

Practices of Filipino English Language Teachers in Thailand and the Philippines during COVID-19 Pandemic

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Abstract

The COVID-19 pandemic caused unprecedented disruptions to global educational systems, forcing schools and teachers to embrace alternative learning delivery modalities and innovative instructional practices.

This study examined the knowledge level of Filipino English language teachers in Thailand and the Philippines regarding the new and practical teaching practices and their utilization of learning modalities during the pandemic. Using a mixed-method research design, data were collected from 85 English Language teachers using a structured online questionnaire and open-ended responses. Quantitative data were studied using mean, t-test, and Pearson's r, while qualitative responses were subjected to thematic analysis. Findings confirmed that English Language teachers in both countries demonstrated a high level of knowledge in delivery of content, instructional material preparation, and assessment and evaluation. Similarly, the utilization of modular, blended, and online learning modalities was evidently high, although online learning presented greater challenges related to internet connectivity, technological resources, and student engagement. There were significant differences observed in various aspects of instructional material preparation and learning modality utilization between teachers in Thailand and the Philippines. A significant positive relationship was also found between teachers' knowledge of emerging practices and their utilization of learning modalities.

The study concludes that Filipino English teachers were able to adapt to the demands of pandemic education by using flexible teaching practices and diverse learning modalities, emphasizing the importance of ongoing professional development and institutional preparedness support future educational disruptions.

Keywords: Emerging practices, hybrid learning, learning modalities, online learning, blended learning, COVID-19 pandemic.

INTRODUCTION

The COVID-19 pandemic dramatically transformed educational systems across the globe, forcing schools to suspend traditional face-to-face instruction and adopt alternative modes of teaching and learning. In both the Philippines and Thailand, governments and educational institutions implemented various distance learning strategies to ensure continuity of education while adhering to health and safety protocols. These changes required teachers to quickly adapt to new instructional approaches, develop learning materials suitable for remote delivery, and explore different forms of assessment that could be administered outside the physical classroom. As a result, the pandemic accelerated the emergence of innovative English language teaching practices and the widespread utilization of modular, blended, and online learning modalities. Previous studies have emphasized the importance of flexible and technology-supported learning during the pandemic. Cobo et al. (2021) highlighted that multimodal content delivery systems improved access to education, while Hodges et al. (2020) distinguished emergency remote teaching from planned online learning. Research by Barron et al. (2021), Dayagbil et al. (2021), and Dweikat and Zyoud (2021) further demonstrated that teachers employed various digital tools, communication platforms, and flexible teaching strategies to maintain student engagement despite numerous challenges. Other studies also reported that modular instruction remained effective for many learners, whereas online learning was often hindered by limited internet connectivity, inadequate resources, and varying levels of technological readiness among teachers and students. Despite the growing body of literature on pandemic education, limited studies have specifically compared the experiences and practices of Filipino English language teachers working in both the Philippines and Thailand. The unique contexts of these two countries, including differences in educational policies, technological infrastructure, and learning delivery systems, may influence how teachers respond to educational disruptions. Understanding these similarities and differences is essential in identifying effective practices that can support English language teaching during future crises.

This study therefore aimed to examine the emerging English language teaching practices and the level of utilization of learning modalities among Filipino teachers in Thailand and the Philippines during the COVID-19 pandemic. Specifically, it sought to determine teachers' knowledge in terms of delivery of content, instructional material preparation, and assessment and evaluation; assess their utilization of modular, blended, and online learning modalities; identify significant differences between teachers in the two countries; and examine the relationship between knowledge of emerging practices and the utilization of learning modalities. The findings of this study may provide valuable insights for teachers, school leaders, curriculum planners, and future researchers in developing more responsive and resilient English language education programs during times of educational disruption.

METHODS

Research design

This study employed a mixed-method research design, integrating quantitative and qualitative approaches to obtain a comprehensive understanding of the emerging English language teaching practices and learning modalities utilized by Filipino teachers in Thailand and the Philippines during the COVID-19 pandemic. The quantitative component utilized a descriptive-comparative-correlational design to determine teachers' knowledge of emerging instructional practices, assess their utilization of learning modalities, compare the responses of teachers from the two countries, and examine the relationship between the variables. The qualitative component employed a thematic analysis of teachers' narratives to explore their

experiences and challenges encountered in delivering English instruction during the pandemic.

