Teachers' Instructional Strategies: Redefining the Modality in the New Face-to-Face Classes

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Abstract. The study was conducted to understand and describe the experiences of teachers in Calinan District redefining their instructional strategies given new learning modalities in the new face-to-face classes. A qualitative research design was used, and assumptions regarding selecting participants and ethics in collecting, analyzing, and interpreting data were considered. Respondents were the elementary teachers purposely selected through referrals. Given their undertakings as novice teachers, they used facilitating questions to draw narratives on their experiences, challenges, coping mechanisms, and further learning insights. Findings revealed that experiences of teachers found to have been challenged with pre-teaching vocabulary, providing sentence frames and starters, and using visual aids and vocabulary. Coping mechanisms are flexible and adaptable, becoming technologically literate and integrative and watching self-care and well-being. Educational insights were found to support continuous professional development, positive school culture, and the use of technology and literacy. Future direction may provide an opportunity to explore the long-term effects of the coping mechanisms employed by teachers and the effectiveness of the strategies employed in addressing the challenges encountered. Future research can also focus on developing innovative approaches to support teachers in coping with the demands of the new face-to-face modality.

KEY WORDS

1. Instructional strategies   2. redefining modality   3. new face-to-face modality

1. Introduction

Teachers' instructional strategies in the redefined modalities of the new face-to-face classes encompass a blend of traditional and innovative approaches to accommodate evolving educational demands. Teachers increasingly integrate technology into their pedagogy, utilizing digital tools and resources to enhance interactive learning and engagement. Collaborative learning and differentiated instruction are also emphasized, allowing personalized learning experiences catering to diverse student needs. However, these strategies face several challenges

and issues. One primary challenge is the digital divide, where unequal access to technology among students can exacerbate educational inequities. Additionally, teachers often require professional development to effectively implement new technologies and pedagogical approaches, necessitating ongoing training and support. Classroom management in a technologically enriched environment also poses difficulties, as teachers must balance digital engagement with maintaining focus and discipline. In an Eastern U.S. school district, more must

be understood about how elementary general education teachers apply instructional strategies for English Language Learners (ELLs) and which methods they perceive support academic achievement. Moreover, there is a need to understand the current instructional strategies general education teachers use when teaching English Language Learners (ELLs). ELLs are a fast-growing student population in the United States (U.S.) (National Center for Education Statistics, 2018). However, many teacher preparation programs must provide adequate training on facilitating instruction for ELLs (de Araujo, Sakow, Smith Yeong, 2015; Zhang, 2017). This creates a gap in teacher training and in meeting the real-world needs of these students (Giles, 2020), as discussed by Olds (2021). Moreover, Teachers' perceptions of the benefits of strategies are essential. If teachers believe that the methods are advantageous to students, they will be likely to apply them consistently (Greenfield, 2016), as claimed by Olds et al. (2021). It can be beneficial to administrators to understand which strategies teachers value and provide insight into the application of appropriate, research-based strategies (Wissink Starks, 2019). Appropriate implementation of research-based strategies ensures that students receive the scaffolds they need to support their learning (Franco-Fuenmayor, Padron Waxman, 2015), as shared by Olds et al. (2021). Research-based strategies support the learner with academic language and have a proven track record of increasing student achievement. A deeper understanding helps illuminate the current practices in the district's classrooms. Meanwhile, the Philippine Educational System has a deeper understanding of teachers' perceptions of instructional strategies, which helps evaluate teachers' current practices. However, a handful of elementary learners were found to have been struggling with basic learning comprehension. Language and literacy lag poorly in International, National, and Local assessments. Research suggests that little is

known about elementary education teachers' application of instructional practices in the classroom and the perceived benefit of those practices. Mahalingappa, Hughes, and Polat (2018) found that many teachers struggled to understand research-based strategies to use within the classroom and would benefit from more support. Mahalingappa et al. also concluded that support with ELL strategies positively impacted teachers' self-efficacy. In the Davao City Schools Division, general education teachers spend the most time with instructional strategies and need training to access them and support their students. Professional development can increase the quality of lessons, increase student engagement, and improve learning comprehension. In Calinan District Schools, there is a gap in practice because it is still being determined how teachers in the local context are or are not applying appropriate, research-based ELL instructional strategies. A broader view of the literature indicates a need for a deeper understanding of instructional strategies used within mainstream classrooms to ensure learning comprehension. There is a need to explore elementary education teachers' reported application of instructional strategies and their perception of their effectiveness on learning comprehension. It would be beneficial to explore what reported strategies are used in the classroom and which teachers perceive as valuable. The purpose of this phenomenological research study was to describe the redefinition of the learning modalities among Teachers in Calinan District Schools in the new face-to-face classes. At this stage in the research, teachers' classroom instruction, given their lived experiences, challenges encountered, and insights, are generally defined as the stakeholders' expectations as to learners' academic performance and ability to develop and improve despite all instructional interventions delivered and where learning happens typically not only in school but at home as well is being considered to be explored.

1.1. Purpose of the Study—This study aimed to understand and describe the experiences of teachers in Calinan District redefining their instructional strategies given new learning modalities in the new face-to-face classes.

1.2. Research Questions—It sought to answer to the following inquiries:

(1) What are teachers' experiences redefining instructional strategies in the new face-to-face classes?

(2) How do teachers cope with challenges in redefining instructional strategies in the new face-to-face classes?

(3) What educational insights can be drawn from the findings of the studies?

1.3. Definition of Terms—The following terms are variables used in the study, and definitions of the concept and operation are presented according to how the terms were used in the study context. This served as the reference in analyzing and interpreting the results to come up with meaningful implications for a better understanding and recommendations. Instructional Teaching Strategies. This term refers to teachers' techniques to help students become independent, strategic learners. These become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. In this study, the term is used as the independent variable, and its indicators are pre-teaching vocabulary, providing sentence frames and starters, and using visual aids. Redefining learning modality in the new face-to-face. The term refers to the qualities one must need to understand a text fully. These may include decoding the alphabet and words, language fluency, strong vocabulary, sentence structure understanding, topic background knowledge, and working memory.

1.4. Significance of the Study—The results of this study were beneficial to the stakeholders. They provided significant inputs as bases for the management of curriculum implementation and assessment given the quality assurance assessment cycle for schools to consider curriculum. Further, instructional policy should be improved amongst schools, primarily teaching English in its given most essential learning competencies during SY 2022-2023. The following stakeholders shall be beneficial given the study's output. School Principals. The school heads/principals manage curriculum and instruction and eventually lead the teachers' classroom teaching facilitation through their instructional and supervisory skills and provision of technical assistance to teachers across learning areas to augment learners' academic performance. In this sense, the management of curriculum instruction that focuses on teaching English shall be considered. This prepares learners and teachers for comprehension skills development intended to be mastered through face-to-face learning. Thus, the study results provided insights to school heads as to how effective the instructional strategies used and how they could affect the development of learners' comprehension skills. Teachers. Teachers teaching elementary English are expected to have mustered and taught learning competencies, given performance standards following the essential learning competencies and following directions based on the provided comprehensive and doable plan at each time and cost. In this context, teachers ensure that their efforts to implement and facilitate learners' learning will not be in vain. Thus, the effectiveness and production of outputs based on objectives and targets set by the MELCs can be achieved. The study results would give English teachers an idea of how instructional strate-

gies can make them more effective in improving learners' productivity and contributing to their comprehension performance development skills. Parents play significant roles in their children's skills development. The study's results would give insights and enlightenment to the members of the Parent Teachers Association and School Governing Councils and advocate for empowerment to continuously improve the school's process and performance and learners' academic achievement through full participation in the whole cycle process. Future Researchers. Implications based on the study's generated results will provide more information to future researchers in mathematics to replicate integrative strategies and become one of the practices to be discovered in the conducted research. These practices include the type and approaches of curriculum implementation and the efficiency elements in improving the quality delivery of education outputs through the process introduced in the MELCs.

