An Assessment of Remote Teaching Readiness, Tools, and Needs of English Teachers at San Francisco High School

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ABSTRACT

The descriptive-quantitative study assessed the remote teaching readiness, tools, and needs of English teachers at San Francisco High School during the first year of implementation of the Basic Education Learning Continuity Plan (S.Y. 2020-2021). A total of 26 English teachers participated in this study. It utilized instruments adopted from the study of Martin et al. (2019) and the British Council (2020). Remote teaching readiness was assessed in terms of the teachers' attitudes and perceived abilities in the four competencies of remote teaching, namely: course design, course communication, time management, and technical. Remote teaching tools and needs were assessed using items from a large-scale survey conducted by the British Council (2020). While they expressed positive attitudes and high confidence in the different aspects of remote teaching, teachers particularly expressed utmost importance of course design, or their pedagogical competence in the implementation, facilitation, and assessment in remote teaching. In terms of tools, results show that they particularly use group video/audio calls, slide presentations, mobile messaging apps, and social media. In terms of synchronous teaching needs, they reported that it would be very helpful for them to learn online teaching and assessment strategies, as well as guidance on online safety and security, as for asynchronous teaching needs, they reported it would be very helpful for them to learn how to design productive skills activities and offline learning tasks and strategies.

Keywords: *Asynchronous learning, Basic Education Learning Continuity Plan, remote teaching, synchronous learning*

INTRODUCTION

Other than the threat to public health, the COVID-19 pandemic brought catastrophic impacts on various sectors of society such as the economy, travel and leisure, politics and international relations, and, of course, education. To respond to this threat of interrupting learning, ministries of education worldwide were compelled to make abrupt changes in school operations in the face of such unprecedented circumstances. However, these changes were met by resistance and opposition from parents, students, educators, and other concerned groups. So as to prevent education from being interrupted, the Department of Education developed and adopted DepEd Order No. 02 S. 2020 which lays out a framework that shall govern school operations during the first year of implementation of the Basic Education Learning Continuity Plan (School Year 2020-2021). This framework enabled basic education learners to continue learning and teachers to continue delivering instruction in safe learning and working environments. Some measures that this framework introduced include streamlining K to 12 curricula into most essential learning competencies, developing self-learning modules, using other forms of assessment, and the adopting alternative modes of learning. These alternative learning modalities include distance learning, blended learning, and homeschooling. Since holding face-to-face classes is being avoided to prevent virus transmission, distance learning modalities have become the most viable means of instruction. These modalities include modular distance learning, online distance learning, and TV/Radio-based instruction. To support these initiatives,

the local government of Quezon City purchased some 176,000 tablets for the students to use in distance online classes. The tablet units have been preloaded with learning software applications and digitized modules. Also, 10GB of data connection was provided monthly. As for the teachers, a total of 3,210 laptop computers were also purchased for them to use. However, such would not probably suffice the total number of teachers in the Division. In junior and senior high schools alone, there are 5,521 junior high school teachers and 716 senior high school teachers deployed in 19 junior high schools, 31 integrated schools, and 14 stand-alone senior high schools to cater to the 185,891 high school students registered for the present school year. However, while gadgets have been the primary concern, there is more to be considered. It is also worth asking whether teachers are prepared to teach online since this massive shift from face-to-face to online learning and teaching was unprecedented. It has posed more questions and challenges than convenience and relief. Some of these challenges include technology, socio-economic divide, class intrusions, digital competence, assessment and supervision, workload, and subject matter compatibility; but then, it also brings opportunities such as research innovations, technological innovations, and socio-economic interventions (Adedoyin & Soykan, 2020).

Distance learning is nothing new in the country. It has already gone through four waves of change (Dela Peña-Bandelaria, 2007). It was first introduced in the Philippines as early as the 1950s where it was initially used in the province of Iloilo in the form of non-formal courses offering tips on farming and community development through a radio program. Upon recognizing the potential of distance education, traditional universities began offering graduate degree programs through print-based instructional materials supplemented with occasional face-to-face tutorials. The third generation of distance education was then brought by the demand for more flexible learning and the availability of new information and communication technologies. Thus, the element of convenient audio and video

formats were then added. The latest wave of distance education in the country, however, was prompted by the growing numbers of students who found the conventional learning system impractical, the increasing demand of professionals who found it necessary to upgrade their skills, the proliferation of Internet and computer hubs, and the availability of hardware and software technologies.

