



## Learning continuity framework for oral competence in English during distance education

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### Abstract

This transcendental phenomenological research was done through qualitative study which examined the lived experiences of the Grade 11 senior high school learners in acquiring oral competence in English during the pandemic. This study was conducted to note possible improvements in developing a learning continuity plan that will aid educators in maintaining students' retention and persistence in distance learning. Ethical considerations outlined by Creswell (2009) [9] including capacity, information, and voluntariness were utilized. Participants' experiences, which influenced learning, engagement, and strategies in oral learning of the English language were the main data and triangulated by observation and memoing. Data were analyzed through thematic content analysis following the phenomenological concept of experience as the analytical framework of the study. Findings revealed that emerging factors influencing language learning in distance education include experience, strategies, and situation. Moreover, emerging themes corresponding to strategies in acquiring oral competence are actual practice, gadget-aided, and print material aided. Hence, these were incorporated in the proposed model to enhance the basic learning continuity plan in teaching English to particularly develop oral competence in times of crisis like the COVID-19 pandemic.

**Keywords:** transcendental phenomenology, oral competence, learning factors, learning strategies, covid-19 pandemic

### Introduction

Teaching and learning oral competence in the use of the English language is critical since according to Lise and Oda (2021) [20], this constitutes an important part of being a proficient language user, which consequently has an impact in one's profession along the way. However, when the teaching of English language shifted to non-face-to-face instruction because of the COVID-19 pandemic, Ramos and Baldespiñosa (2021) said that there is a need to shift on how to teach and learn oral competence in order to suit with the fitted strategies. Hence, it is on this premise that the study was conducted to know how students get through in learning oral competence in English during distance learning to craft a teaching framework that will aid learners to master the necessary skills in English.

Globally, the process of teaching and learning becomes exploratory among educators in the academic institutions as COVID-19 pandemic brought significant disruptions to school attendance in the history of humanity according to Lincényi and Mindár (2022) [19]. This is why Andales *et al.* (2022) [3, 4] reported navigating learning during the COVID-19 pandemic is vital to continue instruction. Relevant to this, Velásquez-Rojas, Zacharías, and Laguna (2022) [34] pointed out that the abrupt changes have presented enormous challenges for all actors in the educational process, who had to overcome multiple difficulties and incorporate new strategies and tools to construct new knowledge.

In the case of the Philippines, it is notable that the coming of COVID-19 pandemic has added more issues of which according to Canque, Derasin, and Pinatil (2021) [7], after the Department of Education (DepEd) made a significant leap in education to a new learning scheme – implementing

the K+12 curriculum. Hence, the sudden shift into non-face-to-face instruction for senior high school learners has never been carefully planned nor thoroughly conceived as reflected in the absence of an instructional framework for distance education in teaching the English language.

In response to the current situation that the educational system is facing, the DepEd provide Self-Learning Modules (SLMs) as an alternative learning delivery mode offered for various types of learners across the country. The integration of SLMs with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help DepEd ensure that all learners have access to quality basic education for SY 2020-2021 with face-to-face classes still prohibited due to the public health situation.

Thus, the aim of this study is to determine the factors that influenced learners in acquiring oral competence in English language while in distance learning and discuss the strategies to create a teaching framework on learners' continuity plan. The integration of SLMs with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help DepEd ensure that all learners have access to quality basic education. Therefore, this study was conducted to know how students get through in learning oral competence in English during distance learning to craft different English teaching framework to aid learners in mastering the necessary skills in English.

### Method

#### Research design

This study utilized the Transcendental Phenomenology of Edmund Husserl. This aims to understand the participant's

experience of learning oral competence in English during distance education by setting aside all the pre-conceived ideas through unclouded glasses, thereby allowing the true meaning of phenomena to naturally emerge with and within their own identity (Moustakas, 1994) <sup>[25]</sup>.

**Context of the Study**

The study was conducted in Alcantara National High School, which is situated at the Southwestern part of the island province of Cebu in the Central Visayas Region in the Philippines. The school is approximately 84 kilometers from Cebu City and is considered as the only high school in the area, which offers senior high school levels.