1.5. Theoretical Lens—The study's conceptual framework consisted of Vygotsky's sociocultural theory, which infers that learning is a social process guided by interactions with one's environment, people, and culture. The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly what has become known as sociocultural theory. Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theory comprises concepts such as culture-specific tools, private speech, and the Zone of Proximal Development. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he strongly believed that community plays a central role in the process of "making meaning." Sociocultural theory is an emerging field of psychology that looks at society's contributions to individual development. This theory has become increasingly prominent since the 1990s and can be applied in educational settings, socialization, and play. Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90). In other words, social learning precedes (i.e., come before) development. Krashan's second language acquisition theory (Long, 1983) also framed this study. This theory infers that language is attained through one's strong desire to interact with the world around one. Language acquisition does not require extensive use of conscious grammatical rules or tedious drill. Acquisition requires meaningful interaction in the target language—natural communication in which speakers are concerned not with the form of their utterances but with the messages they convey and with understanding. The Acquisition-Learning distinction is the most fundamental of the five hypotheses in Krashen's theory and is widely known among linguists and language teachers. According to Krashen, there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process similar to the process children undergo when acquiring their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances but in the communicative act. The "learned system" or "learning" is the product of formal instruction and comprises
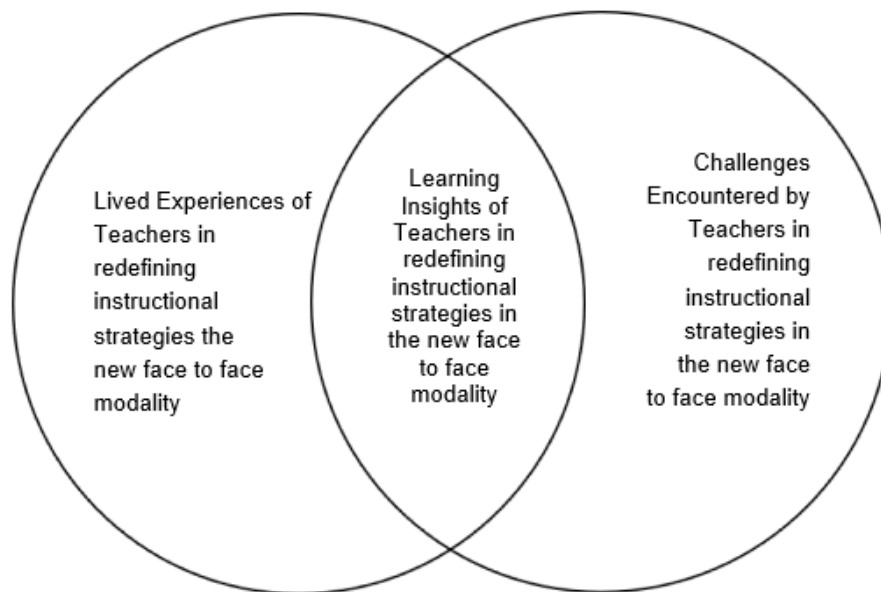
Figure 1. *Conceptual framework of the study*

a conscious process that results in conscious knowledge 'about' the language, such as knowledge of grammar rules. A deductive approach in a teacher-centered setting produces "learning", while an inductive approach in a student-centered setting leads to "acquisition". Figure 1 presents the variables under study. The purpose of the study is to compare the three instructional strategies in teaching English, as Grapin, Llosa, Haas, and Lee (2020) claims. The study wishes to determine whether they significantly differ and impact comprehension skills in terms of decoding, fluency, and vocabulary among learners in Calinan District.

2. Methodology

This chapter of the study presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitates the consequent design and implementation, as elaborated in this chapter. This details the operational implementation of the methodology in the conduct of the study. The main sources of the concepts were taken from the respective authors who established the foundation for qualitative research methods. Parts of this chapter are philosophical assumptions, qualitative assumptions, design and procedure, ethical considerations, the role of the researcher, data collection, analysis, framework, and the study's trustworthiness.

Each section is thoroughly conceptualized to establish authority and ethical standards in the process of collection, analysis, and interpretation. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) was optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups effectively elicit data on a group's cultural norms and generate broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2002) defined phenomenology as an inquiry which asks the question," What is the structure and essence of the experience of his phenomenon for these people? "the goal of this research worked well with this definition in trying to understand the experiences of the BE Coordinators as they try to compare its implementation then and now. On the other hand, Giorgi (2007) cautioned researchers to be prepared for an investigation greater in depth and breadth than the offered description implied. He suggested information be viewed as only the tip of the iceberg.

2.1. Philosophical Assumptions—The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It establishes the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research involves selecting the topic, problem or area of interest, as well as the paradigm. Stanage (1987) traces 'paradigm 'back to its Greek (paradigm) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000), who defend a research paradigm as a "basic set of beliefs that guide action", dealing with first principles, "ultimates' or the researcher's worldview or philosophy. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the experiences of teachers in redefining their instructional strategies in the new modality are discussed by the participants and tries to look into their coping mechanisms in addressing the challenges and educational insights. In this study, the researcher relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participants' answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. The responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the reactions and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2012), state that on the epistemological assumption, the researcher attempted to lessen the distance be-

tween himself or herself from the participants. He suggests that being a researcher he or she collaborates, spends time in the field with participants, and becomes an 'insider'. Based on Davidson (2000) and Jones (2011). The researcher identified phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief". This study intended to gather information from the participants or teachers in Calinan District as to how the redefinition of instructional strategies is delivered in the new face-to-face modality. It is assumed that close interaction with the participants was established to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the experiences and strategies used in the new face-to-face teaching modality. Axiology. It refers to the role of values in research. Creswell (2012) argues that the role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with participants' interpretation. The researcher ensured the dignity and value of every detail of information obtained from the participants. The researcher understands the personal and value-laden nature of the information gathered from the study. Therefore, the researcher preserved the merit of the participants' answers and carefully interpreted the answers in the light of the participants' interpretation. Rhetoric. It means reporting what reality was through the eyes of the research participants. This was important because it meant that the research would report objectively what was observed and heard from the participants. The research used personal voice and qualitative terms and limited definitions. In the context of the study, the researcher used the first person in the elucidation of the experiences of teachers as they redefine the instructional strategies approach in the new learning modalities.

2.2. Qualitative Assumptions—The methodology is a creative and responsive approach to understanding questions and subject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2013). In this study, the challenges experienced by the elementary school teachers in redefinition of instructional strategies in Calinan District were gathered through an In-Depth Interview (IDI), and their coping mechanisms were extracted from the participants. The researcher's drive to know the deeper meaning of the challenges experienced by elementary school teachers in redefining instructional strategies became the basis for doing qualitative research, a means which Kalof and Dietz (2008), as cited from Gerodias, (2013) considered helpful in looking for "meanings and motivations that underline cultural symbols, personal experiences, and phenomena". From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research is that the everyday world is a valuable and productive source of knowledge. By analyzing how an event occurs in our daily lives, we can learn much about ourselves and reap key insights into its nature (Morrissey Higgs, 2006). According to Becker (1992), as cited in Morrissey Higgs (2006), experience is a source of knowledge that shapes one's behavior. By using phenomenology, this need was hoped to be addressed by bringing the challenges experienced elementary school teachers in redefining instructional strategies in a manner that, as David (2005) wrote, the themes, symbols and meaning of the experiences presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich and rewarding

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source of knowledge. By doing phenomenology, which concerns the "what" and the "how" (Moustakas, 1995), the researcher projected that the challenges experienced and mecha-nisms used by the elementary school teachers were explored and insights drawn, which will form the basis for possible future research and policy analysis in relation to this research.