For the School Year 2020-2021, San Francisco High School (SFHS) had a total population of 8,272 students. Of these, 414 (5%) students opted for modular distance learning; 4,460 (56%) opted for online distance learning, and 3,198 students (39%) opted for blended learning. For modular learners, the school provided them with printed modules that their parents and guardians could collect and submit every week. For online learners, the school adopted a combination of synchronous and asynchronous learning. Online learners were required to attend 30 minutes of synchronous class while the rest of the week was devoted to asynchronous activities. As for the blended learners, they were given the option to attend synchronous classes or study using self-learning modules, but they had to do the asynchronous activities provided by the subject teachers. With these, the study aimed to determine the readiness of the English teachers at SFHS in delivering instruction through distance learning, as well as the tools they used and the resources they needed to facilitate synchronous and asynchronous learning.

The COVID-19 pandemic changed the educational landscape on a global scale. It posed both challenges and opportunities that could revolutionize the way people live, learn, and work. Thus, it was important to investigate teachers' readiness in such a ground-breaking period that would surely revolutionize the educational landscape of the country.

Since the Covid-19 pandemic revolutionized the educational landscape, the present inquiry aimed to assess English teachers' readiness for remote teaching, it lodges itself largely on the concept of teacher self-efficacy o the teacher's evaluation of
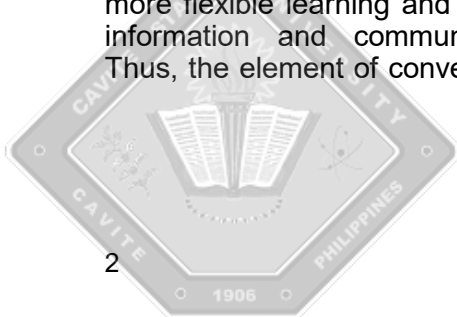
his/her capabilities to bring about desired outcomes (Tschannen-Moran & Woolfolk Hoy, 2001, as cited in Lazarides & Warner, 2020). This concept is anchored on the theory of social learning and the social cognitive theory of Bandura (1986). Therefore, the findings of the current research may be of help in the professional development of the teachers when it comes to delivering instruction through remote teaching or distance education. As most people are predicting, even after the present crisis, online teaching-learning is here to stay and may be the new normal in education.

Teachers' Attitudes toward Distance Education and ICT Integration

Attitude refers to a mind-set or a tendency to behave in a certain way. It comprises different aspects such as personality, beliefs, values, behaviours, and motivations (Ajzen, 1991). In this study, teachers' attitudes toward the use of technology and distance education were deemed to be important determinants of their readiness. In a local study, Nueva (2019) investigated Filipino teachers' attitudes toward technology, particularly on its perceived ease of use and usefulness. Findings revealed that the majority of the respondents find computer applications useful. In terms of ease of use, teachers responded that they had fun using technology in teaching. In terms of integrating technology in their practice, the majority of them used technology in delivering curriculum content to their students and believed that most of their students used technology to collaborate with others and add meaning to their learning. In the context of language teaching in the Philippines, Merillo and Domingo (2019) surveyed English language teachers' perceptions of information communication technologies in the country. In terms of their perception of ICT integration in language teaching, the teachers thought that ICT integration in language teaching made learning more effective, enabled students to be more active and engaged in the lesson, and helped them prepare teaching resources and materials. On the other hand, in terms of its perceived effects on students' learning, teachers believed that the use of ICT helped students find related knowledge and information for learning and increased students' confidence to participate actively in the class. However, there were differences between novice and experienced teachers. Using a qualitative inquiry, the study of Dela Rosa (2016) revealed that although both novice and experienced teachers held positive attitudes toward ICT, they also had slightly differing opinions regarding its use. Generally, experienced teachers agreed that ICT could be used for practice exercises, information retrieval, work collaboration, and autonomous learning, but novice teachers expressed disagreement with its use in information retrieval. This may have been due to its potential use for academic misconduct and intellectual dishonesty.

Teachers' Readiness for Remote Learning

The health protocols developed to prevent the spread of COVID-19 called for an immediate suspension of face-to-face classes at all levels in different parts of the globe. There was a very short period of planning for the succeeding school year. Despite this, the Department of Education exhausted all means for the next school year to continue. Lapada et al. (2020) investigated the readiness of teachers to distance education due to the COVID-19 pandemic. The majority of the teacher-respondents agreed that their school had a system of information dissemination to communicate with parents and students and that their school provided regulations and policies to protect students' identity and data privacy. However, less than half of the respondents reported that their school had enough capacity building on distance education offered to teachers, had a designated workforce for the pandemic and that their school provided supplementary materials for distance learning. Also, respondents reported that establishing communication with students, time management, and establishing a network of communication among stakeholders were some of the challenges of remote teaching.