**Study Participants**

The fifteen participants of the study were selected based on the concept of Yüksel and Yildirim (2015) <sup>[35]</sup> that they should be relatively in a homogenous group. This means that the study participants were identified based on the established selection criteria such as (a) enrolled in the general academic subject, (b) has access to internet connection, (c) has available home tutors, (d) demonstrates interest in learning English, and (e) has exposure and knowledge of technology. Moreover, these participants were informed clearly of the ethical considerations involved in study as outlined by Creswell (2009) <sup>[9]</sup> including capacity, information, and voluntariness.

**Data gathering procedures**

The study commenced after securing the permission from authorities. The primary data were gathered through the in-depth interview of the participants using the interview

guide. To maintain trustworthiness of the study, the primary data is triangulated with the supplemental data, which were taken through observation and memorizing. Moreover, the data from the in-depth interview were thoroughly transcribed and reviewed prior to the start of the data analysis and the anonymity is maintained using pseudonyms all throughout.

**Data analysis**

In addition, the thematic content analysis following the phenomenological concept of experience was adopted as the analytical framework of the study. The process includes (a) listing the experiences and relevant expressions including textual variation and structural description, (b) constructing of individual textural descriptions of participants, (c) constructing of individual structural descriptions, and (d) synthesizing the texture and structure into an expression.

**Findings and discussion**

**Factors influencing learners in learning english while in distance learning**

Based from the result of the study, three emerging factors influenced learners in learning the English language while in distance learning. These factors include experience, process, and situation along with its corresponding categories. Acquiring oral competence was developed based on students experience in communication with others. The strategies of acquiring oral competence is through collective and individualistic manner. Moreover, this is done either communicating with self or sharing experiences with others. The two common situations that were present in acquiring oral competence include the challenging circumstances and exploratory circumstances.

**Table 1:** Factors influencing Learners in Learning English during Distance Learning

Themes	Categories
Experience	<ul style="list-style-type: none"> <li>• Communicating with others</li> <li>• Communicating with self</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Collective</li> <li>• Individualistic</li> </ul>
Situation	<ul style="list-style-type: none"> <li>• Challenging circumstances</li> <li>• Exploratory circumstances</li> </ul>

Processes of acquiring oral competence in English during the pandemic has three emerging factors with corresponding underlying categories. The first theme is called actual practice, which is composed of two categories, the self-practice and pair-practice. The second emerging theme in this context is called gadget aided, which is composed of three categories including utilizing mobile phone, utilizing television, and utilizing radio. Lastly, the third emerging theme in this section is called print material aided, which is composed of two categories, the reading of non-fiction materials and the reading of fiction materials.

The global health crisis has stressed the vitality of proceeding studies in information technology and remote approaches as a channel for improving teachers’ teaching skills and learners’ learning expertise (Ali, 2020). Learning in “New Normal” period will be different from learning that is carried out as usual. Teachers should increase their competence in mastering various kinds of creative and innovative learning methods that suitable with their condition (Salim, 2020). Teachers can help students to reconstruct, change and develop their ideas, communicative skills and worldviews (Yavuz, *et al.*, 2019).

**Theme 1a: Experience**

The study demonstrates the crucial value of experience in learning. It is viewed as a way to immerse themselves and practice to improve oral competence. As Memon, *et al.* (2019) put it, it helps in triggering the language acquisition, and therefore, it is the best practice of language use. This concept is clearly exemplified in the quoted text from the participants.

“Tungod sa corona virus nga sakit na suspended ang amuang social life sa amuang pamilya ug sa tibouk kalibutan, nag sirado ang mga skuylahan, layo na pagpanarbaho ug lisud na sa part sa amuang ginikanan kay daghan sa silang gi huna-huna. (The corona virus disease pandemic has suspended family life and around the world, school closures, working remotely; physical distancing it is a lot to navigate for parents. – Respondent Mia)”

In this response, Mia the participant, pointed the fact that the pandemic resulted to social constraints such as the closures of schools of which has affected her experience of practicing and learning oral competence using the English language.

**Theme 2a: Strategies**

Moreover, the pandemic has pushed the participants to find their way along the learning process to improve their oral competence in English. Indeed, as Ramos and Baldespiñosa (2021) put it, the pandemic has unleashed creativity to strategize oneself to move forward. In this case, the participants maximized their resources to any available distance education programs or equipment such as interactive television (ITV), television, video, computer-based/internet. As expressed by the participants in the quoted texts, the concepts of strategies is more understood.

