strengthened. It lets children continue learning despite the pandemic by implementing many strategies to improve language development. Teachers must also attend seminars and workshops to strengthen their teaching skills and instructional abilities to deal with the current circumstances.

According to Liping's (2019) research, when it comes to implementing students' names in the audience, teachers should push learners to present themselves fearlessly in front of the entire group to foster self-confidence and develop talents and hobbies in learning English. Participants also mentioned the importance of receiving the training and skills they need to improve their performance in activities to increase their language skills.

Learning English at a young age benefits students. It is thought to assist kids in improving their language skills (Chen et al., 2022). Furthermore, young learners benefit greatly from learning English as a foreign language at an early age. It allows youngsters to learn about many cultures, develop their language skills, foster creativity, and imagination, and gain confidence and understanding. Thus, educators strengthen the English language by helping them cope with the necessary skills and improve themselves despite learning the language during the pandemic.

Empower Technology Integration in English Language Teaching and Learning

Despite the current circumstances, technology integration in education refers to using technology to improve student's learning experiences. And students actively learn when teachers post online academic materials or when they use internet platforms. Because electronic materials are readily available and applicable, students do not find it difficult to study English during this period.

Distance education has also been acknowledged as an efficient, focused, and substantial way of gaining information and keeping consistent with professional changes (Lassoued et al., 2020). As a result, digital platforms for distance learning and remote learning are one way to address learning during the pandemic. In light of the current pandemic, adopting technology as a teaching tool for the English language is advantageous.

The flipped classroom is a simple method of displaying learning resources such as articles, pre-recorded films, and YouTube links before class. The time spent in the online classroom is then used to improve learning through discussions with teachers and classmates (Doucet et al., 2020). This method is very effective in encouraging problem-solving, critical thinking, and self-directed learning. Thus, incorporating English by the use of technology through posting online learning materials on social media is the new way to gauge learning.

Be Adaptive to Changes and Challenges of English Language Teaching and Learning

It helps teachers and education leaders adjust fast to new situations and learn new teaching skills in English language instruction. Adaptable students are also more likely to have higher levels of self-confidence and life contentment in school. Teachers must collaborate to ensure that their students are prepared to accept and adapt to change and challenge.

In connection, with Guiamalon et al. (2020), teachers employed instructional approaches such as module distribution and retrieval, monitoring, and learning assessment during the Pandemic. Despite frequent changes in instructional methodologies, teachers adjust and adapt to the new printed modular modality deployment. In the case of a pandemic, teachers will be able to motivate kids. Thus, participants expressed the necessity to adapt changes in teaching to improve their learning in English language education.

In addition, Barry & Kanematsu (2020) said that during the epidemic, one should improve one's teaching and students' learning experiences. The teacher needs to be adaptable and communicate concerns, regardless of the teaching approach chosen. Thus, the teacher must encourage them to go out of their comfort zone and embrace new learnings and teachings in the language despite the pandemic.

Be More Inspired in Teaching the English Language Learners

Teaching language learners requires patience and hard work since it requires your energy and talent to motivate them to learn. Regardless of the current condition, teaching requires a commitment to accomplish the task and meet the demands of the students. A dedicated teacher can also make a huge difference in the learning and achievement of their students.

Furthermore, Seven (2020) denoted the goal of learning is to discover and utilize the most efficient method. If a teacher has a good methodology and is motivated, he will succeed. The teacher's principal responsibility is to provide enough encouragement to his students. People do not learn a subject solely through their brains; other elements play a role as well. Motivational variables make the learner more receptive to new information. Some pupils learn by listening, while others learn by writing, and yet others learn by actively speaking. Thus, the teacher must motivate students to keep them interested in learning the English language education and stay committed to doing the job to teach, and continue inspiring students despite learning during the pandemic.

In addition, Dhawan (2020) emphasized that effective teachers are passionate about their subjects. They encourage kids to ask plenty of questions, look for answers, and learn for the sheer pleasure of it. One of the best qualities of a teacher is the ability to motivate students to learn, especially English.

Prioritize Rural Schools in English Language Education

School provides us with a setting in which we can acquire a variety of essential qualities. Rural schools, on the other hand, appear to have been overlooked in terms of infrastructure and educational tools for the enhancement of learners' educational experiences. It's also clear from the remarks made by the participants during the interview.

Furthermore, Lightbown (2020) opined that Indonesian rural teachers are known to have challenges when it comes to teaching English. Among the challenges are lack of learning resources, insufficient facilities, language problems, demotivated kids, unsupportive parents, and degraded road access. The current pandemic appears to have compounded these challenges. During the pandemic, new legislation mandated that schools be held online. However, due to a lack of adequate learning facilities and internet resources to facilitate learning, English language education schools in rural areas are unable to do so and must instead rely on modular learning.