Panol et al. (2020) also painted a very positive outlook regarding Filipino public school teachers'

technical and pedagogical readiness to conduct classes online. Results show that Filipino public school teachers are "approaching readiness" in both technical and pedagogical aspects of online learning. A similar study conducted by Ventayen (2019) investigated Filipino public school teachers' readiness to teach in an online environment in terms of their technical skills, online teaching and learning experience, attitudes toward online learning, and time management and commitment. Results show that Filipino public school teachers consider themselves ready to teach in an online environment in terms of their technical skills, attitudes toward online learning, and time management and commitment despite saying that they lack exposure or experience in it. Similar results were also shown in a qualitative study conducted by Simbajon (2021) among English teachers. Participants claim that they believe they have adequate technical skills but simply lack adequate experience in online learning and teaching. In addition to this, they also mentioned encountering problems in time management and workload, managing students' behaviors, struggling with stress and mental health issues, and having a slow Internet connection.

Remote Teaching Tools

One major concern that teachers and students have is the availability of technological gadgets to be used in delivering instruction remotely. In the study by Arrieta (2020) about the technological resources that teachers use, the results of his study showed that teachers were using their own computer units, mobile gadgets, internet connections, and mobile data in teaching. This suggests that there may not have been enough technological resources provided by the schools to address this need. Apart from the gadgets, another important aspect of remote learning is the operational system. Remote learning requires a system to ensure the smooth flow of school operations. A learning management system is a software application that can be used as an alternative to manage, document, and keep track of students online. The World Bank Group (2020,

as cited in Toquero, 2020) listed their recommended resources for remote teaching-learning situations. These resources or tools include Canvas, Desire2Learn, Can't Wait to Learn, Kolibri, Moodle, Open Learning Exchange, Schoology, and Google Classroom. However, the study of Reyes-Chua et al. (2020) surveyed the preferred learning platforms of professors in the Philippines. They expressed preferences for Google Classroom, FB Messenger, Edmodo, Zoom Meeting, Moodle, We Chat, Schoology, and Google Meet. Among these platforms, they found Facebook Messenger to be the most convenient because it was best used by students who could not afford to have an internet connection. This was followed by Google Classroom and Zoom similarly because these platforms could be accessed for free.

The use of e-learning platforms as an alternative mode of learning during emergency remote teaching has been met by doubts and resistance. However, Mobo (2020) claimed that the use of e-learning platforms had been perceived by the students as useful and effective in providing them with interactive activities, automatic tracking of their attendance, and the conduct of assessment activities. Apart from this, e-learning was also found to be efficient as it allowed student learning to be flexible allowing students to do other household chores and even work while studying (Mobo & Sabado, 2019).

Remote Teaching Needs

In the recent Learner Enrollment Survey conducted by the Department of Education (2020, as cited in Abad, 2020), the two most preferred modes of learning were printed modules (3.8 million) and online learning (2 million). Given the considerable number of students who wanted to learn online, it suggests that teachers should be equipped with ICT knowledge and skills. Roy and Boboc (2016) found that the most important preparation for online teachers included possessing online teacher qualities (e.g., commitment to teaching online, understanding the unique online environment, communication skills with students
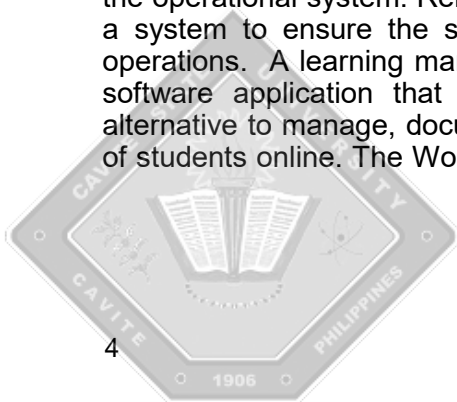
and parents, etc.), technological competence, professional development sessions and collaborations, and having experienced being online students themselves. In a local study, Mendonis (2014) revealed that the use of ICT in planning and designing activities was the most sought topic for professional development activities and programs for teachers. In another survey among teachers, academic management personnel, and ICT unit staff on their level of competency in e-learning, results showed that only a little more than half reported that they were competent in online assessment (61.53%) and course content development (57.69%); half were competent in teaching strategies (50%), and less than half were competent in designing learning activities (40%) (Galeon et al., 2019).