“Daghan kong gibuhat sa panahon sa pandemic arun lang maka-answer ug maka kat-un ko tungod kay walay maestra nga maka discuss namu, nagbasa kog libro, mutan-aw ug tv ng mga English series ug maminaw ug radio”. (I had a lot of strategies to continue learning even during the pandemic since there were no teachers that would guide us in answering our modules by reading books, watching television, listening to radios. Watching English TV series, listening to radio, reading some books, articles and etc.) – Respondent James

The ways that I did during the pandemic was (through) the internet, because it was the only way that I think it will make it easy to understand the English competence. – Respondent Henz

**Theme 3a: Situation**

In addition, the third emerging factor that influenced the participants’ learning is called situation. This emerging theme is consonant to the concept of Wang and Wu (2019) that language learning and acquisition is an extremely complex, psychological, physiological, and even social process (Wang and Wu, 2019), involving many factors such as the learning environment, the learner factors, the acquisition process, and the relationship between language itself and language acquisition. Hence, these were observed in the following quoted texts from their responses.

Because of the pandemic, we feel empowered in our social skills as we look for ways on how to manage for better learning. So, in my case, I do conversation with myself through the mirror and listen to how I sound like. However, sometimes it makes me think as if I am crazy. (smiling) – Respondent Jessa

Speaking and listening to other people in English helps to boost the faith you have in your abilities and vanish the doubts that are inside your head. But because the pandemic stopped me from interacting physically, I tried to look for alternative where I can still improve my oral competence so I just converse with . – Respondent Greg.

Clearly, these quoted texts provided the idea that the challenges met in the pandemic provided them the time to explore. Hence, the new situation created by the pandemic provided plenty of chances for these participants to learn creatively and achieve the desired competence. As what Andales *et al.* (2022) <sup>[3, 4]</sup> have claimed that challenging times like the existence of calamities such as the pandemic, learning is still navigable provided that the will to explore ways is inherent to those involved in the learning situation.

**Strategies of acquiring oral competence in english during the pandemic**

Furthermore, emerging themes showing the strategies of acquiring oral competence in English during the pandemic are also found in this study. These include actual practice,

gadget aided and print material aided. Processes of acquiring oral competence in English during the pandemic has three emerging themes with corresponding underlying categories. The first theme is called actual practice, which is composed of two categories, the self-practice and pair-practice. The second emerging theme in this context is called gadget aided, which is composed of three categories including utilizing mobile phone, utilizing television, and utilizing radio. Lastly, the third emerging theme in this section is called print material aided, which is composed of two categories, the reading of non-fiction materials and the reading of fiction materials.

**Table 2:** Strategies of Acquiring Oral Competence in English during the Pandemic

Themes	Categories
Actual Practice	<ul style="list-style-type: none"> <li>• Self-practice</li> <li>• Pair-practice</li> </ul>
Gadget Aided	<ul style="list-style-type: none"> <li>• Utilizing mobile phone</li> <li>• Utilizing television</li> <li>• Utilizing radio</li> </ul>
Print Material Aided	<ul style="list-style-type: none"> <li>• Reading non-fiction materials</li> <li>• Reading fiction materials</li> </ul>

**Theme 1b: Actual practice**

This theme points the fact that is emphasized by Sukasni (2017) that learning is a change in behavior, the process of reacting to all situations that exist around the individual, the process directed at a goal, the process of acting through various experiences, the process of seeing, observing, and understand something that is learned. The actual practice therefore is part of learning which is considered as the process of interaction of students with educators and learning resources in a learning environment. Learning persistence has gotten much attention since it is a multifaceted indication of a learner’s emotions, cognition, and actions. To maintain continuity in learning, it is a matter of constantly fighting against possible temptations and difficulties.

“My idea about acquiring oral competence is, it is based on the skills to understand, to express and to interpret thoughts, feelings and facts of oral written forms (listening, speaking, reading, and writing) in wide range of social context (personal and professional life, leisure and education), in agreement with the desires or needs of each person.” - (Respondent - Mary)

“Student speaking fluency, including enjoyable learning process, good self-motivation and, and support from our friends.” – (Respondent - Jean)

**Theme 2b: Gadget aided**

Multimedia technology empowers education, providing opportunities for interaction between teachers, student, and content that are flexible and authentic with digital tools often providing simulation opportunities to enhance learning (Douglas *et al.*, 2022). However, being in class does not mean that a student is fully engaged in learning, especially for remote students (Zhang *et al.*, 2022).