2.3. Design and Procedure—This study employed a qualitative approach to research, specifically a phenomenological research design. According to Creswell (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data, such as documents, observations, and art, were also used. The data were read and reread and were culled for phrases and themes that were grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) also added that phenomenology, with its roots in philosophy, psychology, and education, attempts to extract the purest, untainted data. In some interpretations of the approach, the researcher uses bracketing to document personal experiences with the subject to help remove him or her from the process. One method of bracketing is taking notes. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help grasp the subjects' perspective. Creswell (2012) also claimed that interviews were primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audio tapes were utilized to allow more consistent transcription. Interviews are also useful to follow up with individual respondents after questionnaires, such as to investigate their responses further. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees say (McNamara, 1999). Withal, based on the statements of Quad (2016), the researcher transcribed and typed the data into a computer file in order to analyze it after interviewing. Interviews particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic. The researcher collected data from individuals who have experienced the phenomenon under investigation, typically via long interviews. Next, the data analysis involved triangulation that extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected

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for the study were individuals who had actually experienced the phenomenon. The researcher needed to bracket his or her own experiences and observations, which was difficult to do. The researcher also needed to decide how and when his or her personal observations should be incorporated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such, they were powerful tools for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom

2.4. Research Participants—Qualitative analyses typically require a smaller sample size the quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25, and Morse (1994) suggests at least six (6). There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990). The participants of this study were Eight (8) teachers from Calinan District, Division of Davao City. The participants were chosen based on the following criteria: must be in the service for at least 5 years; elementary school teacher; and redefining instructional strategies. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It was also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

2.5. Ethical Considerations—Ethical considerations are significant in the design of this research study. The researcher needed to consider several ethical issues regarding the research participant in this fieldwork. Ethical considerations can be specified as one of the most important parts of the research. The researcher needs to adhere to the aims of the research, imparting authentic knowledge, truth, and prevention of error. Social Value. The research was essential to society. In this study, the social value was focused on the experience of teachers. This study was specifically conducted among the elementary teachers. This study also served as a basis for the higher authorities to create more programs and resolutions from which classroom teachers could benefit. Thus, the social problem that piques the researcher's interest is the challenges faced by the teachers in redefining the instructional strategies in the classroom to ameliorate teaching competence. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to the participants ensured that their participation in the research was completely voluntary in nature and was based on the understanding of adequate information. The participant recruitment and selection are lodged in the appendices of this study. Gaining the trust and support of research participants was critical to informed and ethical academic inquiry and phenomeno-

logical research. All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and anticipate the information the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. Vulnerability of Research Participants. This study's participants could answer the research instrument, for they are all professional teachers in public elementary schools. Thus, the researcher assured them that as the researcher, he or she can easily be reached through the contact number and address in case there are some clarifications or questions with regard to the study. Risks, Benefits, and Safety. The respondents were recruited free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members in case they had queries related to the study. If respondents experienced potential discomfort and inconvenience while answering the questions, they were not compelling to participate in any manner. Further, the researcher has ensured that the respondents were safe during the conduct of the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered at their convenience. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was mini-

mized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given consideration so that there would be no conflict of interest between the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they have to give their full honesty in answering the survey questions and additionally, any type of communication in relation to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The results of the study were accessed by the respondents, heads of the participating schools because the information is available and will be placed in CD or other storage devices in which can be requested from the researcher to provide. In addition, by learning on the results of the study, classroom teachers will be aware of the significance of the study and its contribution to their well-being. Further, each of the participants was advised that they have the right to withdraw their information at any time up to the completion of the data collection process and that they can be requested and allowed to verify their individual transcript after the interview is carried out. This provided the participants with the opportunity to amend or remove any information which they felt might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and or non-significant dates in the interest of the protection

of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she possesses the needed qualifications to conduct the study. The researcher should have completed the academic requirements and passed the comprehensive examination prior to thesis writing, which was the last requirement to obtain the master degree, and that the researcher should be qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived that the study can be completed successfully in the specified time and that he or she is equipped with the necessary resources. Likewise, the technical committee helped in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that he or she had enough funds to continue and fin-

ish the research. Thus, this study was hoped to be completed in the target time. Community Involvement. The researcher showed respect to the local tradition, culture, and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher necessarily expressed great pleasure in the whole-hearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the researcher. The researcher respected other works by properly citing the author and rewriting what someone else said his or her way. The researcher also used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present in working on the manuscript and no intentional misrepresentation and making up of data or results was included, or purposefully put forward conclusions that are not accurate.

2.6. Role of the Researcher—The researcher has a responsibility to uncover, transfer, and exploit knowledge for the benefit of educational institutions. To do so, the researcher takes up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducts interviews with the participants and guides them in the process. The researcher interprets ideas and responses based on existing literature and related studies and not on the researcher's own knowledge, thoughts, and feelings to avoid the intrusion of bias. Expert in qualitative methods. The researcher implements the qualitative method correctly. To do so, the researcher assesses himself and seeks help to the research adviser and other research professionals. These help her exhibit competence in explaining the study without biasing the participants, conducting interviews properly according to the design, making appropriate field

observations, selecting appropriate artifacts, images, and journal portions, and employing Environmental Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensures different ways of making a record of what is said and done during the interview and Focus Group Discussion, such as taking handwritten notes or audio and/or video recording. The recordings are transcribed verbatim before data analysis can begin. Records done by the researcher are properly secured as they contain sensitive information and are relevant to the research. However, the data are being collected, a primary responsibility of the researcher was to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins. Data analyst. The researcher sees the phenomenon

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or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding, and theming. The researcher makes sure that the findings are true to the participants and that their voices are heard. Organizer and presenter of data. The researcher presents the problem and the related literature and studies that support it. Findings of the study are presented through research questions – stating the results for each one by using themes to show how the research questions were answered in the study. Moreover, future directions and implications of the study are given by the researcher for the improvement of educational policy and practices.

2.7. *Data Collection*—The following was the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School. The researcher asked for an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges as one of the documents needed for submission to the office of the Schools Division Superintendent in asking permission to conduct the study. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument explaining the objectives of the study and identifying the participants. The researcher would wait for the SDS's response before conducting the study. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools. Obtaining consent from the participants. The researcher asked permission from the participants and their par-ents/guardians. They were formally oriented about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The profile of the participants was taken, jotted down notes, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it to English. Data Coding and Thematic Content Analysis. After the transcription, the data would then be categorized and coded. Then, themes was extracted and individual data within the participants was compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants; additional information gathered was examined thoroughly and integrated into the existing body of data. After this, data were compared and contrasted between the participants to develop patterns and trends.

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative

analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ends this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy and informative name for each

theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, Environmental Triangulation was also be employed by the researcher. It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which environmental factors, if any, might influence the information that is received during the study. These environmental factors are changed to see if the findings are the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study took place. The idea was to determine which of these factors influence the information received, these factors are then changed to see if the findings are the same. If the findings remain unaltered under varying environmental factors, then validity can be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted. Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature.