The present study aimed to assess the remote teaching readiness, tools, and needs of English teachers at San Francisco High School during the first year of implementation of the Basic Education Learning Continuity Plan. More specifically, it aimed to answer the following research questions:
1. To what extent do the teachers rate their attitudes toward the following aspects of remote teaching:
   1.1 Course design
   1.2 Course communication
   1.3 Time management
   1.4 Technical
2. To what extent do the teachers rate their abilities in the following aspects of remote teaching:
   2.1 Course design
   2.2 Course communication
   2.3 Time management
   2.4 Technical
3. To what extent do the teachers use remote teaching tools?
4. To what extent do the teachers rate their remote teaching needs in terms of
   4.1 Synchronous teaching
   4.2 Asynchronous teaching

Remote teaching readiness was limited to the teachers' attitude and perceived abilities in the four aspects of remote teaching, namely: course

design, course communication, time management, and technical. Then, remote teaching tools were limited to the platforms, software applications, and services that teachers used to deliver instruction. Lastly, remote teaching needs were limited to the pedagogical skills needed by the teachers in delivering instruction in both synchronous and asynchronous teaching.

The study covered only a portion of the total number of the entire faculty members of the English department of SFHS. The items for the study were adopted from existing studies published online. Also, in observance of the Covid-19 health protocols, the instrument was administered online via Google Forms.

METHODOLOGY

The study aimed to assess the remote teaching readiness, tools, and needs of English teachers at San Francisco High School during the first year of implementation of the Basic Education Learning Continuity Plan (School Year 2020-2021). Therefore, the study used the area sampling method in which a specific or selected area is chosen. In this study's case, the participants of the study were drawn from the English department of the school.

The English department of SFHS was composed of 35 permanent-regular teachers. However, while the study sought to include all teachers of the department, only 26 of the 35 teachers, or 74 percent of the target population, agreed to participate in the research. In terms of age, the majority of the teachers were young adults aged 20-40 years old (65%), while the rest were middle-aged adults aged 41-60 years old (35%). In terms of position, 15 (57%) of them held Teacher 1 positions; 5 (19%) held Teacher II positions; 3 (12%) held Teacher III positions, and 3 (12%) of them held Master Teacher I positions. In terms of year level, 22 (84%) of the respondents taught at the junior high school level, while 4 (16%) taught at the senior high school level. Data collection took place from April to May 2021.

The present study followed a descriptive-quantitative research design because it assessed the remote teaching readiness, tools, and needs of English teachers through an online questionnaire. More specifically, it used the cross-sectional survey design because it collected information from the respondents at just one point in time (Frankel & Wallen, 1994).

There were two instruments used in this study, namely: The Faculty Readiness to Teach Online (Martin et al., 2019) and the Teacher and Teacher Needs Survey (British Council, 2020). The first instrument assessed teachers' readiness using two constructs, namely: the teachers' attitudes toward the importance of online learning and their perceived abilities to teach online through the four competencies of online teaching. The competencies include course design (nine items), course communication (ten items), time management (six items), and technical (seven items). Course design refers to the teachers' pedagogical competency, course implementation, facilitation, and assessment. Course communication refers to the teachers' function of communication with their students, either through oral or writing, within the given learning modality. Time management refers to the teachers' competency in managing their work schedule in a way that their other commitments do not interfere with their ability to handle classes. Lastly, technical refers to the teachers' competencies to use technology independent of pedagogy. For the attitude construct, the items are answerable by a 5-point Likert scale from 1 (Not important at all) to 5 (Very important). As for the perceived ability construct, the statements are also answerable by a 5-point Likert scale from 1 (I cannot do it at all) to 5 (I can do it well). The other instrument contains items assessing remote teaching tools and needs that were adopted from a survey conducted by the British Council (2020). In the questionnaire, remote teaching tools refer to the platforms, applications, and services used by teachers to conduct classes remotely. In the original instrument, the ten (10) items listed for this part are to be answered through a checklist. However, in this study, it has been modified into a 5-point Likert scale from 1 (Never) to 5 (Always). Likewise, it also contains items assessing remote teaching needs which refer to the resources that the teachers could use to support their conduct of synchronous or asynchronous classes. There are seven items for synchronous teaching and eight items for asynchronous teaching. Similarly, this part of the questionnaire is answerable by a 5-point Likert scale from 1 (Not at all helpful) to 5 (Very helpful). For the data collection stage of the study, a research proposal was prepared and submitted to the school research coordinator for checking. Then, a letter of permission to conduct the study was written and submitted to the School Divisions Office for approval. The questionnaire was administered online through Google forms. A link was sent to the English teachers of San Francisco High School until a considerable number of teachers responded. The data gathered were subjected to analysis by computing for means and standard deviations. Then, the values were interpreted using scales on interpretation.

In terms of the teachers' attitudes toward course design in remote teaching, writing measurable learning objectives has the highest mean score (M=4.81, SD=.40) which is interpreted as "Very Important." This suggests that the teachers place great importance on thinking about the lesson objectives and how these objectives can be achieved and assessed. This supports the findings of This may be because remote teaching is very different from face-to-face teaching. Teaching and assessment methods are different because the remote setup limits interaction between teachers and students, as well as between and among students. On the other hand, creating instructional videos has the lowest mean score (M=4.12., SD=0.59). Although still considered important, it probably got the lowest mean since not all teachers may be familiar with the technology and skills needed to create and edit instructional videos to support their content instruction.