Furthermore, result of the study shows that communication skills are developed using mobile phone, watching movies, and listening to radio. The use of information and communication technologies (ICT) has been shown to contribute to improving the understanding of concepts

related to a specific subject, amplify the possible teaching strategies and contribute to students acquiring a dimension of greater responsibility towards their own teaching and learning process.

Moreover, the use of gadgets as an aid in acquiring oral competence in English has been particularly important during the COVID - 19 pandemic. According to Patricia B. Arinto, ICT integration in Philippine schools from a human development perspective, which renounce a narrow technology-centered approach to ICT integration in favor of a "people-centered" capacity-building approach. The e-learning will be continuous, and education will become more hybrid' (Adedoyin and Soykan 2020).

Aside from gadgets, printed materials are also used particularly during the pandemic since students are in modular learning. Giving them modules as guide in answering different task helps them acquire knowledge even for some it is difficult. Each week, students were provided with a variety of activities that helped to demonstrate or reinforce oral competence, understandings, and skills, related to that week's topic.

"Nagpadayun ko ug kat-un sa English language gamit ang akoang cellphone nga mag scroll pero dili ra ni mao akoang gibuhad, mubasa pud ko ug mga books diri sa balay or books online. (I continued acquiring the English language through scrolling on my phone aside from that to help me learn to improve my English communication skills, I also read books available at home and online. – Respondent - Joan)"

"There are numbers of online programs that does not only help you with proofreading, but they can also help you learn to improve your English communication skills. Leading the proofreading app opening are Grammarly and Prewriting Aid, which do much more than find typos and grammar mistakes" – (Respondent - Michel)

Most of the speaking activities used to develop the students' speaking skills in the distance learning environment are student-centered and task based. The students prepare the assigned topics at home in which case they have plenty of time to read about the topic, check the meanings of difficult words, summarize or synthesize information from different sources.

It has been accepted by language learners and teachers treated as an increasingly important tool for language development in modern society (Haryati, *et al.*, 2018). The process of acquiring oral competence can be individualistic and collective wherein they are communicating clearly on the nature of the resources such as their learning modules. To note that due to the challenging situation has changed the concept of traditional education, by creating flexibility without being limited by distance, space, and time. To convey their learning, educators must be able to innovate in their pedagogical approaches and in their teaching materials.

### **Theme 3b: Print material aided**

In order to overcome the COVID-19 disruption to education, the immediate response is to turn to distance and online learning. In fact, various opportunities have been introduced to the field of education to continue education practices during emergency circumstances and maximize different learning platforms.

"I read a lot of books and articles, as well as I watch videos and movies and listened to anything that had to do with English." – (Respondent - Rea).

"Sa panahon sa pandemic wala me maka adto sa kuylahan maong nangita nalang me ug ppaagi maka padayun ug kat-un sa pagtabi sa English. Some of the ways that I did was listing notes, reading books, watching movies and surfing in any internet flat forms." During pandemic we are not able to go to school that's why we make some ways to keep acquiring oral competences. Some of the ways that I did was listing notes, reading books, watching movies and surfing in any internet flat forms. – (Respondent – Clark).

However, dissatisfaction and concerns about the efficacy of modular learning have also been raised by teachers who were facing overwhelming and downright frustrating technical and pedagogical challenges in designing, developing, and delivering engaging experiences. The need to utilize evidence-based academic practice to improve modular learning, with innovative and progressive features of contemporary learning and teaching, such as those documented in case studies and providing performance task for learners (Parker, *et al.*, 2019).

The use of L1 in the English classroom has been and will remain an issue that everyone has an opinion about, either against or for it. Various studies have shown that students first language play an important part in the learning of target language (Zafar, *et al.*, 2018).

"Wala koy idea about oral competence. Lisud ang oral communication during pandemic. Wala me signal sa balay ug wala pud me libro nga mabasa. Ang modules ra amuang guide basta maka answer lang me. (I do not have any idea about oral competence. It is very difficult to study oral communication during the pandemic. We do not have signal and books to read, we only use the modules as a guide for us to answer – Respondent – James)."

