Research Article

A Personal Narrative Experience of Teachers Teaching Purposive Communication During the New Normal Education

Fahad Abdul Salendab*, Saiden Panggo Akmad

Education, Sultan Kudarat State University-Kalamansig Campus, Poblacion, Kalamansig, Sultan Kudarat, Philippines

ABSTRACT

This study explored the teachers' teaching experiences in purposive communication during the new normal education setup at Sultan Kudarat State University-Kalamansig Campus. Qualitative research design using the narrative research methods was the research design of this study. It used non-probability purposive sampling as the sampling technique. There were five (5) teachers handling purposive communication. Moreover, this study employed a semi-structured interview guide with open-ended questions. The data were analyzed using Colizzi's thematic analysis.

The teachers' experiences teaching purposive communication seem fruitful and efficient for students learning. Classes were conducted using the blended learning approach. Due to internet connectivity issues, Asynchronous was the typical learning mode than synchronous session. Further, the learning assessment was found to be unauthentic because it was conducted using asynchronous mode. Internet connectivity and power interruptions were the greatest challenges ever experienced by the teachers. Their coping mechanism included psychological health and well-being and proactive and approach-oriented application. The use of a personal budget is also included.

It is concluded that teachers have issues in lesson planning, classroom management, internet connectivity, and managing students' virtual behavior in the new normal environment. Teachers have utilized a variety of strategies to overcome difficulties.

It is recommended that the institution should provide planning programs as a foundation for new normal teaching and perform a series of studies on instructors' experiences in the new normal educational scheme. The faculty should evaluate the practicability of their teaching methods to satisfy the needs of students with diverse cultures during the new normal.

Keywords: *Narrative Experiences, New Normal Education, Purposive Communication, Teachers*

Introduction

The COVID-19 pandemic has transformed the previous normal into the new normal worldwide. It has dramatically altered how we communicate and interact with one another and affected everyone's lives. Because of its impact, most industries have adopted a new strategy to survive this pandemic. Particularly, educational institutions such as schools, colleges, and universities have developed a new academic operation scheme to combat learning loss, while millions of schools have closed due to this pandemic. With the transition to online and distance learning, good communication is more important than ever.

The disruption caused by COVID-19 to the educational system is of a level colleges must address as quickly as feasible. Higher education institutions are urged to establish a resilient learning system employing evidence-based and needs-based data to implement responsive and proactive solutions.

Furthermore, the teacher, the primary key to learning institutions' success, plays a critical role in shaping students' futures in times of crisis and conflict. They make learning possible no matter what the setting is. Also, a teacher is one of the most important inputs in any educational system. Effective communication has become more critical with the shift to online and remote learning. Teachers must be well-equipped with the skills and knowledge to teach purposive communication with their students in the new normal.

Teaching purposive communication in the new normal is essential for various reasons. Since the pandemic has shifted most of our contacts online, teachers must equip their students with the skills and resources necessary to communicate effectively.

Purposive communication emphasizes the significance of having a specific aim or target in mind when speaking, which is crucial in today's world of limited time and attention. Furthermore, speaking purposefully helps students become more successful communicators and critical thinkers. Students will learn to evaluate and explain their ideas, assess their audience, and change their message accordingly (Avila, 2020). Teachers must teach purposive

communication to assist students in becoming good communicators in the new normal.

In the new normal, teachers must be skilled in various communication channels, including email, video conferencing, and instant messaging. They must be able to modify their communication approach to the needs and preferences of their students. According to Tumapon (2020), a new platform design for learning poses obstacles for teachers and students, resulting in a dramatic shift in the teaching-learning process. He says the transition to online learning necessitates new and effective instructional methods.

However, the shift to online or hybrid learning has resulted in several voids and obstacles in teaching crucial communication skills in the new normal. Some blocks are technical issues, restricted engagement, time management, lack of feedback, and social isolation. According to reports, teachers need help adjusting to the new normal and making necessary adjustments. Higher education institutions may have opted for modular learning but incorporate technology-based flexible or blended learning. Bingimlas (2009), for instance, identified three obstacles to teachers' preparedness for technology integration: a lack of confidence, incompetence, and access to resources. It is possible to consider teaching skills, infrastructure, budget allocation, teacher confidence, technical support, workload, access to technology, teacher practices, the nature of the curriculum, and the peer support system.