Shuzhi (2018) opined that the teaching facilities in the schools are minimal, and the fundamental teaching equipment is insufficient. This is a serious issue. The lack of money makes it impossible to ensure the quality of rural education and limits its development. To ensure that every family has access to the Internet, encourage smart campuses, and improve educational infrastructure, government funding should be raised.

Implication for Teaching Practice

The pandemic made it difficult to offer English language instruction in rural schools. The following factors contribute to their dissatisfaction: difficulties in teaching the language due to the pandemic; English has become a more difficult subject to teach; English language instruction has become a struggle for learners due to their lack of mastery of the language, and English has deteriorated. Students failed to learn English because of these worrisome concerns.

One of the most important concerns in the teaching process, particularly during this epidemic, is the inadequacy of teaching methodologies in rural schools to handle English language instruction. One reason why students are unable to address their issues about English language education is the lack of interaction and the lack of face-to-face meetings. A lack of experience with the target language is also an issue. Furthermore, students admitted that when teachers give instructions using English, they cannot understand them. Their inability to comprehend language, as well as a lack of writing and speaking skills, become a problem. To address this issue, the instructor should look for strategies to help their students improve their English proficiency. As a result, teachers and education leaders must innovate teaching approaches in English language learning.

The lack of content knowledge and understanding of grammar was a common complaint in English language teaching in rural schools. Due to a lack of exposure to the target language, they exhibited limited language ability. Additionally, this harmed their cognitive capacities. They believe that they are unable to comprehend instructions presented in English. In addition, their failure to obtain timely feedback and lack of English competency becomes a problem. To address this, the instructor can look for strategies to boost their students' drive to study English. As a result, the importance of reading is taught, as it has been discovered that it aids in information acquisition and development.

Furthermore, the participants had difficulty connecting to the internet. The main cause of this problem was their inability to maintain stable signals in their locations. They also revealed that immediate output feedbacking is difficult during pandemics, so teachers are unable to correct their grammar errors immediately. This problem resulted in grammatical, pronunciation, and technical errors in the English language, particularly with difficult words. Giving students rapid feedback, on the other hand, will assist them to improve their learning.

As a teacher, I believe that to overcome such issues, teachers should emphasize to their students the necessity of learning English. Because the pupils are not natural speakers of the target language, they must think about using it every day. It should also be combined with the habit of practicing the language because it has been proven to aid in the learning of the English language. They must improve the implementation of the Speaking Only Policy during English class. Furthermore, the findings of this study will inform relevant agencies, primarily the Department of Education, about the influence of low learning resources in some rural schools on the teaching-learning process.