2.9. Framework of Analysis—Figure 2 shows the steps in the process of the study's analytical framework, which involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation. The diagram of the analytical framework, which emphasizes the manifestation of the process flow in the data gathering through thematic analysis of the study. When I conducted in-depth interviews using an audio recorder, I followed a comprehensive process to ensure thorough data collection and analysis. I began by preparing an interview guide with open-ended

questions aimed at eliciting detailed responses. During the interviews, I used the audio recorder to capture the full range of participants' answers, allowing me to focus on the conversation without the distraction of taking extensive notes. After each interview, I securely stored and labeled the audio files for easy retrieval. Once all interviews were completed, I listened to the recordings carefully, taking preliminary notes to capture key points and insights. I then transcribed the recordings verbatim, a meticulous process that involved replaying the audio multiple times to ensure accuracy. This

step was crucial for preserving the authenticity of the participants' narratives, including their tone and emotional nuances. The transcriptions were organized systematically, with each document labeled according to the interview details. With the transcriptions in hand, I began identifying themes by coding the data, looking for recurring patterns and significant statements. This thematic analysis allowed me to develop a textual description that summarized what the participants said, capturing the essence of their experiences. Alongside this, I created a structural description that focused on how the participants experienced the phenomenon, considering the context and conditions that shaped their re-

sponses. To enrich my analysis, I composed a comprehensive description of the phenomenon, supported by verbatim narratives from the interviews. These direct quotes provided vivid illustrations of the themes and helped convey the participants' perspectives authentically. Finally, I integrated relevant literature to contextualize my findings, comparing them with existing research to highlight similarities and differences. This thorough process ensured that my study was grounded in both the participants' voices and the broader academic discourse, resulting in a nuanced and well-supported understanding of the phenomenon.

2.10. Trustworthiness of the Study—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependability. In qualitative study, trustworthiness was very important because the result and finding of the research study would depend on the process of how it was being conducted by the researcher. The trustworthiness of a research study is important to evaluate its worth. Due to the nature of qualitative study, honesty in all the data and details are required. Trustworthiness makes the researcher's study worthy to read, share, and be proud of. Credibility was how confident the qualitative researcher was in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues that ruin her integrity. Lincoln and Guba (2000) state that credibility refers to the idea of internal consistency, where the main issue was "how we ensure rigor in the research process and how we communicate to others that we have done so." Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean

similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic organizers to teach reading comprehension. The use of graphic organizers as a strategy in teaching reading comprehension is effective in the domains of analysis and creation. With this, the researcher is interested to know the students' perspective of using this strategy. Gasson (2004) emphasizes transferability as the extent to which the reader was able to provide generalization of the study based on his own context and can able to address that core issue of "how far a researcher may make claims for a general application of the theory." Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not the researcher's potential bias or personal motivations. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. The information used in the audit trail in this situation is thoughtfully recorded by the researcher, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps estab-
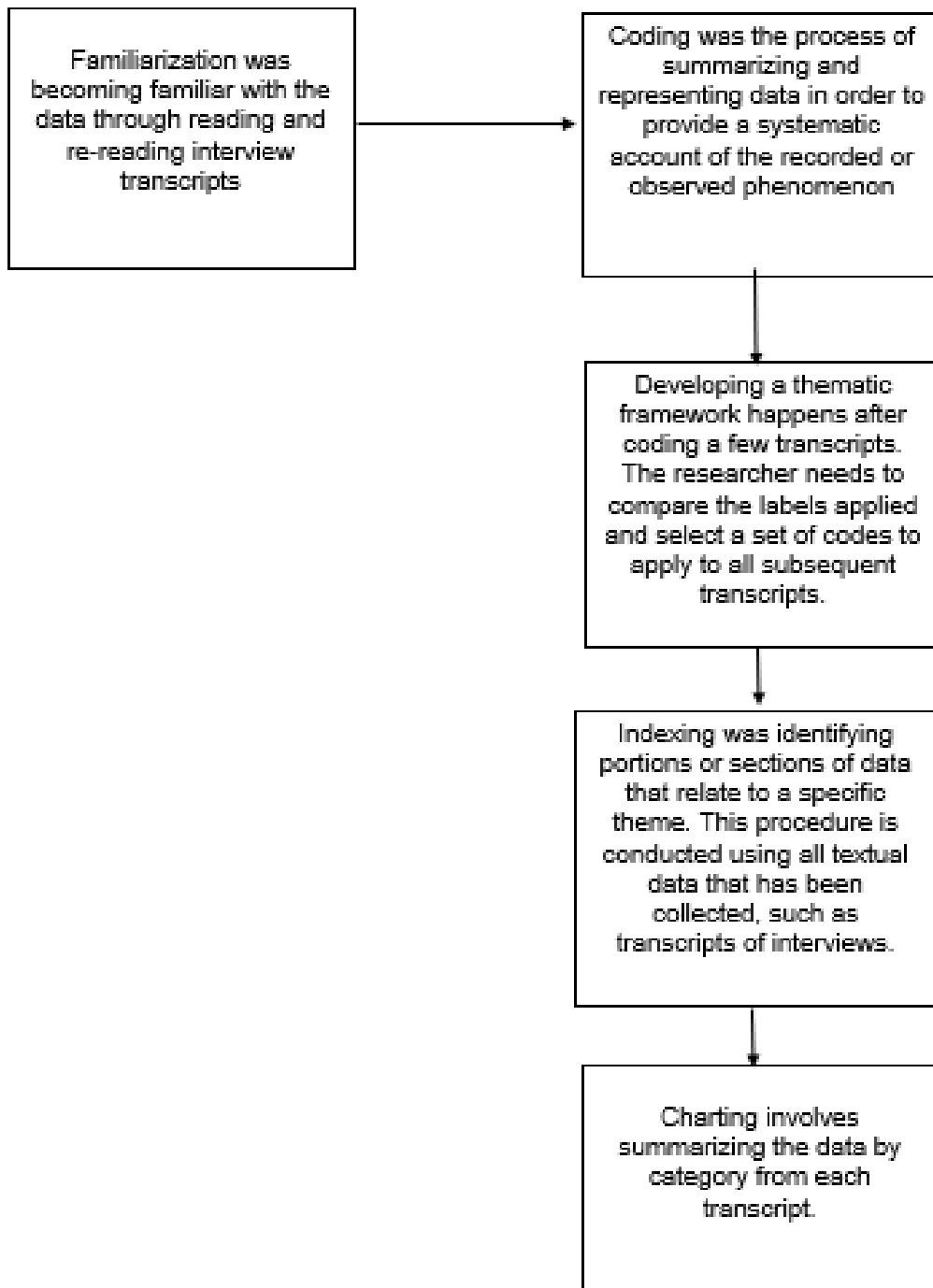
Figure 2. *Analytical Framework of the Study*

lish that the research study's findings accurately portray participants' responses. Gasson (2004) states that confirmability was based on the acknowledgment that research is never objective. Dependability was the extent to which the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher uses an inquiry audit to establish dependability, which requires an outside person to review and examine the research process and the data analysis to ensure that the findings are consistent and can be repeated. In this component, the use of a database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that "the way in which a study is conducted should be consistent across time, researchers, and analysis techniques."

3. Results and Discussions

This section presents the narratives, views, and insights of the participants given their experiences and challenges in redefining the instructional strategies, and further disclosing the coping mechanism in overcoming the challenges encountered and setting up the educational management insights as take off in the sharing with teachers and other stakeholders in the new face to face normal during SY 2022 to 2023. This further discussed the implications of the responses based on and related to the reviews of literature and studies.

