Computer-Mediated Communication in Language Teaching: Challenges and Responses of Filipino ESL Teachers in the Philippines

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ABSTRACT

The use of technology has permeated every aspect of our life in the twenty-first century. The Internet and computers have transformed communication, giving people from all walks of life a chance to connect globally. However, computers also provide new challenges for teachers, particularly in language education. For instance, English as a Second Language (ESL) teachers in the Philippines frequently face these challenges as they attempt to integrate technology into their international students' instruction methods. Hence, this paper discusses the challenges faced by Filipino ESL teachers in teaching English to their Korean students and how they responded to these difficulties. Using the snowball sampling technique, this study gathered 30 ESL teachers across the Philippines. The findings indicate that technology proficiency, cultural differences, students' lack of exposure to the English-speaking community, and the use of "Konglish" by their students are only a few of the challenges Filipino ESL teachers face in language teaching. Based on the study, computer-mediated communication plays a significant part in language teaching to develop original and cutting-edge teaching strategies. Accordingly, Filipino ESL teachers believe that using computer-mediated communication to improve teaching and learning is essential to build a comprehensive and unified plan that considers pre-existing values, beliefs, and competencies. Computer-mediated language pedagogy will also assist Filipino ESL teachers in increasing output and learning more about how to improve and adapt the current language teaching and learning approach to contribute to the development of Korean students.

Keywords: *Computer-mediated communication, language teaching, language learning, ESL, Filipino ESL teachers.*

INTRODUCTION

Since English is a widely spoken language worldwide and is viewed as an essential competitive advantage in the global job market (Le, 2020; Temporal, 2018; Nomnian, 2014), students need to have a solid foundation in English at an early age (Perez & Alieto, 2018; Oktaviani & Fauzan 2017; Clarke, 2009). In the Philippines, the educational system has created several initiatives to help students' English proficiency (Madrunio, Martin & Plata 2016). "English as a Second Language" (ESL), which tries to give students the skills and information necessary to communicate effectively in English, is one of the most well-known programs. With the ESL scheme, students can also improve their verbal and written communication competencies by engaging in various speaking exercises and finishing writing assignments.

Furthermore, continuous modernization has also contributed to a shift in how ESL teachers conduct their classes. One of these is computer-mediated communication (Lenkaitis, 2020; Wang, 2019; Hsu, 2017; Eslami, Mirzaei & Dini, 2015; Chen & Brown, 2012; Smith, 2009; Hirvela, 2006; Shin, 2006). Due to its interactive features and engaging environment, the use of technology has grown in popularity among ESL teachers and students in recent years (Tze Pheng, Hashim & Ainil Sulaiman, 2021; Ulla & Tarrayo, 2020; Halim & Hashim, 2019).

Additionally, computers allow students to develop their language skills in real-life contexts outside the classroom while getting immediate feedback from their teachers. By giving constructive criticism on many areas of their speech, such as grammar, vocabulary, pronunciation, and fluency, ESL teachers can use these technologies to enhance their students' language input.

Despite these benefits, Filipino ESL teachers face several problems in helping their Korean students comprehend and interact effectively in English. Thus, this study attempted to examine the challenges that Filipino ESL teachers experienced when providing English instruction to their Korean students, as well as how they addressed the difficulties they faced.

LITERATURE REVIEW OR RESEARCH BACKGROUND

Factors Affecting Technology Integration in ESL Online Classrooms

The advancement of information and communication technologies (ICTs) has dramatically influenced the interactions between teachers and their students (Asad et al., 2021; Bindu, 2016; Jayanthi & Kumar, 2016). For instance, Zoom, Cisco Webex, Google Meet, and other online language learning resources have enabled teachers and students to connect and engage in real-time interactions without traveling or meeting physically (Bordoloi, Das & Das, 2021; Menon et al., 2020; Mohite, 2020). As a result, teachers can better customize their training to each student's specific needs and give them more individualized support so they may learn English more efficiently. However, the growing use of ICTs in the classroom has created new opportunities for language teachers to interact with their students in ways that reflect the reality of the modern workplace.

In recent years, ESL teachers and students have significantly increased their use of online ESL platforms worldwide through the online game-based application (Ghani & Daud, 2023; Mirzaev, 2022; Hashim, Rafiq & Md Yunus, 2019), TikTok, Facebook, and other social media networking sites (Anumanthan & Hashim, 2022; Al-Jarf, 2021; Ghounane, 2020), and education technology software like Padlet (Amin, 2019; Rashid, Yunus, & Wahi, 2019). This is partly a result of the increasing popularity of online programs, which allow students to achieve their academic goals from any location in the world without having to attend school physically. Additionally, many ESL teachers are adopting more and more internet tools to enhance conventional classroom education and support students' engagement in innovative approaches.