References

- Ahmed, M.S. (2016). The English Language Teaching (ELT) in the Secondary Schools in Assam. *International Journal of English language, literature and Humanities*, 4(3), 219223.
- Akamai (2017). Akamai's State of the Internet. <https://www.researchgate.net/deref/https%3A%2F%2Fwww.akamai.com%2Fus%2Fen%2Fmultimedia%2Fdocuments%2Fstate-of-the-internet%2Fq1-2017-state-of-the-internet-connectivity-report.pdf>
- Akyol, H., & Altinay, Y. (2020). Reading difficulty and its remediation: a case study. *European Journal of Educational Research*, 8(4), 1269-1286. <https://doi.org/10.12973/eu-jer.8.4.1269>
- Alawamleh, M., Al-Twait, L., & Al-Saht, G. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*.
- Aldemar, S., Torres, H., & Castañeda-Peña, H. A. (2016). Exploring the roles of parents and students in EFL literacy learning: A South African case. *English Language Teaching*, 9(10), 156-165.
- Alfiras, M., Bojiah, J., & Yassin, A. (2020). COVID-19 pandemic and the changing paradigms of higher education: A Gulf university perspective. *Asian EFL Journal*, 27(5), 1-9.
- Alice, S., & Zuraidah, J. (2020). Beyond classroom English activities to generate interest in English among tertiary students. *Asian Journal of University Education (AJUE)*, 16(4), 1-9
- Aljaber, A. (2018). E-Learning policy in Saudi Arabia: Challenges and successes. *Research in Comparative and International Education*, 13(1), 176-194. <https://doi.org/10.1177/1745499918764147Perfect>
- Anggadewi, B. (2017). Scaffolding: How it works for students with learning difficulties. The 2017 International Conference on Research in Education, 210-218. <https://usd.ac.id/seminar/icre/wp-content/uploads/2018/07/ICRE-2017-Proceedings.pdf>
- Anyiendah, M.S. (2017). Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya. <https://doi.org/10.3389/feduc.2017.00013>
- Arum, R. (2020). Challenges of English Language Teaching in Rural Area: A Case study at state Junior High School Number 3 Sungali Lilin (A Rural Area in South Sumatera). Raden Fatah State Islamic University. <http://repository.radenfatah.ac.id/16522/1/COVER%2BBAB%201.pdf>
- Aziz, A., Azhar, S., Mabsah, N., & Mikeng, D. (2021). Urban-originated English Language Teachers Longevity: What Keeps Them in Rural Schools in Sabah? *Asian Journal of University Education* 17(1). <https://doi.org/10.24191/ajue.v17i1.12626>
- Aziz, N. (2019). Retaining high-quality teachers in rural primary schools in Malaysia. 4th Annual Southeast Asian Studies Symposium, 46.
- Bagood, J. (2020). Teaching-learning modality under the new normal. Philippine Information Agency. <https://pia.gov.ph/features/articles/1055584>
- Banerjee, S. (2016). A Study of Current Status Quo of English as a Second Language in India study done on West Bengal Schools, *International Journal of Scientific and Research Publications*, 6(8), 478-483.
- Barrot, J., Llenares, I. & del Rosario, L. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Educ Inf Technol* 26, 7321-7338. <https://doi.org/10.1007/s10639-021-10589->
- Barrow, J., Brannan, G. & Khandhar, P. (2020). Research Ethics. Stat Pearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK459281/>
- Barry, D., Kanematsu, H. (2020). Teaching During the Covid -19 Pandemic. <https://files.eric.ed.gov/fulltext/ED606017.pdf>
- Belmont Report (1979). Belmont report: ethical principles and guidelines for the protection of human subjects of research, report of the national commission for the protection of human subjects of biomedical and behavioural research. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. www.ijrp.org
- Braun, V., & Clarke, V. (2013). Successful qualitative research. A practical guide for beginners. SAGE.
- Braun, V., Clarke, V., & Terry, G. (2014). Thematic analysis. In P. Rohlleder & A.