Another problem that must be considered is teachers' teaching methods and strategies. According to Loyola (2018), traditional techniques for teaching communication courses have yet to produce proficient English speakers and readers who can talk and read English independently and confidently outside of the classroom. He noted that remote learning and translation methods are routinely employed to teach essential subjects, but students must acquire adequate abilities.

Another area for improvement is the extremely limited resources. According to Madruino et al. (2016), one of the primary reasons for students' weak communication and reading abilities is the approaches adopted by

English teachers. The majority of teachers employ traditional lecture-based methods to teach English courses in their classrooms and need more indication of good planning, according to the authors.

With these concerns and challenges in mind, the researchers explored the experiences of instructors teaching the subject of purposive communication, which might serve as a foundation for enhancing communication skills among students and pedagogical practices among teachers.

Statement of the Problem

This study explored the teachers' teaching experiences in purposive communication during the new normal education setup at Sultan Kudarat State University-Kalamansig Campus.

Specifically, this study sought to answer the following questions:
1. How may teachers' experiences teaching purposive communication to non-teacher education students be described in their lesson preparation, actual teaching, and learning assessment?
2. What are the challenges experienced by the teachers in teaching purposive communication?
3. What are the teachers' coping mechanisms?

Review of Related Literature
The New Normal as COVID Educational Plans

Under the context of the new normal, the situation provides a unique challenge to the decision-making of every educational leader. To preserve a high standard of education in every school, this article explores the opportunities for responding to issues, obstacles, and trends that have emerged and will continue to emerge due to the COVID-19 epidemic.

The authors are enthusiastic about current and upcoming trends in new normal education. According to Karalis (2020), the implications for the day after, i.e., what adjustments should be made, the scope of the situation, and defining the fundamental dimensions of education and learning in formal education systems and organizations in the face of educational disruptions, are worth studying after the return to normalcy.

In public and private institutions, physical distancing and wearing face masks are required anytime lessons resume or begin. Internationally, governments have developed legislation and standards for implementing physical distancing to reduce the pandemic curve (Greenstone & Nigam, 2020).

Also, using face masks or even personal protective equipment (PPE) as a public health intervention would break the transmission chain and prevent the spread of infectious diseases (Huang, 2020). Before entering schools, kids, teachers, and non-teaching staff should wear face masks and maintain physical separation. In addition, employees must comply with severe hygiene standards, health protocols, and other preventive measures, such as contact tracking, foot baths, sanitation, and frequent handwashing. Reducing the student-teacher ratio is one of the challenges facing schools, resulting in a scarcity of classrooms and other physical plants and facilities, a teacher shortage, and a lack of teaching materials. Public health is, however, a concern. In light of this, it is recommended that all educational institutions develop processes and rules regarding physical separation and face masks.

As a result of the government's lockdown program, everyone is now confined to their homes. However, education should not cease. Diverse nations worldwide have developed various measures to maintain the education system throughout the pandemic, such as implementing online learning. Google, television broadcasts, guidelines, resources, video courses, and online channels are included (UNESCO, 2020). With schools reopening for the next school year, it is crucial to assess how they will continue to meet their mission of providing all students with a quality education. As school is a public environment where overcrowding is unavoidable, and children are at risk, there is a need to improve education delivery by permitting online learning platforms. Several educational sectors in the Philippines have offered numerous unique programs. The Department of Education emphasized that this does not necessarily imply that teachers and students will visit schools and learn in traditional classrooms, and it devised several methods to make online learning a viable alternative

in this new learning environment (DepEd, 2020).

Similarly, virtual classrooms will become the standard in colleges and universities. The Council on Higher Education suggested enhancing online and blended learning platforms like Google Classroom, Messenger, Zoom, Edmodo, Facebook, and YouTube (CHED, 2020). In addition, both will employ a variety of instructional modalities, including but not limited to face-to-face, blended, and distance learning, as well as home-schooling and other instructional methods (CHED, 2020; DepEd, 2020).

However, implementation would present challenges for economically disadvantaged students with a limited Internet connection and a need for mobile devices. According to a 2017 survey by Akamai, the Philippines has the lowest internet connectivity in Asia. Inequity gaps, student security, safety, decreased learning quality, and low assessment scores may also be included (Winthrop, 2020). Modifications to the grading system, appraisal, and assessment of student achievement will also provide issues for administrators. In addition, laboratory activities in science and other performance-based subjects, such as Physical Education, culture, and the arts, would be limited to paper-and-pencil testing unless schools require pupils to be physically present for performance assessments. In addition, school-sponsored extracurricular activities such as scouts, proms, intramural sports, tournaments, and foundation days will be scaled back or eliminated.