"During pandemic we were not able to go to school that's why we make some ways to keep acquiring oral competences. Some of the ways that I did was listing notes, reading books, watching movies and surfing in any internet flat forms" – (Respondent - John)

To date, learner-content interaction engages students with the different instructional materials and planned activities carried out from their modules. The utilization of these printed materials facilitates learning while they are staying at home, thus innovative pedagogical approaches are possible in completely distance environment.

Before the pandemic, the students used to complete the activities in the textbooks which required them to engage in many real-life, face-to-face individual and/or collaborative small-group activities in the classroom such as role-playing, dramatization, inviting a guest, conducting interviews and others.

"Moving from traditional teacher centered classroom atmosphere, students can be a better through listening to the teacher. While modular classes they will be easily distracted and doubting about what they learned." (Respondent - Kevin)

"Learners also unconsciously in producing their works. Suddenly modular learning at first it has low motivation, low self-confidence, and anxiety to their activity." (Respondent - Rica)

However, due to the coronavirus pandemic, there was an emergency shift to distance learning hence activities given to students mainly focus on modules. This in turn lessen the use of English language among other learners. Based on students' experiences communication with self and with

other have affected them and that communication takes place only on virtual world that played a significant role in improving the learner's listening and speaking skills.

Further studies focused on how some specific speaking skills are developed in distance learning. For example, Martin (2020) examined how distance language learners' pronunciation skills develop with and without targeted pronunciation training during the first semester of language instruction. Husserl contended that a lived experience of a phenomenon had features that were commonly perceived by individuals who had experienced the phenomenon. These commonly perceived features—or universal essences—can be identified to develop a generalizable description. The essences of a phenomenon, according to Husserl, represented the true nature of that phenomenon (Varpi, *et al.*, 2019).

“During the pandemic, remote learning became a lifeline for education but the opportunities that digital technologies offer go well beyond a stop gap solution during a crisis.” (Respondent - Peter)

“In fact, overexposing oneself to online games was going them some distraction to lose interest on acquisition of oral competencies during pandemic.” (Respondent- Keila)

The highly developed and personalized skills in English are very much required in the teaching of English language in all over the globe. There is a worldwide demand of English that focuses on proficiency of English language learning and teaching with its resources. Learners need to be efficient and fluent in English language. However, it has been of great concern that the accurate and fluent English is the essential constraint in success and development for the certain fields in today's era.

“Moving from traditional teacher centered classroom atmosphere, students can be a better through listening the teacher” – (Respondent - Kelly)