3.1. Lived Experiences of Teachers In Redefining Instructional Strategies In The New Face To Face Classes—Over the past few years, the COVID-19 pandemic has forced teachers worldwide to rethink and redefine their instructional strategies in the face of new modalities, particularly in face-to-face teaching. While this has been a challenging time for educators, it has also created an opportunity for teachers to experiment with new approaches to teaching and learning.

3.1.1. Pre-teaching vocabulary—Pre-teaching vocabulary is a teaching method where pupils are exposed to new vocabulary before they encounter it in a text. By doing this, pupils will not face as many unfamiliar words when reading, encouraging greater comprehension. Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson on the subject. The primary consideration for pre-teaching vocabulary should be which words need to be clarified for students so that they don't get in the way of comprehension (Beck, McKeown Kucan, 2008). Teachers can introduce both the more unfamiliar specialized content area words that will be used in the lesson and non-specialized academic words used when talking about the content or during or after the reading of a text. Pre-teaching vocabulary facilitates the reading of new text by giving students the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension. Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson on the subject. Pre-teaching vocabulary is when a teacher intentionally teaches her students the meanings of key words from a specific reading text in advance. Also known as front-loading vocabulary, this strategy introduces students to

words that are essential to understanding the text they're about to read. The text makes more sense to them after they have learned the key words in advance (Mirza and Halabi, 2021). Pre-teaching vocabulary is an approach that involves introducing key vocabulary words to students before they begin reading or learning about a new topic. This strategy can be particularly effective in teaching elementary graders, as it helps to build their vocabulary and comprehension skills, and can lead to improved reading and learning outcomes. In a study conducted by Lin and Tsai (2021), the authors argue that pre-teaching vocabulary can improve students' reading comprehension and increase their motivation to learn. They suggest that teachers should focus on selecting key vocabulary words that are essential for understanding a new topic, and using a variety of instructional strategies, such as games and visual aids, to reinforce students' understanding of the words. Another important aspect of pre-teaching vocabulary is the need to make the instruction relevant and meaningful to students. In a study conducted by Hung (2015), the author argues that pre-teaching vocabulary can be most effective when it is linked to students' prior knowledge and experiences. They suggest that teachers should focus on selecting words that are relevant to students' lives, and using real-world examples to help them understand the meanings of the words.

3.1.2. Providing Sentence Frames and Starters—A sentence frame is a teacher-created scaffold using a fill-in-the-blank format designed to help students ask or answer questions verbally or in writing. They are very effective for all students but especially those who may require more support. A sentence starter is when the teacher gives students the beginning part of a sentence, and they fill in the rest. A sentence frame is when there are blanks inside a sentence that students fill in. Sentence frames are scaffolds that may fit the needs of English learners at beginning levels of English proficiency. Some students may also benefit from visuals and word banks. Simple sentence starters allow students to read or say a basic sentence and then fill in their own information. Teachers can use them to help students practice new vocabulary. Students use the same sentence starter and fill in new information each time they read the sentence. Moreover, sentence starters or sentence frames can support more advanced students as well. Teachers can include academic language terms that they want students to practice in a sentence stem to help students practice using the new term. Providing sentence frames is an instructional strategy that involves providing students with structured sentence starters or frames to guide them in constructing their own sentences. This approach can be particularly effective in teaching elementary graders, as it helps to scaffold their learning and improve their oral and written language skills. In a study conducted by Kim and Yang (2021), the authors argue that providing sentence frames can improve students' sentence complexity, accuracy, and overall language proficiency. They suggest that teachers should focus on providing frames that are relevant to the content being taught and gradually increasing the complexity of the frames as students become more proficient in using them. Another important aspect of providing sentence frames is the need to make the instruction interactive and engaging. In a study conducted by Liu and Lin (2015), the authors argue that providing sentence frames can be most effective when it is combined with other instructional strategies, such as peer collaboration and feedback. They suggest that teachers should encourage students to work together to complete the sentence frames and provide feedback and correction as needed. Furthermore, providing sentence frames can also be used as a way to support English language learners (ELLs) in

the classroom. In a study conducted by Ng (2022), the author argues that providing sentence frames can be particularly effective for ELLs, as it helps to support their oral and written language development and improves their ability to express themselves in English. They suggest that teachers should focus on providing frames that are relevant to ELLs' language and cultural backgrounds and using visual aids and other instructional supports to reinforce their understanding and use of the frames.

*3.1.3. Visual Aids —*Visual aids can be an effective tool for enhancing student engagement and learning outcomes. However, using visual aids as an instructional strategy can also present various challenges for teachers, particularly in the new face-to-face modalities. One of the main challenges when using visual aids is technical difficulties. Technical issues can arise when using projectors, interactive whiteboards, or software programs. These issues can result in disruptions to the flow of the lesson, which can be frustrating for both the teacher and the students. To mitigate the impact of technical difficulties, teachers should ensure that they have tested their equipment before the lesson and have a backup plan in case of technical issues. In a study by Shuler, Mixon, and Roer-Page (2015), the authors found that providing technology training for teachers was an effective way to improve technology integration, including visual aids, in classrooms. Using visual aids effectively can be time-consuming, from creating the materials to integrating them into the lesson. Teachers may need to invest more time into preparation and planning to ensure that the materials are well-integrated and effective in supporting learning. To manage time constraints, teachers can create a library of pre-prepared visual aids that can be quickly adapted and used in multiple lessons. In a study by Yamada, DeCosta, and Shin (2019), the authors found that creating pre-prepared visual aids was an effective way to save time and increase the use of visual aids in classrooms. To use visual aids effectively, teachers need to have adequate training on how to use them. Many teachers may not have received training on how to use visual aids, and this can make it challenging to incorporate these strategies into their teaching effectively. Teachers can attend workshops or take online courses to address this challenge to gain the necessary skills and knowledge. A study by Ciampa and Gallagher (2015) found that providing technology training for teachers was an effective way to increase the use of visual aids in classrooms. Not all schools have access to the latest technology and visual aids, and this can be a significant barrier for teachers when integrating these strategies into their teaching. Teachers should consider using readily available resources such as online videos, images, and interactive activities to supplement their visual aids. In a study by Nelson, Slavit, and Wang (2020), the authors found that teachers who used readily available resources were more likely to use visual aids in their teaching.

*3.1.4. Comprehension Skills—*Comprehension skills combine understanding a text, reading fluency, and a strong vocabulary. These skills are required to make the most out of a book, an online article, a newspaper, or any other form of written media. Comprehension skills are several qualities one need to understand a text fully. These may include decoding the alphabet and words, language fluency, strong vocabulary, sentence structure understanding, topic background knowledge, and working memory. Reading comprehension is the ability to read, think, and understand what one has just read. It can be challenging, especially for children, young students, or people learning a new language. Educationists world-

wide work on these critical skills to help people overcome their reading predicaments. One effective approach to developing comprehension skills is the use of graphic organizers. Graphic organizers are visual tools that help students organize and synthesize information. By presenting course material in a structured and visual format, graphic organizers can help students make connections between ideas and enhance their understanding of course material. According to a study by Suleman and Iqbal (2021), the use of graphic organizers in teaching improved students' comprehension and academic performance. Another approach to developing comprehension skills is the use of metacognitive strategies. Metacognitive strategies refer to a student's ability to reflect on their own learning processes and regulate their own cognitive processes. By developing metacognitive strategies, students can improve their ability to comprehend and retain information. In a study by Castelhano and Menezes (2017), it was found that the use of metacognitive strategies improved students' comprehension of English texts.

3.2. Teachers' Coping with Challenges in Redefining Instructional Strategies —As the landscape of education continues to evolve rapidly, teachers are challenged to redefine their instructional strategies to meet the changing needs of their students. While embracing new approaches has many benefits, it also presents significant challenges that must be addressed for these strategies to be effective.