Training in online education, blended learning, and remote learning is necessary for teachers to adapt to the new instructional approach (Toquero, 2020). The educational and technological skills of educators should be improved. With this change to the new norm, from the four walls of the classroom to the limits of virtual reality, every educational institution must evaluate the efficacy of online learning in delivering a high-quality, outcomes-based education to students (Basilaia & Kvavadze, 2020).

The Teacher in the Teaching-Learning Process

Critical to the conceptualization and execution of an effective teaching-learning process is the teacher. One of the methods through which a learning institution, especially a higher education institution, may accomplish its instructional goals and objectives. According to Hanushek (2011), teachers are the most important aspect of the student learning process. As they promote knowledge transfer from professors to students, they are usually regarded as the foundation of any educational system.

Instructors use instructional strategies to aid students in becoming more independent and strategic learners. When students choose the most applicable strategy and apply them to assignments, they become effective learning strategies. Engaging students and assisting them in concentrating and integrating information for understanding and retention can be accomplished through instructional strategies (Francisco & Celon, 2020). National policies have been affected by the growing realization that teachers play a crucial role in defining the output quality of educational institutions and that the key to a high-quality education lies in the quality of instructors.

As observed by Malite et al. (2011) also expressed the same idea artistically: "It is a universal truth that the quality of students is directly proportional to the quality of teachers, who must be highly qualified or have a high level of professional progress." Change is essential in the curriculum of the twenty-first century to adopt more effective teaching ways and concepts, which will test instructors' teaching skills and abilities once more. A good educator is more than that; they are more than that. According to numerous research, the characteristics of a great teacher are diverse and complex (Bullock, 2015).

Problems and Challenges in Teaching Purposive Communication

According to Eustaquio (2020), Purposive Communication (PC), the single language and communication course in the new general education curriculum, offers numerous opportunities for skill development. PC is a three-unit course based on the CHED curriculum that develops students' ability to communicate effectively in English and their multicultural and intercultural awareness while remaining rooted in their own cultures through the completion of multimodal tasks and projects that provide

them with opportunities to use the English language effectively.

In addition, students will be exposed to global knowledge domains while operating locally, facilitating globalization in all course components. In addition, the course equips students with the skills required to assess diverse texts critically and emphasizes the power of language and the influence of images to emphasize the importance of communicating messages ethically. Under Outcomes-Based Education, a learner-centered educational strategy that emphasizes students' learning goals (Teodorescu, 2010), the Purposive Communication course emphasizes specific learning outcomes for each topic covered in its syllabus. Similarly, while traditional general English courses emphasize all four language skills (listening, reading, speaking, and writing), the former English for Specific Purposes (ESP) and now Purposive Communication courses emphasize only those skills known to be relevant to the learner's intended profession, making the course learner-specific and outcome-based (Teodorescu, 2010 & Eustaquio, 2020).

Purposive Communication in the Twenty-First Century combines a socio-cognitive transformational paradigm with English as a Second Language training to ensure the multiliterate lifelong learning objective of the twenty-first century is achieved. Today, engineers, graduates, and technicians, among others, want to solve every problem precisely, which is only achievable through excellent communication.

Communication is crucial to the holistic development of students. Learners communicate as their natural means of survival and interaction with others. People made communication and discourse more engaging with the emergence of modern technologies as the world entered a new era dominated by the expanding educational system.

Purposive communication ensures a non-education student's English proficiency and competency. Armed with the course objectives outlined by the CHED, Purposive communication will continue to pursue its primary mission. In keeping with this, the instructor must incorporate a realistic simulation to reinforce the principles discussed in class. Using a variety of tactics will enhance the course's goals by

shaping and directing the students toward excellent English communication.

In this method, the learners can easily apply the acquired knowledge to their area of competence. According to Alismail and McGuire (2015), communication is one of the essential skills that learners in the 21st century should cultivate. Muego, Acido, and Lusung-Oyzon (2016) contend that developing excellent oral and written communication skills among Filipino learners, particularly in tertiary education, is essential for success in school and the contemporary workplace. Filipino students must be proficient in English as one of the country's official languages. Similarly, Separa, Gerales, and Medina (2019) assert that English is the language of science, education, politics, and business. In addition, English is the medium of instruction for higher education in Filipino tertiary institutions; hence, better English language and communication skills are essential for academic success.