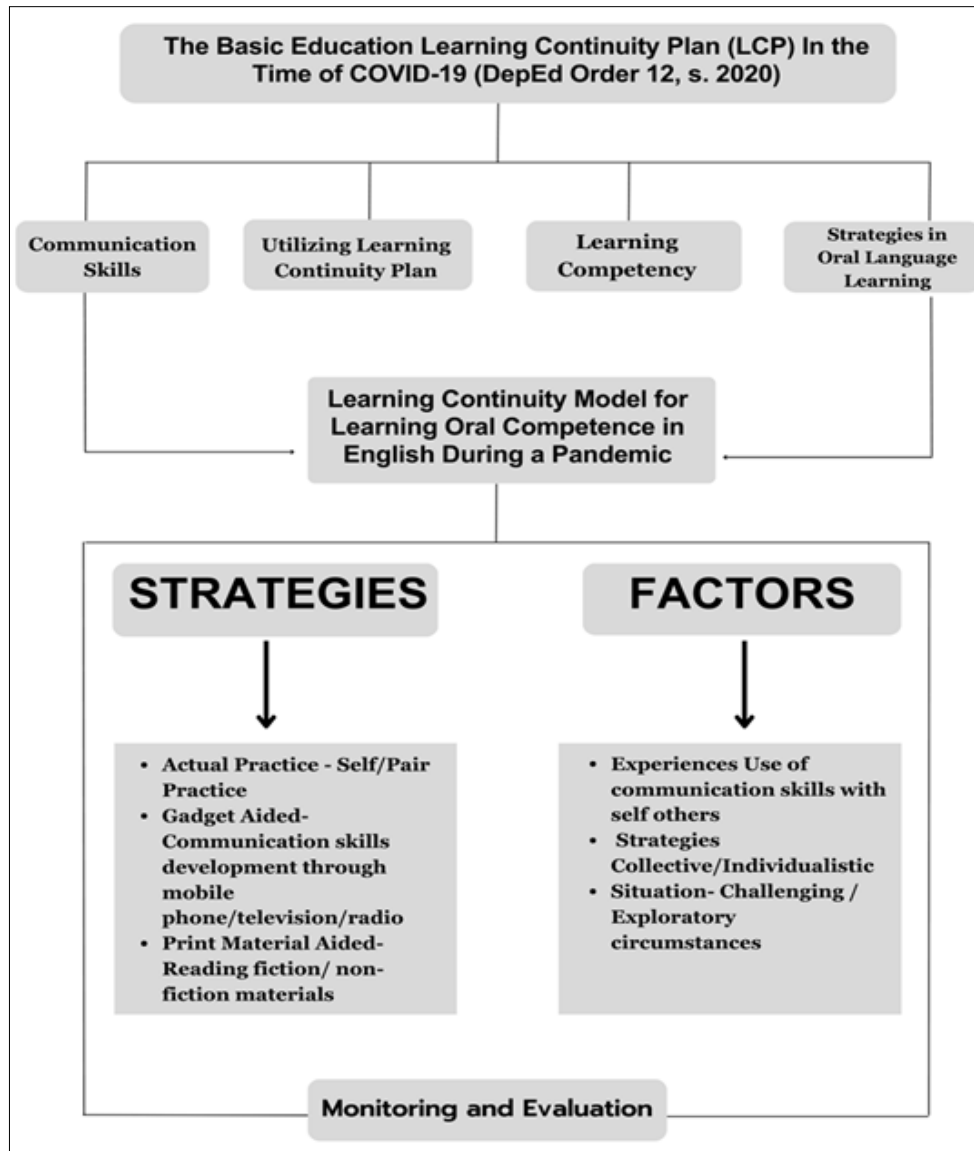
“The school lockdowns reduced instructional and learning time.” – (Respondent -Rea)

The key point of the modular approach to teaching is that a student learns the module to a greater extent on their own. Educators are involved only in organizing, advising and monitoring students' progress on educational material. It is the emphasis on a significant proportion of self-independent work that makes the modular approach optimal for studying in the conditions of reduction of classroom hours, intended for studying the discipline “Foreign language” (Rakova, *et al.*, 2018).

The third research question focused on the learning continuity model that can be proposed for teaching students in acquiring oral competence in English during a pandemic. When the World Health Organization (WHO) declared COVID-19 to be a pandemic, it became clear that the illness was severe and that it was spreading quickly over a wide area. Experiences of the students were thoroughly studied as learning must continue despite school closure. The following themes exposed in the interview responses of the participants are: (1a) experience, (2a) strategies, (3a) situation, (1b) actual practice, (2b) gadget aided, and (3b) print material aided, these themes are associated to their experiences and strategies in acquiring oral competence during the pandemic. Intensively analyzing the data, the

experiences of the learners in this type of educational set up can be described as follows: /

Results demonstrated that students during the lockdown are introduced with various measures to prevent the spread of COVID-19, hence the focus of modular distance learning. Distance learning through modules, Facebook, home tutors where teachers send course files implemented to complete unfinished performance tasks and modules. The impact of COVID-19 on learners was reported as on March 15, 2021, students worldwide, from primary to tertiary education, were unable to attend school due to the massive closures of schools (UNESCO 2021). Many schools have rescheduled and canceled school activities, such as face to face exams, workshops, seminars, lectures, sports and other activities. Schools were taking specific steps to prevent and keep students and teachers from spreading infectious diseases. The implementation of modular learning brought a lot of challenges to students in dealing with their self-learning modules and self-learning. The challenges were brought by the absence of teachers in delivering lessons which students are unaccustomed. To continue learning, without a choice learners have to adapt the learning delivery modality, and sometimes, along with recorded video lessons to be able to get access with learning tasks. Challenges were also encountered due to lack of adequate educational strategies to face such emergencies that led to school dropouts. Most students have difficulty using technological devices. This happens particularly to those who are living upland where poor internet connection is a problem and considering the socio-economic status of the learners where most of them came from low-income family and some are working students and parenting students who must juggle multiple life demands such as job and family responsibilities along with their academic workload. However, this resulted in new teaching and learning experience (Theme 1a). Learners were able to find ways in acquiring oral competence through working together with peers and reading online. These also helped those developed different strategies so that learning and acquiring oral skill will never stop (Theme 2a). Despite the challenges they have face during the modular learning, learners were able to develop their interest in this new normal education and have the courage to pursue their studies leading to the rise of the population on the number of enrollees (Theme 3a). In addition, the actual practice of the use of the English language has paved the way on continuing the learning process through the performance task given to students wherein they are tasked to created videos, and interviews in their Oral Communication and Research subjects (Theme 1b). With the advancement of technology, though some of the learners do have enough skills in using gadgets, they were motivated to develop their skills since most of the activities and information were given and sent through facebook messenger, google meet, via zoom (Theme 2b). Most of all, as an educator, one should see to it that no learners should be left behind, and that learning of the oral competence must continue teaching strategies such as giving printed materials for them so serve as their guide and to practice the language despite of the using the internet or gadgets (Theme 3b). Students used books, fiction and non-fiction, and other printed materials as replacement for those who do not have gadgets at home.