- Broom, D. (2020). Homeschooling during the coronavirus pandemic could change education forever, says the OECD. The World Economic Forum. <https://www.weforum.org/agenda/2020/04/coronavirus-homeschooling-technology-oecd/>
- Bryman, A. & Bell, E. (2007). *Business Research Methods* (2nd ed.). Oxford University Press.
- Calao, E. Yazon, A. (2020) Exploring the Factors Influencing Faculty and Students' Readiness on Online Teaching and Learning as an Alternative Delivery Model for the New Normal. http://www.hrpub.org/journals/article_info.php?aid=9556
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1(1), 1-47.
- Carrillo C., & Flores M. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466-487. <https://doi.org/10.1080/02619768.2020.1821184>
- Case study in Antioquia. Ikala, *Revista de Lenguaje y Cultura*, 22(1), 121-139.
- Celik, Bilal, et al. (2020). "The Effects of COVID-19 Pandemic Outbreak on the Household Economy." *Journal of Research in Medical and Dental Science*, 8(4), 51-56.
- Central Bureau of Statistics. (2012). Report of census. <http://cbs.gov.np/>
- Charmaz, K. (2006). *Constructing grounded theory*. Sage.
- Chauhan, P. (2021). English Language Teaching to Rural Students: Challenges and Strategies. *An International Journal in English* 12(1). https://www.researchgate.net/publication/349964239_English_Language_Teaching_to_Rural_Students_Challenges_and_Strategies
- Chen, S., et al (2022). A burden or a boost: The impact of early childhood English learning experience on lower elementary English and Chinese achievement. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1212-1229. <https://doi.org/10.1080/13670050.2020.1749230>
- Cheng, L., Yunus, M. & Mohammad, M. (2016). Issues contributing to low performance of English in a national school in Song, Sarawak. *International Seminar on Generating Knowledge Through Research*, 499-509
- Chomsky, Noam (1965). Aspects of the theory of syntax.
- Cohen, D. & Crabtree, B. (2006). *Qualitative Research Guidelines Project*. <http://www.qualres.org/HomeAudi-3700.html>
- Collins Dictionary. (2021). English language education. Collins. <https://www.collinsdictionary.com/dictionary/english/english-language-teaching>
- Creswell, J. (2015). *30 essential skills for the qualitative researcher*: SAGE
- Creswell, J.W. (2007). *Qualitative inquiry and research design* (2nd ed.): Sage.
- Creswell, J.W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed.). Sage Publications, Inc.
- Cummins, J. (2001). Language, power, and pedagogy: Bilingual children in the crossfire.
- Dangle, Y., & Sumaoang J. (2020). The implementation of modular distance learning in the Philippine secondary public schools. *3rd International Conference on Advanced Research in Teaching and Education*. <https://www.dpublication.com/abstract-of-3rd-icate/27-427/>
- Daniel, S.J. (2020). Education and the COVID-19 pandemic. *Prospects* 49, 91-96 <https://doi.org/10.1007/s11125-020-09464-3>
- Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. *TESOL Quarterly*, 29, 427-453.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of educational technology systems*, 49(1), 5-22.
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6, 80-88. <http://doi.org/10.1177/1558689812437186>
- Denzin, N., & Lincoln, Y.S. (1994). *Handbook of qualitative research*: Sage Publishing Company.
- Doucet, A., Netolicky, D., Timmers, K., & Tuscano, F. J. (2020). Thinking about Pedagogy in an Unfolding Pandemic. https://issuu.com/educationinternational/docs/2020_research_covid-19_eng
- Durham University. (2020). Research involving a 'Gatekeeper'. <https://www.dur.ac.uk/research.innovation/governance/ethics/considerations/people/gatekeeper/#:~:text=A%20gatekeeper%20is%20any%20person,access%20to%20potential%20research%20participants.>
- Dziuban, C et al. (2018). Blended learning: the new normal and emerging technologies. <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0087-5>
- Elliot, S. N., et al (2020). *Educational Psychology: Effective teaching and learning*
- English Encyclopedia. (2007). Present State. <http://www.encyclo.co.uk/visitor-contributions.php>
- Fansury, A., et al. (2020). Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on COVID-19 Pandemic. *Journal of Southwest Jiaotong University*, 55(3)
- Febriana, M., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in rural Indonesian schools: Teachers' challenges. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 11-20.
- Frankfurt International School (2018). Understanding mistakes in written language.
- Fundi, S. (2013). Phenomenological study. kibogoji Experiential Learning, Inc. <https://kibogoji.com/2013/10/15/phenomenological-study-42/>
- Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and learning with ICT tools: Issues and challenges from teachers' perceptions. *Malaysian Online Journal of Educational Technology*, 4(2), 38-57. <https://files.eric.ed.gov/fulltext/EJ1096028.pdf>
- Gonzales, E. (2015). A Modular Approach Utilizing Decision Tree in Teaching Integration Techniques in Calculus, Department of Arts, Sciences and Teacher Education
- Graneheim, U. & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24, 105-112
- Granthorn, P.A. (2020). What will schools look like under the 'new normal'? <https://www.granthornton.com.ph/insights/articles-and-updates1/from-where-we-sit/whatwill-schools-look-like-under-the-new-normal/>
- Green, K., Burlow, S., & Carvalho, L. (2020). Designing for transition: Supporting teachers and students cope with emergency remote education. *Postdigital Science and Education*, 2, 906-922.
- Guba, E. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries, *Educational Communication and Technology Journal* 29, 75-91.
- Guest, G. (2013). *Collecting Qualitative Data: A Field Manual for Applied Research*. Sage. <https://dx.doi.org/10.4135/9781506374680.n4>
- Guiamalon, T., Dilna, A., Dilna, S. (2022). TEACHERS ADAPTATION AND PRACTICES AMIDST PANDEMIC. *9th Conference on Education & Education of Social Sciences in Social Sciences*, 7(20), 457-469. <http://dx.doi.org/10.46529/socioint.202222>
- Haipeng, Z. (2019). *Junior English Teaching Methods and Learning Strategies*, 125
- Hansen-Thomas, H., Grosso, L., Kakkar, K., & Okeyo, C. (2018). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners. *Professional Development in Education*, 42(2), 308-324.
- Hart, C. (2020) *Coaching for Teacher Resilience during COVID-19*, Research Triangle Institute International, <https://www.rti.org/insights/coaching-teacher-resilience-duringcovid-19-burnout-and-trauma>
- Hassan, N., Yaakob, S. A., Mat Halif, M., Abdul Aziz, R., et al. (2019). The effects of technostress creators and organizational commitment among schoolteachers. *Academic Journal of University Education*, 15(3), 92-102
- Heale, R. & Twycross, A. (2017). What is a case study? *Evidence-Based Nursing*. 21(1), 7-8. <http://doi.org/10.1136/eb-2017-102845>
- Hendricks, C. (2006). *Improving schools through action research*. Allyn Bacon.
- Hoang, V. (2018). The Current Situation and Issues of the Teaching of English in Vietnam. <http://www.researchgate.com>
- Holguín, B., & Morales, J. (2017). English language teaching in rural areas: A new challenge for English language teachers in Colombia. *Cuadernos de Lingüística Hispánica*, 27, 209-222.
- Hongqing, Y. (2019). *The Dilemma and Outlet of Rural English Education Development*. Henan: Nanyang Normal University.
- Hossain, M. (2016). English language teaching in rural areas: A scenario and problems and prospects in context of Bangladesh. *Advances in Language and Literacy Studies*, 7(3), 1-12. <http://dx.doi.org/10.7575/aiac.all.s.v7n.3p.1>
- Hymes, D. (1966). On communicative competence. *Journal of Social Issues*, 23(2), 8-38.
- ILO, A. (2018). *Ethiopia National Child Labour Survey*. Ethiopia National Child Labour Survey 2015 / International Labour Office.
- Lightbown, P., & Spada, N. (2020). Teaching and learning L2 in the classroom of rural schools in Indonesia: It's about time. *Language Teaching*, 53(1), 1-11