Methods
This study employed a qualitative research design using narrative research methods. A qualitative study is an inquiry approach to comprehending a social or human problem based on constructing a comprehensive, holistic picture using words, relaying the specific perspectives of informants, and is conducted in a natural context (Cresswell, 2018). Because the study aims to explore the teachers' teaching experiences in purposive communication during the new normal education setup at Sultan Kudarat State University-Kalamansig Campus, this design is deemed appropriate. Its design assisted in describing the nature of the situation as it existed at the time of the study and in investigating the reasons for a specific phenomenon.

Participants
Five (5) teachers handling purposive communication subjects were the respondents of this study. These teachers dealt with BS in Biology, Fisheries, and Information Technology students. Five (5) participants would be acceptable, depending on the nature of the study (Dworkin, 2012). Participants were selected using the non-probability purposive sampling

technique as it is necessary for qualitative research.

Research Instrument

This study employed a semi-structured interview guide question containing open-ended questions that would elicit teachers' teaching experiences handling Purposive communication, including the challenges these teachers face and their coping mechanisms. The researchers formulated semi-structured interview guide questions upon reviewing the secondary data, such as related research articles and journals. Subject experts validated the usefulness and appropriateness of the instrument.

Data Analysis

The researchers employed the Thematic Analysis of Colizzi to describe the learning experiences of non-teacher education students in terms of preparation for learning the subject, participation in the class discussion, and the application of their learning, including the challenges experienced by these students. Colizzi's method of data analysis is a way of interpreting qualitative research data. It aims to extract meaning from transcribed data by identifying meaningful information and organizing it into themes or groups.

Result and Discussion

Table 1. Teachers' Experiences in Teaching Purposive Communication Relative to Lesson Preparation

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
consider their knowledge and skills, including their needs in their field of expertise.	TR 2	Taking into consideration the students' need	Learner's need	In preparation for the conduct of classes, the teacher considers the learners' need to be integrated into the topics and sub-topics. Also, the course syllabus must undergo rigorous revision to ensure quality education.
It is important to access resources that match their needs in their field of expertise, particularly in preparing the lesson.	TR 1	Preparation of the lesson	Preparation of the lessons	
Preparing the content and knowledge to be imparted through syllabus-making is important.	TR 4	Preparing the topics and sub-topics to be included	Preparing the topics/sub-topics to be included	
Major syllabus revision since the program chairman of non-education students will approve this. In the revision process, it takes time to revise the syllabus following the suggestions and recommendations of the program chairman.	TR 3	Revision of the course syllabus	Revision of course syllabus	

Salendab (2021) asserts that teachers are the most critical component of the student learning process. They are commonly acknowledged as the bedrock of any educational system, as they facilitate knowledge transfer from professors to pupils. Although teachers are deemed to be the facilitator of learning, they cannot remove the impact of teachers' teaching process on students' learning. Teachers tend to employ different strategies and prepare their lessons to deliver a lesson effectively. In preparation for the conduct of classes, the teacher considers the learners' need to be integrated into the topics and sub-topics. Also, the course

syllabus must undergo rigorous revision to ensure quality education.

"consider their knowledge and skills including their needs in their field of expertise. "(TR2)

"It is important to access resources that could match with their needs in their field of expertise, particularly on the preparation of the lesson" (TR 4)

Philippine Educational system puts students/learners at the center of the educative process; hence teachers must consider the needs and capabilities of every student for it to be congruent with the learning objectives, activities, and requirements. This method also assures various learning activities addressing every learning style in a classroom discussion.

Additionally, when editing and submitting course syllabi, there is a process to follow, and various editing stages are present. Similarly, students' needs and capabilities are also considered when crafting the course syllabus.

"It is important to prepare the content and knowledge to be imparted thru syllabus making" (TR2)

"Major syllabus revision since this will be approved by the program chairman of non-education students. In the revision process, it takes time to revise the syllabus following the suggestions and recommendations of the program chairman." (TR3).

Thus, making the whole lesson preparation fruitful and efficient for students learning. Hence, when teachers employ instructional tactics to assist students in developing into more self-sufficient and tactical learners, when students select the most appropriate techniques and apply them to assignments, they become successful learning strategies. (Francisco and Celon, 2020).