3.2.1. Flexibility and Adaptability—Flexibility and adaptability are coping mechanisms that refer to the ability of individuals, including teachers, to adjust to changing circumstances and situations. In the context of redefining instructional strategies, flexibility and adaptability involve the ability of teachers to modify and adjust their teaching methods, techniques, and approaches to cater to the changing needs of their students and the evolving demands of the learning environment. A study by Delos Reyes and de Asis (2019) found that teachers' creativity and innovation resulted in more engaging and meaningful learning experiences for their students. Additionally, teachers who were willing to try new approaches and take risks in their teaching were more effective in addressing their students' needs. In another study, Gomez et al. (2018) identified that teachers' adaptability allowed them to adjust to the changes brought about by the implementation of the K-12 curriculum in the Philippines. The study found that teachers who were open to learning and receptive to feedback from their students and colleagues were more likely to succeed in the new educational setup. Teachers who demonstrate flexibility and adaptability are more effective in creating inclusive and engaging learning environments that meet the needs of their students. As evidenced by the studies cited in this essay, flexibility and adaptability are critical coping mechanisms for teachers in international settings, where they encounter diverse cultures and teaching contexts. Overall, flexibility and adaptability are crucial coping mechanisms of teachers in the new face-to-face modality in the Philippine setting. These traits enable teachers to adjust to changes, personalize teaching strategies, and design innovative instructional activities resulting in meaningful and engaging student learning experiences.
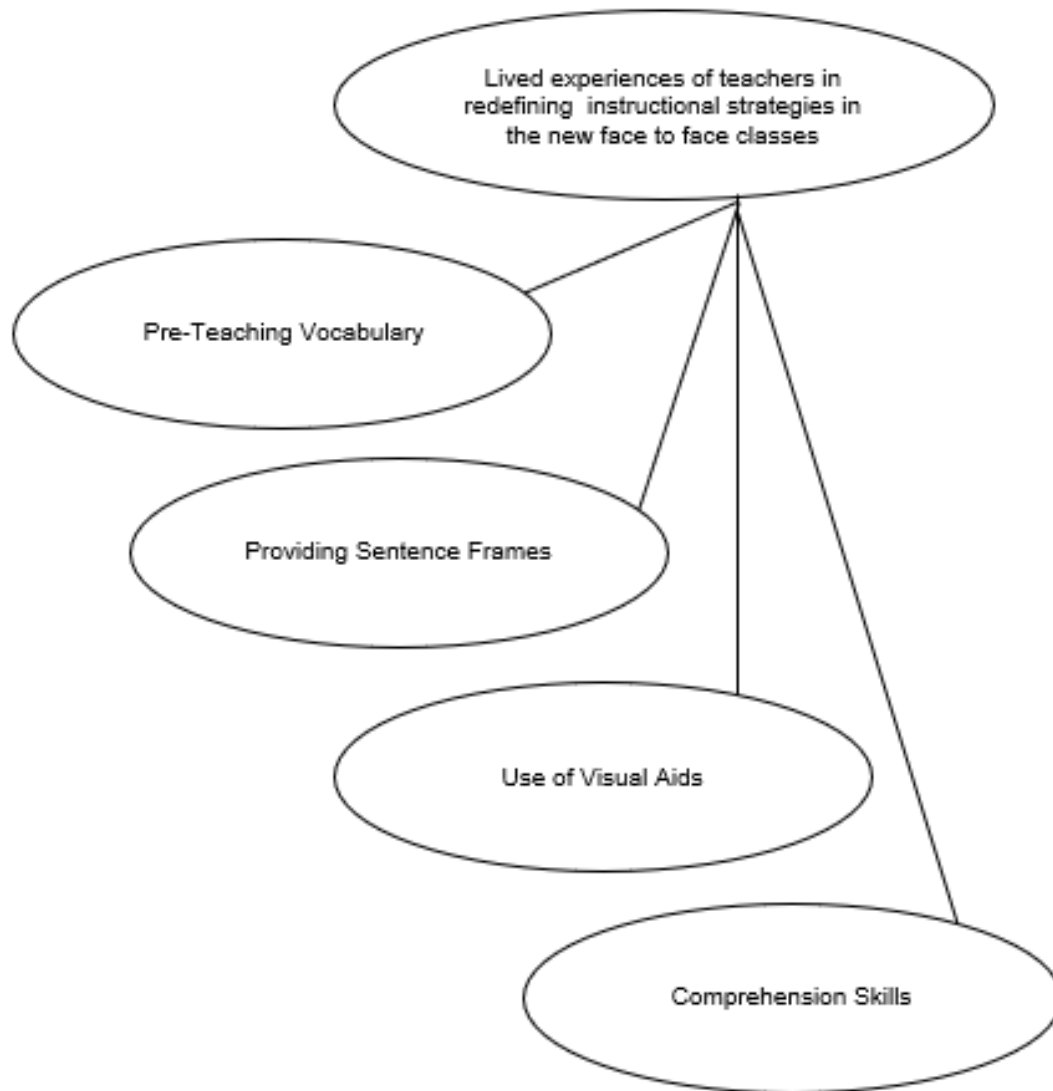
3.2.2. Technology Literacy and Integration—

Figure 3. *Emerging Themes on the Lived Experiences of Teachers in Redefining Instructional Strategies in the New Face-to-Face Classes*

In the new face-to-face modality of instruction, teachers are faced with various challenges that require them to adapt and redefine their instructional strategies. One of the coping mechanisms that teachers can employ is the use of technology and literacy to enhance their teaching practices. By leveraging technology and developing literacy skills, teachers can effectively navigate the new face-to-face modality and provide quality education to their students. Technology has become essential in education, especially in the new normal. In their study, Alghamdi and Alfadda (2021) emphasized the importance of teachers' technological competency in the delivery of effective instruction. Teachers who are proficient in using technology can effectively communicate with their students, provide engaging and interactive lessons, and facilitate learning in various modes. Moreover, the integration of technology in instruction can enhance student motivation and improve learning outcomes (Liu et al., 2018). In a study by Gao, Choy, and Wong (2020), they identified three factors that influence technological integration: teacher readiness, technological infrastructure, and administrative support. The study showed that teachers who have positive attitudes towards technology, received sufficient training, and have access to technical support are more likely to integrate technology into their teaching practices successfully. In the Philippines, the use of technology and literacy as coping mechanisms of teachers in redefining instructional strategies has become increasingly prevalent in the new face-to-face modality. As teachers navigate the challenges of blended learning, they have incorporated digital tools and literacy practices to ensure that students continue to learn effectively. One approach is the integration of technology in classroom instruction. In a study by Mercado et al. (2019), teachers used online platforms and multimedia resources to support student learning. They found that the use of technology enabled teachers to provide more engaging and interactive instruction, resulting in improved student performance. Similarly, a study by Manzano and Uy (2021) explored the use of online learning management systems to enhance student engagement and provide more personalized instruction. Their findings suggested that the integration of technology in instruction can facilitate active and collaborative learning, leading to better learning outcomes.

3.3. Educational Insights can be Drawn from the Findings of the Studies—Educational management insights can help teachers and school administrators to effectively cope with the challenges of redefining instructional strategies in the new face-to-face modality. These insights can be gleaned from the experiences and studies of educators who have successfully navigated the transition to this new mode of teaching. Continuous professional development is critical. Teachers need regular training and support to develop new instructional strategies and adapt to changes in the educational landscape. Professional development programs should also be designed to build teachers' resilience and equip them with the skills to manage stress and burnout.