- Kam, H. (2021). English Language Teaching in East Asia Today: An Overview, *Asia Pacific Journal of Education*, 10(2) 1-22.
- Kamil, R. (2017). Exploring teacher's scaffolding to the students in teaching writing. *Journal of English and Education*, 5(2), 187–193. <http://ejournal.upi.edu/index.php/L-E/article/view/9949/6332>
- Ketchell, M. (2018) The hidden threat of teacher stress, The conversation <https://theconversation.com/the-hidden-threat-of-teacher-stress-92676>
- Kihlstedt, M. (2019). Foreign language teaching and learning in primary schools in Europe: Beliefs and realities. *Emerging Trends in Education*, 2(3), 71-96.
- Khlaif, Z., Salha, S., & Kouraichi, B. (2021). Emergency remote learning during COVID-19 crisis: Students' engagement. *Educ Inf Technol* 26, 7033–7055. <https://doi.org/10.1007/s10639-021-10566-4>
- Koet, T. W., & Aziz, A. A. (2021). Teachers' and Students' Perceptions towards Distance Learning during the Covid-19 Pandemic: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 531–562. <http://dx.doi.org/10.6007/IJARPED/v10-i3/11005>
- Korstjens, I. & Moser, A. (2018). Series: practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124. <https://doi.org/10.1080/13814788.2017.1375092>
- Kraichoke, C. (2017). Error Analysis: A Case Study on Non-Native English Speaking College Applicants' Electronic Mail Communications.
- Lamb, M. (2017). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62, 997-1023.
- Lassoued, Z., et al. (2020). An Exploratory Study of the Obstacles for Achieving Quality in Distance Learning during the COVID-19 Pandemic. *Education Sciences*
- Lili, Q. (2019). Research on the Application of Multiple Teaching Methods in Rural English Teaching.
- Lincoln (1995). *Handbook of qualitative research*: Sage Publishing Company
- Lincoln Y. & Guba E. (1985). *Naturalistic inquiry*, Beverly Hills: Sage
- Liping, D. (2019). *Junior English Teaching Methods and Learning Strategies*.
- Lofland, J. and Lofland, L.H. (1995) *Analyzing Social Settings*, 3rd edition.
- Malarvizh, K. (2018). Challenges in English Language Teaching as a Second Language in India. *Bodhi International Journal of Research in Humanities, Arts and Science*, 2(26), 96-99.
- Malaynath (2016). Problems in Teaching English in Secondary Schools in North Tripura District. Retrieved June 14, 2019 from www.languageinindia.com
- Mbuh, K. (2017). The Importance of English Language for Career Opportunities in the ASEAN. *PEOPLE: International Journal of Social Sciences*, (1), 681-987. <http://doi.org/10.20319/pijss.2015.s11.681687>
- McCombes, S. (2019). How to Do a Case Study: Examples and Methods. Scribbr. <https://www.scribbr.com/methodology/case-study/>
- Miles, M., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage.
- Ministry of Education Malaysia. (2013). *Malaysia Education Blueprint 2013-2025 (Preschool to Postsecondary Education)*. Putrajaya: Ministry of Education Malaysia
- Moawad, R. (2020). Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students. https://www.researchgate.net/publication/342233796_Online_Learning_during_the_COVID_19_Pandemic_and_Academic_Stress_in_University_Students
- Monareng, J., Ramraj, A. & Mashau, P. (2020). The Rise in Online learning in South African schools due to the Coronavirus Pandemic. *Gender & Behaviour*, 18,(4), 16753-16762.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan journal of medical sciences*, 27–31. <https://doi.org/10.12669/pjms.36.COVID19-S4.2785>
- Mukundan, J., Pezhman, Z., Abdolvahed, Z., Umi Kalthom, A., & Husniah, S. (2017). Language teacher burnout and school type. *English Language Teaching* 8(9), 26-32.
- Mustafidah, A. (2021). The Importance of Reading Literacy to Enter The International World. https://www.researchgate.net/publication/355845357_The_Importance_of_Reading_Literacy_to_Enter_The_International_World/citation/download