RESULTS AND DISCUSSION

English Teachlers' Attitudes toward Remote Teaching

Table 1. Attitudes toward Course Design

COURSE DESIGN (ATTITUDES)	M	SD	Verbal Interpretation
Create an online course orientation	4.46	0.76	Important
Write measurable learning objectives	4.81	0.40	Very Important
Design learning activities that provide students opportunities for interaction	4.73	0.45	Very Important
Organize instructional materials into modules or units	4.48	0.64	Important
Create instructional videos	4.12	0.59	Important
Use different teaching methods in the online environment	4.65	0.49	Very Important
Create online quizzes and tests	4.58	0.58	Very Important
Create online assignments	4.30	0.68	Important
Manage grades online	4.50	0.58	Very Important
Overall Weighted Mean	4.51	0.11	Very Important

Table 2. Attitudes toward Course Communication

COURSE COMMUNICATION (ATTITUDES)	M	SD	Verbal Interpretation
Send announcements/email reminders to course participants	4.46	0.58	Important
Create and moderate discussion forums	4.12	0.65	Important
Use email to communicate with the learners	3.92	0.69	Important
Respond to student questions promptly	3.96	0.77	Important
Provide feedback on assignments	4.19	0.63	Important
Use synchronous web conferencing tools	4.38	0.64	Important
Communicate expectations about student behavior	4.54	0.65	Very Important
Communicate compliance regarding academic integrity policies	4.35	0.69	Important
Apply copyright law and Fair Use guidelines when using copyrighted materials	4.42	0.58	Important
Apply accessibility policies to accommodate students' needs	4.50	0.65	Very Important
Overall Weighted Mean	4.28	0.06	Important

In terms of the teachers' attitudes toward course communication in remote teaching, results show that communicating behavioural expectations has the highest mean (M=4.54, SD=0.65). This may be due to the challenges of the remote teaching setup in terms of communication between teachers and students, as well as between teachers and parents. While teachers are somehow able to deliver instruction, it is undeniably difficult for them to monitor and supervise their student's understanding and progress as contact is limited and feedback is delayed. This is reflected in the study of Lapada et al. (2020) in which results showed that teachers found it challenging to establish

communication with students and their parents.

Also, less than half of the teachers agreed that schools were prepared for distance learning, more specifically, in capacity building, designating the workforce, and providing supplementary materials to learners. On the other hand, using email to re-

spond to students' questions had the lowest mean (M=3.92, SD=0.69). This is probably because teachers often use mobile messaging applications to contact or communicate with their students. This supports the findings of the study of Reyes-Chua et al. (2020) in which teachers expressed a preference for the use of FB Messenger to interact with their students because it is convenient and

Table 3. Attitudes toward Time Management

| TIME MANAGEMENT (ATTITUDES)	M	SD	Verbal Interpretation
Schedule time to design the course prior to delivery	4.42	0.64	Important
Schedule weekly hours to facilitate the online course	4.35	0.75	Important
Use features in Learning Management System in order to manage time	4.23	0.65	Important
Use facilitation strategies to manage time spend on course	4.23	0.65	Important
Spend weekly hours to grade assignments	4.12	0.65	Important
Allocate time to learn about new strategies or tools	4.46	0.65	Important
Overall Weighted Mean	4.30	0.04	Important

mostly free.

In terms of the teachers' attitudes toward time management, results show that allocating time to learn new strategies or tools has the highest mean (M=4.46, SD=0.65) while spending weekly hours grading assignments gets the lowest mean (M=4.12, SD=.65). This somehow reflects the

teachers' adjustment to the new normal setup in education where there is less contact time and less face-to-face interaction that they begin to realize that they need to learn new strategies in delivering instruction online. This is reflected in the study of Mendonis (2014) in which results revealed that using ICT in planning and designing activities was considered one of the most sought-