Participants and Sampling

The respondents consisted of eighty-five (85) Filipino English language teachers, including 50 teachers from the Division of Oriental Mindoro, Philippines, and 35 Overseas Filipino Teachers (OFTs) teaching in Bangkok, Prachuap Khiri Khan, and Samut Prakan, Thailand. Participants were actively engaged in distance learning during the School Year 2021–2022 and had experience in delivering English instruction using modular, blended, or online learning modalities.

For the qualitative phase, twelve (12) teachers were purposively selected, comprising six teachers from the Philippines and six from Thailand. The participants had at least three years of teaching experience and voluntarily participated in the interview to provide in-depth insights into their instructional experiences during the pandemic.

Instrument

Data were collected using a researcher-developed questionnaire consisting of two major sections. The first section measured teachers' knowledge of emerging instructional practices in terms of delivery of content, instructional material preparation, and assessment and evaluation. The second section assessed the level of utilization of three alternative learning modalities, namely modular learning, blended or hybrid learning, and online learning.

To enrich the quantitative findings, an open-ended interview guide was utilized to gather participants' experiences and challenges in implementing English language instruction during the pandemic. Interviews were conducted online through private messaging platforms to comply with health and safety protocols.

Data collection

After obtaining the necessary approval from the Graduate School, the researcher distributed the questionnaire through Google Forms. Participation was voluntary, and informed consent was obtained electronically before respondents proceeded with the survey. The online platform facilitated data collection while observing health protocols during the pandemic.

Qualitative responses were collected through online interviews using open-ended questions. Participants shared their experiences regarding English language teaching, instructional practices, and learning modality implementation during the COVID-19 pandemic.

Data analysis

Descriptive statistics, particularly the weighted mean, were used to determine teachers' knowledge of emerging teaching practices and their utilization of learning modalities. An independent samples t-test was employed to determine significant differences between teachers in Thailand and the Philippines, while Pearson's Product-Moment Correlation Coefficient (Pearson's *r*) was used to examine the relationship between emerging teaching practices and learning modality utilization.

Qualitative data were analyzed using thematic analysis following the framework of Braun and Clarke (2006). Responses were coded, categorized, and synthesized to identify recurring themes that described teachers' experiences and challenges during the implementation of distance learning.

RESULTS

Knowledge Level of Teachers on Emerging English Language Teaching Practices

The findings revealed that Filipino English language teachers in both Thailand and the Philippines demonstrated a high level of knowledge regarding emerging English language teaching practices during the COVID-19 pandemic. Teachers from Thailand obtained an overall mean of 2.97 for delivery of content, 3.36 for instructional material preparation, and 3.14 for assessment and evaluation. In comparison, teachers in the Philippines obtained overall means of 2.90, 2.84, and 2.86, respectively. These results indicate that teachers in both countries were knowledgeable in adapting instructional delivery, preparing learning resources, and implementing assessment strategies during emergency remote teaching.

Table 1. Knowledge Level of Teachers on Emerging English Language Teaching Practices

Variable	Thailand	Interpretation	Philippines	Interpretation
Delivery of Content	2.97	High Extent	2.90	High Extent
Instructional Material Preparation	3.36	Very High Extent	2.84	High Extent
Assessment and Evaluation	3.14	High Extent	2.86	High Extent

Among teachers in Thailand, the highest-rated practices were the use of media-assisted instruction and guided instruction, whereas teachers in the Philippines rated communication through phone calls and home visits as their most frequently practiced strategy. Both groups reported the least utilization of radio- and television-based instructional delivery.

Level of Utilization of Learning Modalities in Teaching English

Teachers employed different learning modalities depending on the educational context and available resources. Teachers in Thailand reported a high level of utilization of modular learning (3.11) and blended learning (3.24), while online learning registered a very high level (3.37). Conversely, teachers in the Philippines demonstrated a very high utilization of modular learning (3.49), a high utilization of blended learning (2.58), and a low utilization of online learning (2.18). These findings suggest that the availability of technological infrastructure and internet connectivity influenced teachers' preference for learning modalities.