- Nijhawan, L., Janodia, M., Muddukrishna B. et al (2013). Informed consent: Issues and challenges. *Journal of Advanced Pharmaceutical Technology & Research*. 4(3) 134 140. <http://doi.org/https://dx.doi.org/10.4103%2F2231-4040.116779>
- Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, 3(1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Nor, K., & Razali, M., et. al. (2019). Students' problems in learning English as a second language among Mdab students at Uitm Malacca. *International Journal of Humanities, Philosophy and Language*, 2(7), 01-12. <https://doi.org/10.35631/ijhpl.27001>
- Obeid, R. (2017). Second Language Writing and Assessment: Voices from Within the Saudi EFL Context. *English Language Teaching*, 10(6), 174-181
- Okawati, M. (2020). The use of Google classroom during pandemic. *Journal of English Language Teaching*, 9(2)
- Omidire, F. et. al (2018). A case study of teaching English as a second language in three rural primary classes. *Southern African Linguistics and Applied Language Studies*, 36(4), 277–290. <https://doi.org/10.2989/16073614.2018.1548289>
- Pajarianto, H. et al. (2020). A study from Home in the Middle of the COVID-19Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress. https://www.researchgate.net/publication/341805032_Study_from_Home_in_the_Middle_of_the_COVID19_Pandemic_Analysis_of_Religiosity_Teacher_and_Parents_Support_Against_Academic_Stress
- Pandit, S. (2020). Sankatma niranantar sikai. Gorkhaparta. <https://gorkhapatraonline.com/education/2020-05-06-13805>.
- Paronjodi, G. K., Jusoh, A. J., & Abdullah, M. H. (2017). A comparative study of beginning teacher induction in Malaysia and Victoria (Australia): A review of the literature. *Journal of Research, Policy & Practice of Teachers & Teacher Education (JRPPTTE)*, 7 (1), 36-48.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Pradani, (2021). The importance of reading to expand knowledge. https://www.researchgate.net/publication/352020734_THE_IMPORTANCE_OF_READING_TO_EXPAND_KNOWLEDGE
- Price, J. & Murnan, J. (2004). Research Limitations and the Necessity of Reporting Them. *American Journal of Health Education*. 35. 66-67. <http://doi.org/10.1080/19325037.2004.10603611>.
- Putra, E. (2020). The Importance of Learning English Nowadays THE IMPORTANCE OF. LEARNING ENGLISH NOWADAYS.
- Ramberg, J. (2019). Teacher Stress and Students' School Well-being: The Case of Upper Secondary Schools in Stockholm. <https://www.tandfonline.com/doi/full/10.1080/00313831.2019.1623308>
- Ratminingsih, M., Marhaeni, A., & Vigayanti, L. (2018). Self-assessment: the effect on students' independence and writing competence. *International Journal of Education*
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy, and performance. *RELC Journal*, 48(1), 7-30.
- Rintaningrum, R. (2018). Investigating reasons why listening in english is difficult: Voice from foreign language learners. *Asian EFL Journal*
- Rintaningrum, R. (2019) 'Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives', *International Journal of Innovation, Creativity and Change*, 5(3), p. 939. https://www.ijcc.net/images/Vol_5_Iss_3/Part_2_2020/5310_Ratna_2019_E_R.pdf.
- Ritchie, J. & Lewis J. (1994) 'Qualitative data analysis for applied policy research' in A. Bryman and R.G. Burgess *Analyzing Qualitative Data*
- Robertson, A., Cresswell, K., Takian, A., Petrakaki, D., Crowe, S., & Cornford, T. (2010). Prospective evaluation of the implementation and adoption of NHS Connecting for Health's national electronic health record in secondary care in England: interim findings.
- Roldán, A., & Peláez, O. (2017). English language policy in a Colombian rural area: A case study in Antioquia. *Ikala, Revista de Lenguaje y Cultura*, 22(1), 121-139.
- Rossell, C. & Baker, K. (1996). The educational effectiveness of bilingual education. *Research in the Teaching of English*, 30(1), 7–74. www.ijrp.org
- Sabah Education Department. (2016). Data of secondary school English teachers in Sabah.