3.3.1. Providing Support through Continuous Professional Development—According to Kormos and Katalin (2017), CPD is an essential tool for enhancing teachers' professional growth and development. The authors noted that CPD programs provide opportunities for teachers to learn new techniques, approaches, and strategies that they can apply in the class-
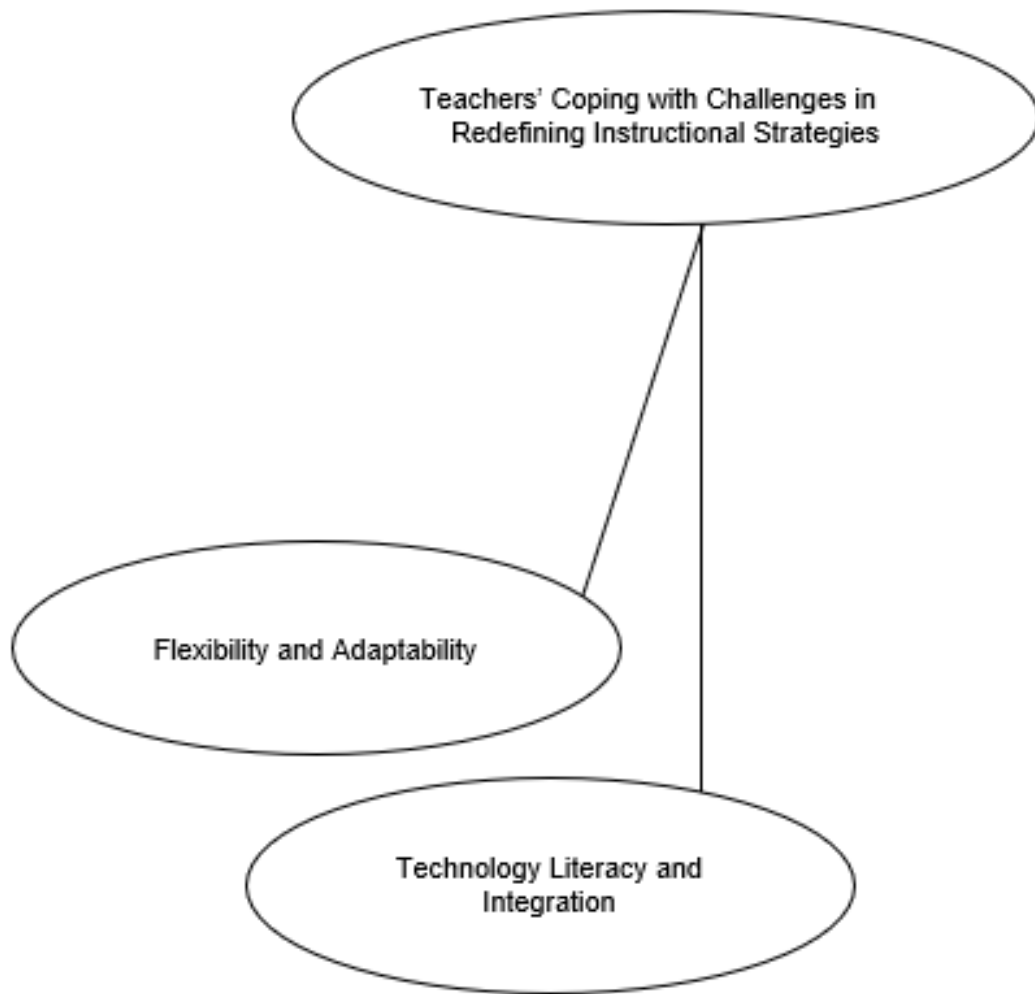
Figure 4. *Emerging themes on Teachers' Coping with Challenges in Redefining Instructional Strategies*

room. Through CPD, teachers can improve their teaching competencies, which, in turn, enhances their performance and the quality of education they provide. Similarly, Alkahtani and Jacobsen (2020) emphasized that CPD is a crucial element in improving teachers' knowledge and skills in the new face-to-face modality. The authors noted that teachers who participate in CPD programs are better equipped to manage the challenges of the new face-to-face modality, including technological advancements and changes in pedagogical approaches. Teachers can provide high-quality education to their students by continually updating their skills, which is essential in the current educational landscape. The Philippines' Department of Education (DepEd) has also developed various programs to support teachers' continuous professional development. One such initiative is the National Teachers' Month celebration, which aims to recognize and honor teachers' contributions to society. The event includes a week-long celebration featuring various activities and events to promote and support teachers' professional development. Furthermore, DepEd has also developed a Teacher Induction Program (TIP) to provide newly hired teachers with the necessary support and training to carry out their duties effectively. The TIP includes a 12-month program covering various topics, including instructional strategies, classroom management, and student assessment. The program also provides mentoring and coaching support to ensure that new teachers are properly guided and supported.

3.3.2. Promoting Positive School Culture— In the face of the challenges posed by the pandemic, teachers have been forced to adapt to new modalities of instruction to ensure that their students continue to learn despite the limitations. One educational management insight that has emerged from this experience is the importance of promoting a positive school culture to support teachers in redefining their instructional strategies. A positive school culture is one that fosters a sense of community, collaboration, and support among teachers, students, and administrators. This culture is characterized by trust, respect, and open communication, which can enhance teachers' sense of well-being and enable them to be more effective in their roles. According to a study by Shechter, Kimhi, Kinoshita (2018), a positive school culture is a crucial factor in teachers' ability to cope with stress and adapt to changes in instructional strategies. Teachers who feel supported by their colleagues and administrators are more likely to experience job satisfaction and be motivated to improve their instructional practices. According to Ferido and De Castro (2020), promoting a positive school culture is even more important now as teachers face additional stressors and challenges due to the pandemic. By fostering a positive school culture, teachers are provided with emotional support and resources that can help them cope with the demands of the new face-to-face modality. Promoting a positive school culture is an important aspect of educational management that can benefit both students and teachers. By building strong relationships, establishing clear expectations, creating a safe and inclusive learning environment, and investing in professional development, schools can promote positive academic and social-emotional outcomes for students and enhance teacher satisfaction. These educational learning insights are worth sharing with others to create positive change in educational settings.

3.3.3. Emphasizing the use of Technology and Literacy—

With the rise of technology in the education sector, teachers are redefining their instructional strategies to keep up with the new demands of the digital age. This requires a shift in mindset and skill set, and teachers need support from educational management to integrate technology and literacy into their instruction effectively. One of the key educational management insights for teachers in redefining instructional strategies is the emphasis on the use of technology and literacy. According to Weller (2018), technology can enhance student engagement and promote active learning. It can also provide teachers with real-time data on student progress, allowing for targeted instruction and assessment. In addition, technology can promote digital literacy skills that are essential in the modern workforce. The Department of Education (DepEd) has emphasized the integration of technology and literacy into instructional strategies through various initiatives. To provide equitable and quality education in the new normal, DepEd has launched the Learning Continuity Plan. The plan includes the use of online platforms, such as DepEd Commons and Learning Management Systems, to deliver learning materials to students (DepEd, 2020). Furthermore, DepEd has provided teachers with training and professional development programs to enhance their technology and literacy skills (DepEd, 2021). The Digital Education Transformation Roadmap aims to transform the education system by leveraging technology to improve access, quality, and relevance of education (DICT, 2018). The roadmap includes deploying digital devices, such as tablets and laptops, to schools and providing internet connectivity to remote areas to ensure that students and teachers have access to digital resources.