Table 4. Attitudes toward Technical Aspect of Remote Teaching

TECHNICAL (ATTITUDES)	M	SD	Verbal Interpretation
Complete basic computer operations	4.65	0.63	Very Important
Navigate within the course in the Learning Management System	4.04	0.60	Important
Use course roster in the Learning Management System to set up teams/groups	3.88	0.65	Important
Use online collaborative tools	4.35	0.56	Important
Create and edit videos	3.85	0.67	Very Important
Share open educational resources	4.31	0.68	Important
Access online help desk/resources for assistance	4.08	0.74	Important
Overall Weighted Mean	4.17	0.06	Important
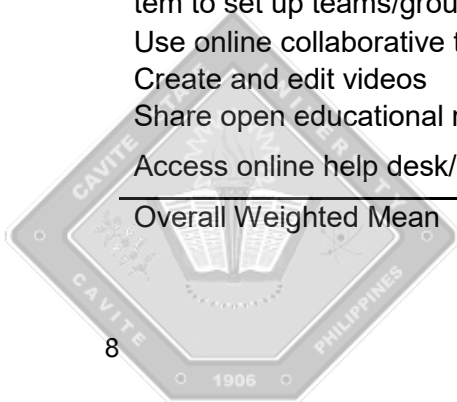
In terms of the teachers' attitudes toward the technical aspects of remote teaching, results show that having comprehensive knowledge of basic computer operations has the highest mean (M=4.65, SD=0.63). This confirms the findings of Roy and Boboc (2016) claiming that technological competence was one of the most important qualities of online teachers. On the other hand, using the course roster to set up teams and groups received the lowest mean (M=3.88, SD=0.65). The teachers at SFHS conduct synchronous classes only 30 to 45 minutes per week. Most teachers spend this time delivering lectures. Class activities like group work are mostly assigned as asynchronous tasks. These findings suggest that teachers still consider group activities as an indispensable component of the teaching-learning process.

Table 5. Perceived ability in Course Design

COURSE DESIGN (PERCEIVED ABILITY)	M	SD	Verbal Interpretation
Create an online course orientation	3.88	0.86	I can do it.
Write measurable learning objectives	4.27	0.67	I can do it.
Design learning activities that provide students opportunities for interaction	4.31	0.62	I can do it.
Organize instructional materials into modules or units	3.81	0.75	I can do it.
Create instructional videos	3.77	0.76	I can do it.
Use different teaching methods in the online environment	4.23	0.65	I can do it.
Create online quizzes and tests	4.65	0.49	I can do it well.
Create online assignments	4.65	0.49	I can do it well.
Manage grades online	4.42	0.58	I can do it.
Overall Weighted Mean	4.22	0.12	I can do it.

In terms of the teachers' perceived ability in course design in remote teaching, results show that creating online quizzes/tests and online assignments has the highest mean (M=4.65, SD=0.49). This suggests that teachers are very confident about their abilities to develop assessment activities in remote learning. The teachers at SFHS use the Google suite which includes Google Forms. Google Forms is a software application allowing teachers to create quizzes and other assessment activities. It can also check and record quiz scores and even translate the data to descriptive statistics which is very much helpful not only in administering assessments remotely but also in analyzing how well their students are performing. This supports the study of Reyes-Chua et al. (2020) claiming that English teachers found assessment to be easily conducted in e-learning classrooms. However, while Google Forms may be helpful in objective types of assessment, it may pose challenges in evaluating certain assessment types like essays, portfolios, and performance-type assessments. This is cited in the study of Lapada et al. (2020) in which teachers reported that they had difficulty in checking and evaluating students' outputs online. On the other hand, creating instructional videos has the lowest mean (M=3.77, SD=0.76). This is consistent with the findings of Caluza et al. (2017) in which teachers reported that they knew the basics of video editing such as stitching video footage, adding soundtracks, and applying simple enhancements.

Table 6. Perceived ability in Course Communication

COURSE COMMUNICATION (PERCEIVED ABILITY)	M	SD	Verbal Interpretation
Send announcements/email reminders to course participants	4.50	0.51	I can do it well
Create and moderate discussion forums	4.19	0.49	I can do it
Use email to communicate with the learners	4.27	0.53	I can do it
Respond to student questions promptly	4.08	0.63	I can do it
Provide feedback on assignments	4.00	0.69	I can do it
Use synchronous web conferencing tools	4.42	0.58	I can do it
Communicate expectations about student behavior	4.23	0.51	I can do it
Communicate compliance regarding academic integrity policies	4.15	0.54	I can do it
Apply copyright law and Fair Use guidelines when using copyrighted materials	4.12	0.59	I can do it
Apply accessibility policies to accommodate students' needs	4.15	0.54	I can do it
Overall Weighted Mean	4.21	0.06	I can do it

In terms of the teachers' perceived ability in course communication in remote teaching, results show that sending announcements/reminders received the highest mean (M=4.50, SD=0.51). This supports the findings of Lapada et al. (2020) claiming that schools had a system of information dissemination to communicate with students and parents. On the other hand, providing feedback on assignments has the lowest mean (M=4.00, SD=0.69). Although they still expressed confidence in doing this, it still somehow confirms the finding of Lapada et al. (2020) that establishing communication with students poses a challenge in remote teaching.