- Salma and Nehal (2017). Analyzing the Status of English Language Teaching in Madrasas for Local and Global Employment: Some Evidences from Murshidabad District of West Bengal. *IOSR Journal of Humanities And Social Science*, 22(9), 58-62.
- Saranya, J. (2018). Challenges in ELT as a Second Language, *Bodhi International Journal of Research in Humanities, Arts and Science*, 2(26), 83-87.
- Sari, D., & Rozimela, Y. (2021). The implementation of scaffolding strategies at speaking English course in Kampung Inggris Pare East Java. *Proceedings of the Ninth International Conference on Language and Arts*, 539, 51–56. <https://doi.org/10.2991/assehr.k.210325.010>
- Ninth International Conference on Language and Arts, 539, 51–56. <https://doi.org/10.2991/assehr.k.210325.010>
- Sari, A. & Munir, A. (2018). The use of scaffolding on teaching process and students writing in a senior high school. *Retain*, 6(2), 166–174.
- Schaffhauser, D. (2020). Educators, Feeling Stressed, Anxious, Overwhelmed, and Capable. *The Journal*. <https://thejournal.com/articles/2020/06/02/survey-teachers-feeling-stressed-anxious-overwhelmed-and-capable.aspx>
- Seven, M. (2020). Motivation in language learning and teaching. *African Educational Research Journal*, 8(2): 62-71.
- Shahnaz, M. & Gandana, I. (2020). Teaching English in a Rural School: How the Pandemic Affects Teachers' Beliefs and Practices. *Advances in Social Science, Education and Humanities Research*. <https://www.atlantis-press.com>
- Sharma, L. (2020). Online Shikshale asamaanata badhaauchha. *Jhannaya Patrika* (09 May). https://jhannaya.nayapatrikadaily.com/news-details/970/2020-05-09?fbclid=IwAR08pBnTk6rQpOChsOkHgZolONLJLY8Wc7LPqOf5k_1QgqKWRDkeLXI5_D_Y
- Sheikh A., Smeeth L., Ashcroft R. (2011). Randomised controlled trials in primary care: scope and application. *Br J Gen Pract*. 52(51) 482-746
- Shenton (2005). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, IOS Press, 22, 63–75. https://pdfs.semanticscholar.org/cbe6/70d35e449ceed731466c316cd273032b28ca.pdf?_ga=2.130727119.1339062478.1606559012-937907350.1600275342
- Showkat, N. & Parveen, H. (2017). In-depth interview. https://www.researchgate.net/publication/319162160_In-depth_Interview
- Shuzhi, C. (2018). On Problems Existing in Rural Education and Solutions. <http://kns.cnki.net/kems/detail/13.9000.g.20181128.157.042.html>
- Silverman, D. (2000) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*, 2nd edition. Sage
- Silverman, D. (2000). *Doing qualitative research: a practical handbook*, London: Sage,
- Sintema, E. J. (2020). Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), <https://doi.org/10.29333/ejmt/7893>
- Smith, J. A., & Osborn, M. (2020). Interpretative phenomenological analysis as a useful methodology for research on the lived experience of pain. *British journal of pain*, 9(1), 41–42. <https://doi.org/10.1177/2049463714541642>.
- Stumpfegger, E. (2017). Trustworthiness of research. *Munich business school*. <https://www.munich-business-school.de/insights/en/2017/trustworthiness-of-research/>
- Tarrayo V., Paz R.M., & Gepila E. (2021) The shift to flexible learning amidst the pandemic: the case of English language teachers in a Philippine state university, *Innovation in Language Learning and Teaching*, <https://doi.org/10.1080/17501229.2021.1944163>
- Teach.com. (2021). Rural School. <https://teach.com/careers/become-a-teacher/where-can-i-teach/types-of-schools/rural/>
- Teemant, A. & Pinnegar, S. E. (2019). The Threshold Hypothesis: Jigsaw Reading B2. In B. Allman, *Principles of Language Acquisition*. https://edtechbooks.org/language_acquisition/jigsaw_reading_e
- Thompson, P. (2000). *The Voice of the Past: Oral History*, (2nd Edition): Oxford:
- Tianlong, W. & Xiuying, F. (2018). The Outstanding Problems Faced by the Development of Rural Education in China and Suggestions. <http://minds.wisconsin.edu/bitstream/handle/1793/80277/Huang,%20Yufei.pdf?sequence=1>
- Tiruneh, D. (2020). COVID-19 School Closures May Further Widen the Inequality Gaps between the Advantaged and the Disadvantaged in Ethiopia. https://www.riseprogramme.org/blog/COVID-19_ethiopia_school_closures