Table 2. Teachers' Experiences in Teaching Purposive Communication Relative to Actual Teaching

Significant Statement	Participants	Formulated meaning	Concepts	Categories/themes
mode of delivery is a flexible and modular learning approach, and internet connectivity is a huge problem in the conduct of classes.	TR 5	Blended learning is used for the conduct of classes.	Blended learning is the mode of learning.	Classes are conducted through a Blended learning approach. Asynchronous sessions are often used more than that Synchronous sessions because of slow internet connectivity in the area.
Conduct of classes is through asynchronous meetings because not all can access the internet, especially if the students are from flung areas.	TR 2	Specifically the Asynchronous session	The asynchronous session is often used more than a Synchronous session.	
. I cannot conduct my formative and summative assessment thru synchronous sessions due to poor internet connectivity. With this, it will compromise the authenticity of the assessment process.	TR 1	Internet connectivity compromises the conduct of assessment	A slow internet connection is one of the problems in conducting classes.	
Students cannot demonstrate their actual knowledge and skills because of this problem.	TR 3	The result of not being able to conduct authentic assessments	Answers on tasks can be googled, resulting in unauthentic assessment results.	
This results in low motivation and low satisfaction among non-education students, resulting in poor performance of the students.	TR 4	The low motivation of non-students in learning purposive communication	Students' low self-esteem.	

The deadly virus may have hampered the continuity of the educative process, but the education sectors have resorted to blended learning to ensure the continuity of the education process. Classes are conducted through a Blended learning approach. Asynchronous sessions are often used more than that Synchronous sessions because of slow internet connectivity in the area.

"mode of delivery is flexible and modular learning approach, internet connectivity is the huge problem in the conduct of classes." (TR5)

"conduct of classes is through the asynchronous meeting because not all can access the internet especially if the students are from flung areas." (TR 2)

"I cannot conduct my formative and summative assessment thru synchronous session due to poor internet connectivity. With this, it will compromise the authenticity of the assessment process." (TR 1)

Also, this type of educative process has a negative impact on students. Some of them need more motivation to learn as they can easily browse the answers for their quizzes on Google, Thus resulting in their poor performance.

"This results in the low motivation and low satisfaction of non-education students, resulting in poor performance of the students" (TR 4)

"Students cannot demonstrate their actual knowledge and skills because of this problem."(TR 3)

Table 3. Teachers' Experiences in Teaching Purposive Communication Relative to Assessment of Learning

Significant Statement	Participants	Formulated Meaning	Concepts	Categories/Themes
The authenticity of the assessment matters. When the assessment is conducted thru an asynchronous mode of delivery, other students ask for help from their peers, friends, and family to answer the questions. The result needs to be more authentic.	TR 1	An asynchronous session compromises the authenticity of assessment results	The authenticity of the assessment is at stake	The authenticity of the assessment results, especially those done under asynchronous sessions, could be more reliable.
If the assessment was conducted thru a synchronous session, others are complaining because they could not understand the question due to poor internet connectivity and sometimes due to power interruption.	TR 2	Internet connectivity and sometimes power interruption hinders the easy access and flow of assessment conducted during	the synchronous session. Low internet connectivity and power interruptions hinder assessments conducted during synchronous sessions.	

The authenticity of the assessment matters. When the assessment is conducted through the asynchronous delivery mode, other students ask for help from their peers, friends, and family to answer the questions. The result needs to be more authentic.

"The authenticity of the assessment results, especially those are done under asynchronous sessions, is not reliable." (TR 1)

"If the assessment was conducted thru synchronous session, others are complaining because they could not understand the question due to poor internet connectivity *and sometimes due to power interruption." (TR 2)*

This is one of the cons of blended learning. Students rely more on Google than on themselves. Sometimes many take the educative process for granted by copy-pasting their answer without proper credit to avoid plagiarism.

Table 4. The Challenges Experienced by the Teachers in Teaching Purposive Communication

Significant Statement	Participants	Formulated meaning	Concepts	Categories/themes
The greatest challenge I have encountered is using technology since I need to learn how to use different learning platforms.	TR5	Computer literacy is one of the challenges of teachers in the paradigm shift.	Teacher's lack of experience in the use of technology	The immediate paradigm shift in the educational process made the teachers suffer from the lack of computer literacy, which has been a great challenge in continuing classes.
Internet connectivity and power interruption in our area also need to be addressed.	TR3	Internet connectivity and power interruption are hindrances in conducting an online class.	Some hindrances in the teaching and learning process	
Some also needed to learn how to use technology and learning platforms.	TR2	Students and teachers alike are having difficulties accessing online classes.	Students also need more experience in the use of technology.	
They are asking me how to do this and use media platforms, but the answers that they are getting from me are very limited due to my little knowledge of technology.	TR1	The limited computer literacy of some teachers imposes a great challenge in conducting classes.	The result of the lack of experience in handling technology by both teachers and students	