Table 2. Level of Utilization of learning modalities in teaching English

Learning modality	Thailand	Interpretation	Philippines	Interpretation
Modular Learning	3.11	High	3.49	Very High
Blended/Hybrid Learning	3.24	High	2.58	High

Online Learning	3.37	Very High	2.18	Low
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Differences in Teachers' Knowledge of Emerging Practices

The comparative analysis revealed that instructional material preparation significantly differed between teachers in Thailand and the Philippines ($t = 4.5668$), leading to the rejection of the null hypothesis. However, no significant differences were found in delivery of content and assessment and evaluation, indicating that teachers from both countries possessed comparable knowledge in these aspects of English language teaching.

Differences in the Utilization of Learning Modalities

Statistical analysis further showed significant differences in the utilization of all three learning modalities. Significant differences were observed in modular learning ($t = 3.4471$), blended learning ($t = 4.1681$), and online learning ($t = 6.8971$). These findings demonstrate that teachers' instructional approaches differed according to the educational environments and technological resources available in their respective countries.

Relationship Between Emerging Practices and Learning Modalities

Correlation analysis showed that, among teachers in the Philippines, knowledge of delivery of content had a significant positive relationship with the utilization of modular learning ($r = .4121$). However, no significant relationships were found between instructional material preparation or assessment and evaluation and the different learning modalities. This suggests that teachers' competence in delivering instruction contributed to the effective implementation of modular learning, while other instructional dimensions were not significantly associated with the utilization of learning modalities.

Emerging Themes from Teachers' Experiences

The qualitative findings generated three major themes describing teachers' experiences during the COVID-19 pandemic:

1. Flexibility in Teaching Design, Delivery, and Assessment – Teachers continuously modified instructional strategies, learning activities, and assessment methods to address the demands of remote education.
2. The Role of Technology – Digital platforms and communication technologies became essential tools for lesson delivery, collaboration, and assessment despite challenges related to internet connectivity and technological competence.
3. Learners' Learning Environment – Teachers emphasized that students' home environments, parental support, availability of learning resources, and financial capacity greatly influenced learning outcomes during distance education.

Additionally, participants identified several challenges in implementing different learning modalities, including inadequate technological resources, unstable internet connectivity, financial constraints associated with printing self-learning modules, and limited parental support. Nevertheless, these experiences encouraged teachers to develop innovative pedagogical approaches, participate in professional development activities, and strengthen their adaptability in delivering English language instruction.

DISCUSSION

The findings of this study demonstrate that Filipino English language teachers in both Thailand and the Philippines possessed a high level of knowledge of emerging English language teaching practices during the COVID-19 pandemic. Teachers effectively adapted their instructional delivery, instructional material preparation, and assessment strategies despite the abrupt transition from face-to-face to distance learning. This finding supports the work of Hodges et al. (2020), who emphasized that teachers worldwide rapidly adjusted their pedagogical approaches through emergency remote teaching to sustain learning continuity. Likewise, Dayagbil et al. (2021) reported that teachers became more resourceful in developing innovative instructional strategies despite limited preparation for online and distance education.

The study also revealed differences in the utilization of learning modalities between teachers in Thailand and the Philippines. Teachers in Thailand reported greater utilization of online learning, while teachers in the Philippines relied more heavily on modular learning. These differences may be attributed to variations in technological infrastructure, internet accessibility, institutional support, and national educational policies implemented during the pandemic. In Thailand, schools had relatively greater access to digital learning platforms and internet connectivity, enabling teachers to integrate synchronous and asynchronous online instruction. In contrast, many schools in the Philippines adopted printed self-learning modules to ensure educational continuity, particularly in geographically isolated and disadvantaged communities where internet access remained limited. These findings are consistent with UNESCO (2020) and the Department of Education (2020), which recognized modular distance learning as the primary learning delivery modality in many Philippine public schools during the pandemic.