- Trochim, W. (2006). *Social Research Methods*. <https://www.socialresearchmethods.net/>
- Truong, C. (2017). *The Motivation of Vietnamese University Students to Learn English: A Study Using the Expectancy-value Model of Academic Motivation*, PhD Thesis, New South Wales, Australia, The University of Newcastle.
- U.T. Research Showcase (2020). Trauma, Teacher Stress, and Covid-19. The University of Texas at Austin. <https://research.utexas.edu/showcase/articles/view/trauma-teacher-stressand-covid-19>
- UCI Libraries. (2015). Secondary Sources. <https://www.lib.uci.edu/secondary-sources>
- UNICEF, Thailand (2020) School reopening: How teachers and students adjust to the new normal in Thailand. <https://www.unicef.org/thailand/stories/school-reopening-how-teachers-and-students-are-adjusting-new-normal-thailand>
- University of Pennsylvania (2017). *Teacher Stress and Health: Effects on Teachers, Students, and Schools*. Robert Wood Johnson Foundation. <https://www.prevention.psu.edu/uploads/files/rwjf430428.pdf>
- Wadembere, I. (2012). Understanding the basics of qualitative research. https://www.academia.edu/2321667/UNDERSTANDING_THE_BASICS_OF_QUALITATIVE_RESEARCH#:~:text=Among%20which%20include%3B%20EF%82%B7%20Iterative,related%20data%20through%20rephrased%20questions
- Wang S., & Wu, P. (2018). The role of feedback and self-efficacy on web-based learning: The social cognitive perspective. 51(4), 1589–1598. <http://doi.org/10.1016/j.compedu.2008.03.004>
- Whyte, W.F. (1982). *Participatory Action Research*: Sage
- Widdowson, H. (1978). *Teaching Language as Communication*.
- Winthrop, R. (2020). Top 10 risks and opportunities for education in the face of COVID-19. Brookings. Retrieved from <https://www.brookings.edu/blog/education-plus-development/2020/04/10/top-10-risks-and-opportunities-for-education-in-the-face-of-covid-19/>
- Wolf, Z. (2003). Exploring the Audit Trail for Qualitative Investigations. *Nurse educator*. 28, 175-8. <http://doi.org/10.1097/00006223-200307000-00008>
- Wyman, O. (2020). Education in the new normal: Education leadership response to COVID19. http://oliverwyman.com/content/dam/oliverwyman/v2/publications/2020/jun/Education_In_The_New_Normal.pdf
- Xuehui, A. (2018). Teacher salaries and the shortage of high-quality teachers in China's rural primary and secondary schools. *Chinese Education & Society*, 51(2), 103-116
- Xuumei, Y. (2017). The Reform of Courses and Teaching, Ministry of Education of the People's Republic of China. <http://www.moe.gov.cn/jybsjzl/moe364/moe302/moe368/null4404.html>
- Yen, S., Lo, Y., Lee, A., & Enriquez, J. (2018). Learning online, offline, and in-between: comparing student academic outcomes and course satisfaction in face-to-face, online, and blended teaching modalities. 23, 1-13. <http://doi.org/10.1007/s10639-018-9707-5>
- Yildirim, S. & Yuksel, P. (2015). Theoretical Frameworks, Methods, and Procedures for Conducting Phenomenological Studies in Educational Settings. *Turkish Online Journal of Qualitative Inquiry*, 6(1),
- Yin, R. (1994). *Case study research: design and methods*, 2nd ed., Sage, Applied Social Research Methods Series, (5)
- Yuan, Z. (2019). On the Importance of Family Education in Junior Middle School English Education, *Course Education Research*, 48, 252-253
- Yuvita, Y. (2018). The use of scaffolding instructions as teaching strategy to increase students' reading ability. *Dialektika*, 6(1), 22–37.
- Zaidi, M., Javid, F., & Baig, S. (2020). An Analysis of the HEC's English Language Teaching Reforms (ELTR) Project. *Global Language Review*, V(I), 293-303. [http://doi:10.31703/ghr.2020\(V-I\).30](http://doi:10.31703/ghr.2020(V-I).30).
- Zarei, A., & Rezadoust, H. (2020). The effects of scaffolded and unscaffolded feedback on speaking anxiety and self-efficacy. *Journal of Modern Research in English Language Studies*, 7(4), 111–132. <https://doi.org/10.30479/jmrels.2020.13464.1655>
- Zulkefly, F., & Razali, A. (2019). Malaysian Rural Secondary School Students' Attitudes towards Learning English as a Second Language. *Instructional Journal of Instruction*. 12(1), 1141-1156