The immediate paradigm shifts in the educational process made the teachers suffer from the lack of computer literacy, which has been a great challenge in continuing classes. The pre-pandemic educational process mostly relies on face-to-face classes, where teachers have been most comfortable. However, the sudden rise of the need to conduct classes via virtual learning could have improved the effectiveness of the teaching-learning process. In addition, most of the teachers need to be more literate in computer platforms. Below are some of the teachers' narratives:

"I think the greatest challenge that I have encountered is on the use of technology since I am not aware of how to use the different learning platforms." (TR5)

"there were some also who do not know how to use technology and the learning platforms." (TR2)

Learning technology takes time, be it a student or a teacher. It cannot be learned in haste. However, it is advantageous if some teachers are knowledgeable enough and have become trainers to their fellow teaching personnel.

"They are asking me how to do this and that using media platform but the answers that they are getting from me is very limited due to limited knowledge on technology." (TR1)

Even though the idea and knowledge are limited, continuing the already hampered educational process is still useful. And all this is absent if the,

"Internet connectivity and power interruption in our area are also the issues that need to be addressed." (TR3)

In fulfilling the teaching profession in the normal, internet connectivity and power source are one of the most vital things to have. They are as important as the lessons themselves because teaching-learning can only be realized in the new normal with these two.

Table 5. The Teachers' Coping Mechanism

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
Asking for technical assistance from my colleagues is one of my coping mechanisms.	TR4	Asking for technical assistance to cope with the use of educational technology in the conduct of classes.	One of the prime coping mechanisms of a teacher	Teachers use their budget to accommodate the teaching-learning process to ensure quality education amidst the pandemic.
I also attended webinar sessions on flexible learning and the use of different learning platforms so that I could upgrade myself with this trend.	TR1	Teachers attend webinars and workshops to enhance their knowledge of using educational technology fully.	Attending webinars about flexible learning	
I also use my budget for the prepaid load to conduct classes and meet with the students virtually.	TR5	Inevitable use of personal expenses to sustain the teaching-learning process.	The use of personal finances to accommodate teaching and learning.	

Teaching is frequently ranked as one of the most stressful occupations, and being a language instructor presents its own set of particular difficulties. The response to the Covid-19 outbreak has spawned a slew of additional pressures for instructors, including challenges associated with the hasty transition to online language instruction (Salendab, 2021).

Teachers are coping to the best of their abilities through various approaches. Regarding psychological health and well-being, coping mechanisms that are more proactive and approach-oriented, that address the challenges brought about by the circumstance, including the emotions evoked, are associated with more favorable outcomes. To express some of the actions made by the teacher to cope with today's educational paradigm shift are as follows:

"Asking for technical assistance from my colleagues is one of my coping mechanisms." (TR4)

"I also attended webinar sessions on flexible learning and the use of different learning platforms so that I can upgrade myself with this trend." (TR1)

"I also use my budget for the prepaid load to conduct classes and meet with the students virtually." (TR5)

Predominantly, teachers with years of experience rely solely on the conventional teaching mode where computer literacy needs to be integrated. However, due to the rapid change in the learning platform, teachers must practice

and develop their computer literacy skills to merge into the world of educational technology. Aside from this, the teacher has to spend his money to finance the webinar sessions to expand his knowledge about flexible learning and the new educational trends to fully equip himself with the new normal educational scheme.

Conclusion

Based on the data, it can be inferred that teachers have issues in lesson planning, classroom management, internet connectivity, and managing students' virtual behavior in the new normal environment. Instructors have utilized a variety of strategies to overcome difficulties. It provides options for boosting the environment, online professional development, web-based evaluation, and teaching-learning in a new normal educational scheme. Even with the challenges they experience, teachers continue to manage with the underused ordinary to assess students' learning progress. Colleges and universities provide programs, events, and initiatives for a new standard educational plan.

It is recommended that the institution should provide planning programs as a foundation for new normal teaching and perform a series of studies on instructors' experiences in the new normal educational scheme. Moreover, Sultan Kudarat State University shall conduct a series of seminars and training for the faculty, review the current prospectus to adapt its evaluation procedures to a flexible learning environment, and recommend adequate management and provision. The faculty should evaluate the practicability of their teaching methods to satisfy the needs and demands of students with diverse cultures during the educational crisis. During this pandemic, teachers should also ensure that no student should be left behind and that teaching materials are tailored based on the needs of these students.

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