Table 7. Perceived ability in Time Management

TIME MANAGEMENT (PERCEIVED ABILITY)	M	SD	Verbal Interpretation
Schedule time to design the course prior to delivery	3.88	0.91	I can do it.
Schedule weekly hours to facilitate the online course	4.04	0.92	I can do it.
Use features in Learning Management System in order to manage time	4.04	0.82	I can do it.
Use facilitation strategies to manage time spend on course	4.00	0.80	I can do it.
Spend weekly hours to grade assignments	4.04	0.82	I can do it.
Allocate time to learn about new strategies or tools	4.15	0.54	I can do it.
Overall Weighted Mean	4.03	0.14	I can do it.

In terms of the teachers' perceived ability in time management in remote teaching, results show that allocating time to learn about new strategies and tools received the highest mean (M=4.15, SD=0.54). This means that teachers are confident about delivering instruction remotely while acknowledging the unique characteristics and demands of being an effective online teacher. This supports the findings of Ventayen (2019) in which Filipino teachers believe they are able to manage their time well in online teaching and were able to commit to such arrangement.

However, some studies refute these favorable findings. For example, the findings of Galeon et al. (2019) show that only half of the teachers surveyed considered themselves competent in e-learning teaching strategies. Likewise, the qualitative data of Simbajon (2021) also found that time management and workload pose a major concern for Filipino English language teachers. Findings claim that it takes more time for teachers to pre-pare, plan, and teach an online class. However, it is worth remembering that the former study mentioned was conducted before online learning became the norm. The present study however was conducted toward the end of the first year of implementation of the Basic Learning Continuity Plan.

It may suggest that this optimism may have been the impact of teachers getting used to remote teaching. They may have developed skills and strategies to deliver instruction online. On the other hand, scheduling time prior to delivery received the lowest mean (M=3.88, SD=0.91). This could be due to the numerous tasks that teachers have to do other than teaching.

The remote teaching setup posed challenges to student monitoring and supervision. Thus, adding more tasks to the teachers. This is in addition to the challenges of communication between teachers and students.

Table 8. Perceived ability in Technical Aspect of Remote Teaching

TECHNICAL (PERCEIVED ABILITY)	M	SD	Verbal Interpretation
Complete basic computer operations	4.23	0.91	I can do it.
Navigate within the course in the Learning Management System	3.92	0.84	I can do it.
Use course roster in the Learning Management System to set up teams/groups	3.81	0.85	I can do it.
Use online collaborative tools	4.19	0.75	I can do it.
Create and edit videos	3.58	1.03	I can do it.
Share open educational resources	3.85	0.78	I can do it.
Access online help desk/resources for assistance	3.92	0.69	I can do it.
Overall Weighted Mean	3.93	0.11	I can do it.

Teachers are also confident about their abilities regarding the technical aspect of remote teaching. Results show having basic computer operations received the highest mean (M=4.23, SD=0.91). This supports the findings of Caluza et al. (2017) claiming that public school teachers were proficient in using a word processor and knowledgeable about the basics of spreadsheet and slide presentation applications. Likewise, they know the basics of copying, editing, and storing various media files. On the other hand, creating and editing videos had the lowest mean score (M=3.58, SD=1.03). Nevertheless, they

expressed confidence in doing video editing, and this is supported by the findings of Caluza et al. (2017) that public school teachers knew its basics such as stitching video footage, adding soundtracks, and applying video enhancements. However, in the study of Simbajon (2021), data claimed that the slow Internet connection in the country is a major frustrating struggle for Filipino English language teachers.
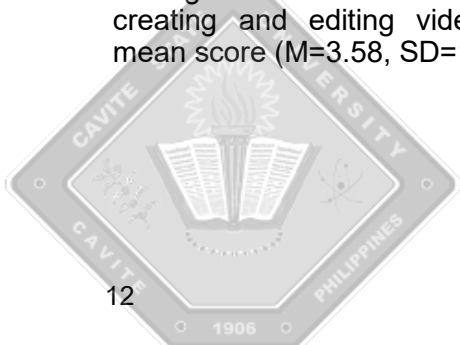
English Teachers' Use of Remote Teaching Tools

Table 9. Remote teaching resources

REMOTE TEACHING RESOURCES	M	SD	Verbal Interpretation
Group video/audio calls	4.85	0.37	Always
Recorded video and screencast	3.38	1.06	Often
Slide presentations	4.92	0.27	Always
Email	4.31	0.84	Often
Courier service	2.27	1.19	Rarely
Phone calls	3.31	0.88	Sometimes
Mobile phone or app messaging	4.73	0.67	Always
Online games and materials	3.19	1.20	Sometimes
Social media	4.58	0.81	Always
Overall Weighted Mean	3.95	0.33	Often