**Fig 1:** Learning Continuity Model for Oral Competence in English During Crisis

This learning continuity model for oral competence in English during crisis is designed following the essential requirements covered in the Basic Education Learning Continuity Plan (BE-LCP). As stipulated in DepEd Order 12, series 2020, the BE-LCP, a package of education interventions that will respond to basic education challenges brought about by Covid-19. In developing the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction.

Furthermore, the Theory of Transactional Distance established by Michael G. Moore offers a view of teaching and learning, which posits that distance in educational processes, that is not only a geographical, but also a psychological one. Communication skills were affected during distance learning. Hence, modular learning was developed in the new normal education as an individualized instruction wherein instructional content is delivered primarily through self-instructional learning modules (SLM). Self – learning modules are printed or non-printed materials that guide both teachers and learners through the content of and learning activities for a subject matter, for example, subject matter modules in text or video format. Higher education institutions rely on traditional platforms

rather than social media that allow learners to facilitate their learning activities, connections to peers and social networks across time and place.

Whilst educational system is still weak and lacks technological integration it is important to integrate new normal education using the emerging technologies into education through an appropriate evidence-based learning. Even with the high cost of internet, it is imperative to keep students at home, during the school disruption, informed, engaged, motivated and interested in their studies even for a long time outside the traditional school. This crisis is best time to make plans or investments in educational technologies, books and other printed materials needed in distance learning.

In connection with Communicative Language Teaching Theory which aims to infuse into individuals the ability to create and to construct utterances (spoken and written), which have the desired social value or purpose. This theory pays the primary attention to listening and speaking as in this method the key to learn a language is practically involving in communication. Tasks and exercises encourage a meaningful negotiation among students and teachers and using authentic materials take place in a formal as well as an informal environment.

As distance learning and other non-traditional methods of language learning become more popular, it is important to understand the factors that influence learners' ability to succeed in such environments. In the current situation that the education system is facing right now, new trends and innovations in the process of teaching and learning have been a rise of interest. The reason for doing such is that the teacher-researcher designed a learning continuity model for learning oral competence in English during a pandemic to address the learners' problems in speaking anxiety fit to the experience of the students.

### Conclusion

The COVID-19 pandemic has massively transformed the physical world into a virtual world interconnected with technological features, mostly in education that demonstrated the prominence of science and technologies. The rapid transition to online learning globally meant that many educators were suddenly tasked with adapting their classroom-based pedagogy to the different platforms of learning. While this was undoubtedly challenging for teachers and students, it also opened-up possibilities for reimagining the delivery of content, along with creating increased access for students who had barriers for studying remotely before the impact of COVID-19. With this alternative, students felt encouraged to study again because this initiative has facilitated their learning during this hard time. Teachers distribute lessons or assignments in the group, with the potentiality of Facebook and distribution of modules, which can simultaneously provide content to a large number of students. The immense growing of English language learning has demanded English language teaching around the globe. Thus, teaching oral competence in English is being taught and learned through distance learning. In like manner, teachers can focus on the fluency and accuracy of language to have mastery over four skills especially on speaking skill. Learners need to be efficient and fluent in English language because it is the need of developing countries like the Philippines. This study leaves several avenues for future research.

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