The significant difference in instructional material preparation suggests that teachers working in different educational contexts developed instructional resources according to the learning delivery systems adopted in their respective countries. Teachers in Thailand frequently prepared digital learning materials suitable for online instruction, whereas teachers in the Philippines focused on developing printed modules, activity sheets, and other offline instructional resources. Nevertheless, the absence of significant differences in delivery of content and assessment practices indicates that Filipino teachers, regardless of their workplace, demonstrated similar professional competence in facilitating student learning. This finding highlights the adaptability and resilience of Filipino educators in responding to educational disruptions while maintaining instructional quality.

The positive relationship between teachers' knowledge of emerging instructional practices and their utilization of learning modalities further emphasizes the importance of teacher competence in ensuring effective learning delivery during crises. Teachers with greater pedagogical knowledge were more capable of selecting appropriate instructional strategies and maximizing available learning modalities to address students' diverse learning needs. This finding aligns with the Technological Pedagogical Content Knowledge (TPACK) Framework, which asserts that effective technology integration depends on teachers' ability to combine content knowledge, pedagogical expertise, and technological competence. As teachers become more proficient in these interconnected domains, they are better equipped to implement flexible and learner-centered instructional approaches.

The qualitative findings reinforce the quantitative results by illustrating teachers' lived experiences during the pandemic. Participants described how they continuously redesigned lessons, modified assessment strategies, and utilized various communication platforms to maintain learner engagement despite numerous challenges. Teachers likewise emphasized that the success of distance learning largely depended on students' home learning environments, parental involvement, internet connectivity, and access to

technological resources. These experiences demonstrate that effective education during emergencies requires collaboration among schools, families, and communities rather than relying solely on teachers' instructional capabilities.

Despite numerous challenges, the pandemic became an opportunity for teachers to strengthen their technological competence, instructional creativity, and professional resilience. The rapid adoption of digital platforms, blended instructional strategies, and alternative assessment methods reflects the evolving role of English language teachers in responding to future educational disruptions. Consequently, educational institutions should continue investing in teacher professional development, digital infrastructure, and flexible learning systems that promote equitable and sustainable education beyond the pandemic.

CONCLUSION

The findings of this study indicate that Filipino English language teachers in both Thailand and the Philippines demonstrated a high level of knowledge of emerging English language teaching practices during the COVID-19 pandemic, particularly in the areas of content delivery, instructional material preparation, and assessment and evaluation. Despite differences in educational contexts, teachers in both countries effectively adapted to the demands of remote and flexible learning. However, variations were observed in the utilization of learning modalities, with teachers in Thailand relying more on online learning, while teachers in the Philippines utilized modular learning to a greater extent. Significant differences were also found in instructional material preparation and in the utilization of learning modalities, reflecting the influence of contextual factors such as available resources, technological infrastructure, and institutional support. Furthermore, the study established a significant positive relationship between teachers' knowledge of emerging instructional practices and their utilization of learning modalities, emphasizing that pedagogical competence contributes to the effective implementation of flexible teaching approaches. Nevertheless, teachers encountered several challenges, including limited technological resources, internet connectivity issues, varying levels of technological literacy, and financial constraints in the production and distribution of learning materials. These findings underscore the importance of equipping teachers with the necessary knowledge, skills, and resources to sustain quality instruction during times of educational disruption.

Based on these conclusions, it is recommended that educational institutions and policymakers continue to strengthen teachers' professional development through sustained training on innovative instructional practices, technology integration, and alternative learning modalities. Schools should also invest in the development of high-quality instructional materials, improve access to technological resources and reliable internet connectivity, and establish comprehensive assessment systems that remain valid and effective under different learning environments. In addition, institutional preparedness plans should be developed to ensure continuity of instruction during future emergencies or crises. Future researchers may expand this study by involving a larger and more diverse group of participants, including teachers from other regions or countries, and by examining additional factors that influence the successful implementation of emerging teaching practices and learning modalities beyond the COVID-19 pandemic.

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Conflict of interest

The researcher declares that there are no conflicts of interest related to the conduct, authorship, or publication of this study.

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