Table 10. Teachers' synchronous teaching needs

SYNCHRONOUS TEACHING NEEDS	M	SD	Verbal Interpretation
Lesson plans for online teaching	3.96	0.96	Quite Helpful
Suggestions for online games and short activities	4.19	0.63	Quite Helpful
Webinars about online teaching techniques and ideas	4.73	0.53	Very Helpful
Video observations of online lessons	4.19	0.69	Quite Helpful
Guidance about online safety and child protection policies	4.69	0.55	Very Helpful
Guidance about assessing learners in remote teaching contexts	4.61	0.57	Very Helpful
Overall Weighted Mean	4.40	0.16	Quite Helpful

In terms of the teachers' needs in synchronous teaching, results show that the need for online teaching techniques and ideas received the highest mean (M=4.73, SD=0.53) while planning lessons received the lowest mean (M=3.96, SD=0.96). Nevertheless, both of them were deemed helpful. This may suggest the teachers' acknowledgment of the unique characteristics of remote teaching. They realized the need for a different approach and set of strategies for better facilitation of remote learning. This is reflected in the study of Mendonis (2014) in which only more than half of the teacher-respondents considered themselves competent in teaching and assessment strategies in online learning and course content development. Also, less than half of them considered themselves competent in designing online learning activities.

Table 11. Teachers' asynchronous teaching needs

ASYNCHRONOUS TEACHING NEEDS	M	SD	Verbal Interpretation
Lesson plans for offline teaching	4.04	0.82	Quite Helpful
How to create receptive skills activities (reading and listening)	4.50	0.65	Quite Helpful
How to create productive skills activities (speaking and writing)	4.62	0.50	Very Helpful
Guidance on what to include in setting schemes of work at home	4.58	0.50	Very Helpful
Games and engaging activities students can do at home	4.35	0.56	Quite Helpful
Webinars on other remote teaching techniques and ideas	4.54	0.65	Very Helpful
Designing tasks for offline learning	4.54	0.58	Very Helpful
How to create and manage assessment tasks to be done at home	4.46	0.58	Quite Helpful
Overall Weighted Mean	4.45	0.10	Quite Helpful

In terms of the teachers' asynchronous teaching needs, results show that the setting scheme of work at home received the highest mean (M=4.58) lesson plans for offline teaching received the lowest mean (M=4.04, SD=0.82). While synchronous online teaching poses several challenges apparently challenging, asynchronous teaching seems to present more. It is probably because there is limited interaction that entails these learning modalities. In SFHS, teachers are given 30 minutes per week to conduct synchronous classes. This time of mostly spent on delivering lectures and giving instructions. The rest of the week is for asynchronous tasks. With such a very short time allotment, there is very little to almost no time to demonstrate speaking and writing skills. Also, with such very little contact time with students, it is difficult to plan for a week-long activity that students can work independently.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, English teachers at SFHS generally hold positive attitudes toward remote teaching. They recognize its unique characteristics, especially in terms of course design. Nevertheless, they perceive themselves to be fairly skilled in all aspects of remote teaching (i.e. course design, course communication, time management, & technical). In terms of remote teaching resources, they use online tools that allow them to deliver content and instruction, present textual and visual illustrations of the lesson, and connect and communicate with learners, parents, colleagues, and administrators. In terms of synchronous teaching needs, they expressed the need to learn more online teaching and assessment strategies, as well as guidance on online safety and protection. Lastly, In terms of asynchronous teaching needs, they expressed the need to design productive skill activities (i.e. speaking and writing), set up a work-at-home structure, and additional training on designing asynchronous learning activities.

Based on the foregoing conclusions, it is highly recommended that English teachers be given training on remote teaching pedagogy,

recognizing the unique features of distance education. Also, it is deemed important to explore the learners' readiness for remote learning, as well as their remote learning resources and their needs as successful learning depends on the readiness of both. It is also suggested that a similar study be done using teachers from other academic disciplines.

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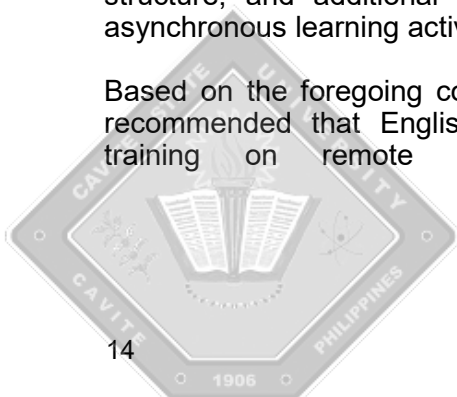
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