4. Implications and Future Directions

In this chapter, the findings of the study were presented, its implications, and future directions. To achieve the research objectives, a qualitative phenomenological method was utilized with thematic analysis. In adherence to Cresswell's (2006) guidelines, open-ended interview questions were applied to get an authentic understanding of people's experiences. Furthermore, this interview approach encouraged participants to present their own definition or meaning of the phenomenon being explored.

4.1.   Findings—The study's findings on the experiences of teachers redefining instructional strategies in the new face-to-face modality were drawn from the participants' narratives regarding the challenges encountered and the coping mechanism. This was a takeoff for learning insights and thus established implications and future directions. In terms of the challenges that elementary teachers have encountered, it flaunted that pre-teaching vocabulary, providing sentence frames and starters, and using visual aids and vocabularies require much work from the teachers, as well as modifying strategies to make learners master the lessons. On the coping mechanism, the discussions went on to generate results in which teachers have to be flexible and adaptable, taking through technological literacy and integration, and self-care and well-being must be mustered by the teachers. As to the educational management insights gained from the participants, through the provision of support and continuous professional development, promoting positive school culture and emphasizing the use of technology and literacy will gain much work of emulation.
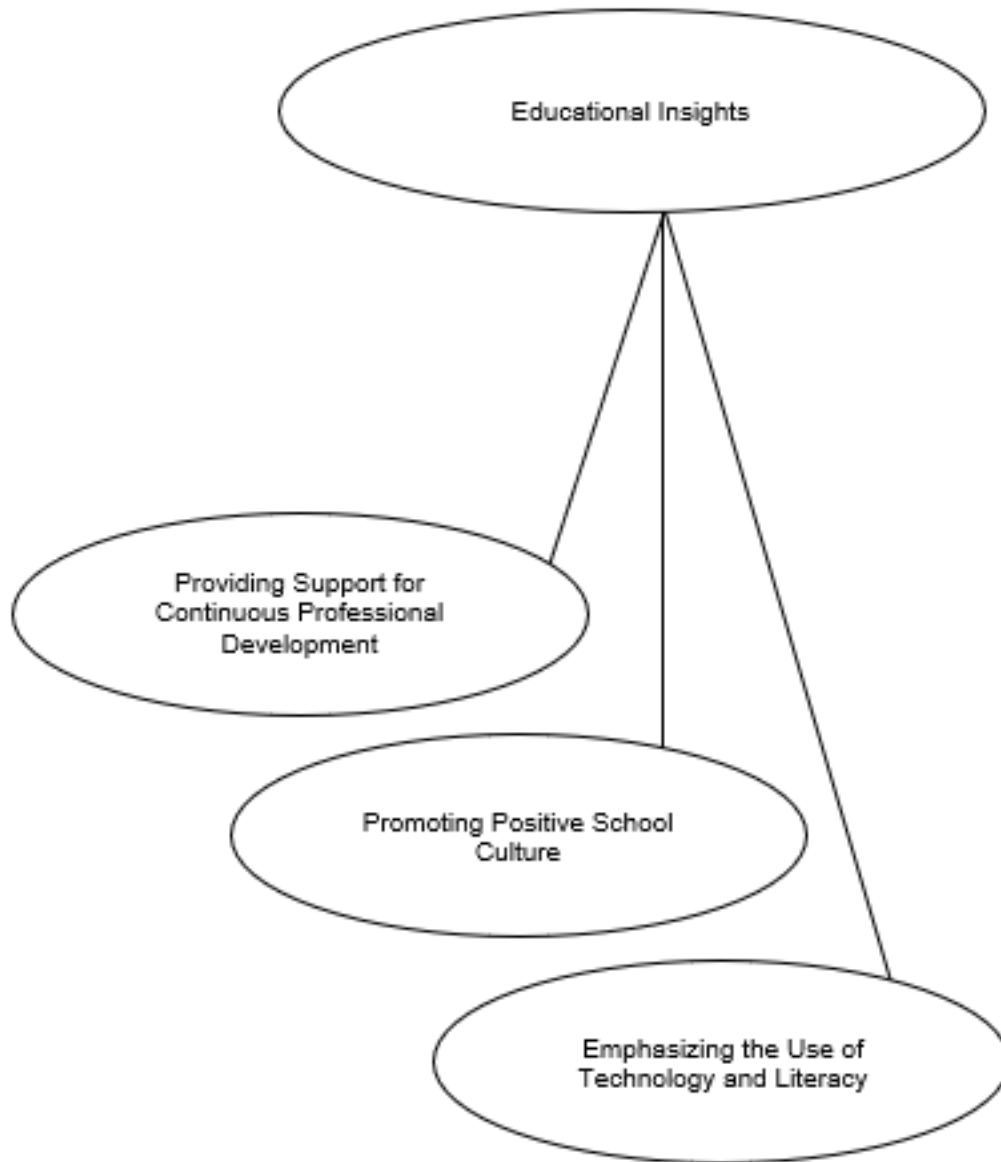
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Figure 5. *Emerging themes on Educational Insights can be Drawn from the Findings of the Studies*

4.2. Implications—The results of my analysis revealed the following significant findings. Flexibility and adaptability are essential qualities that teachers must possess to navigate the uncertainties and changes in the education system. Flexible and adaptable teachers can quickly adjust to new situations, employ innovative teaching strategies, and effectively communicate with students and colleagues. As discussed earlier, several factors contribute to the development of flexibility and adaptability among teachers, such as training and professional development, communication, and a positive school culture. Technology and literacy also play a significant role in the education system, and their integration can support the redefinition of instructional strategies. The use of technology in the classroom could enhance student engagement, collaboration, and critical thinking skills. Moreover, digital literacy skills are becoming increasingly necessary, and teachers must continually update their skills to keep up with technological advancements. Proper training and support in integrating technology into instruction are crucial in promoting effective teaching and learning. Self-care and well-being are essential for teachers to maintain their physical, mental, and emotional health, especially in times of crisis. Teachers who prioritize self-care and well-being can better manage stress, stay motivated, and maintain a positive attitude toward their work. Schools and educational institutions must prioritize the well-being of their teachers and provide adequate support systems, such as counseling services and work-life balance programs. In conclusion, the coping mechanisms that teachers employ to overcome the challenges in redefining instructional strategies have significant implications for the education system. Flexibility and adaptability, technology and literacy integration, and self-care and well-being are crucial factors that support effective teaching and learning. Educational institutions must prioritize their teachers' training, professional development, and support to ensure that they can deliver quality education amidst changing circumstances.

4.3. Future Directions—The future directions of the study on the challenges encountered and coping mechanisms of teachers in redefining instructional strategies are important to different stakeholders in the education sector. For the Education Program Supervisors, the study's future directions can provide insights into how they can develop and implement professional development programs that can address the challenges faced by teachers in the new face-to-face modality. These programs can focus on enhancing teachers' flexibility, adaptability, technological literacy, self-care, and well-being to ensure that they could effectively deliver quality instruction. For the School Principals, the study's future directions can provide guidance on how to create a positive school culture that promotes collaboration and support among teachers. They can also utilize the insights to provide support and continuous professional development to create a conducive learning environment for teachers and students. For the Teachers, the study's future directions can serve as a reminder to prioritize their well-being and continually develop their skills to cope with the challenges in redefining instructional strategies. They can also use the insights to improve their technology literacy and integrate technology in their instructional strategies to enhance student learning. For Future Researchers, the study's future directions can provide an opportunity to explore the long-term effects of the coping mechanisms employed by teachers and the effectiveness of the different strategies employed in addressing the challenges encountered. Future research can also focus on developing innovative approaches to support teachers in coping with the demands of the new face-to-face modality.

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