Nonetheless, the possible negative impacts of ICTs on student learning are causing language teachers to become increasingly concerned. While online communication tools like Zoom, Cisco Webex, and Google Meet have many benefits for teachers and students (Dash et al., 2022; Naik & Govindu, 2022; Amin & Sundari, 2020), they are also constrained in many ways that reduce their usefulness in the classroom. These limitations include a breach of anonymity, a lack of integrity, inappropriate settings, and disruption of conventional learning procedures (Madhav & Tyagi, 2022; More & Vankadara, 2022; Wade, Hausmann & Freed, 2022). Engaging trainees within the virtual classroom: Teaching strategies for rheumatologists in a pandemic. European Journal of Rheumatology.). Additionally, technology tools frequently fall short of the needs of varied learners, keeping them outside of the language classroom. For ESL teachers, especially those who work in diverse settings, this is a severe problem. Online tools can also result in additional issues like cyberbullying (Balaji et al., 2022; Talpur, Yuhaniz & Amir, 2020), which frequently leaves students uneasy and disillusioned with these platforms. Therefore, ESL teachers must feel confident administering and utilizing ICT

platforms to maintain a secure, encouraging, and productive learning process.

Computer-Mediated Communication in Language Teaching and Learning
Due to technological advancements and the growing accessibility of internet materials, the use of computers for language teaching and learning has risen dramatically in recent years (Chen et al., 2021; Kharatova, Tulaboeva & Xusanova, 2022). Computer-mediated communication (CMC) as a teaching experience has emerged due to this trend. It uses technology to improve teaching through online, real-time interactions between teachers and students (Marani, Subarkah & Wijayanto, 2020; Hsu & Beasley, 2019; Xu & Yu, 2018; Thorne, 2008). Several factors have facilitated the widespread acceptance of CMC among educators. These include the expanded accessibility of online services and tools, including webcams, voice and text chat programs, video conferencing systems, and interactive whiteboards. With these resources, teachers can engage their students more in collaborative learning.

Research has shown that most language learning courses include CMC as an essential element, and some scholars contend that CMC has practically become an integral part of language teaching (Zheng & Warschauer, 2017; Hosseini & Branch, 2015; Nguyen, 2008; Van, 2001). CMC provides multiple key benefits for language teachers and learners (Belda-Medina, 2021; Côté, & Gaffney, 2021; Alonso-Belmonte & Vinagre, 2017; Jabeen & Thomas, 2015): (1) CMC gives students a chance to exercise their verbal communication capabilities in the target language without worrying about making mistakes, which might encourage them to study more assiduously and ardently; (2) Through videoconference, students can engage in online interactions with native speakers that can improve their language proficiency; (3) Hearing native speakers of the language being studied can assist students in learning from their errors and enhance their pronunciation, which is helpful while studying a second or foreign language; and (4) The CMC provides more chances for native and non-native speakers to interact, which promotes the growth of cultural understanding. Therefore, using CMC in language teaching and learning has become an opportunity for educators.

On the other hand, it is also essential to educate students about the limitations of CMC technologies and how their interaction efficiency may be impacted by technology. Some of these limitations are: (1) the potential for communication can only arise when the teachers and students are both present simultaneously; (2) students should also be conscious of the reliability issues that many machine translations have and how they may impact the quality of their translations; (3) the distinctions between formal and non-formal online interaction and how each might assist students must also be clarified; and (4) when students exchange ideas online, they should be aware of the various linguistic and cognitive abilities present and how this may affect the clarity of their messages (Wang & Devitt, 2022).

Consequently, it is crucial to consider how technology can be used better to promote efficient teaching in the ESL online classroom as CMC continues to advance and spread across the education scheme (Catalan, 2021; Nesrine, Sara & Belhadi, 2019; Romiszowski & Mason, 2013). Considering several difficulties teachers and students have as they traverse these novel and innovative settings and get used to a different concept of teaching and learning is paramount. For instance, teachers can contribute to developing a productive teaching and learning environment in which students are interested and motivated to study by introducing innovative technology into the educational experience.

METHODOLOGY

The study utilized a qualitative research approach due to the study's objectives that deals with the challenges and responses of Filipino ESL teachers in the Philippines. Qualitative research is defined as research that uses methodologies like participant observation or case studies to produce a narrative, descriptive description of a place or activity (Tenny, Brannan & Brannan, 2017). Moreover, the study also employed the case study as the tradition of inquiry as it entails observing a social unit in detail, especially that unit is a person, specifically a family for this study from this, the goal of the case study technique regarding this topic is to identify the elements that contribute to the behavior patterns of a particular unit.

Thirty (30) Filipino ESL teachers for Korean students were the participants in this study. The snowball sampling technique was used in this study to obtain the samples. According to Parker, Scott, and Geddes (2019), it has become one of the most widely used sampling techniques in qualitative research, and its core features include referrals and recommendations. The researcher began with a small group of initial participants who were eligible for the study and were recruited to participate. These initial participants were then requested to suggest more connections who met the research requirements and might be willing participants; these contacts then told additional possible participants until the target samples were reached. Since the researcher established the first connections via social media networking sites, a considerable number of participants were collected due to the momentum created by these connections.

Several inclusion criteria are crucial when choosing participants for the study's in-depth interviews: first, they must be working as ESL (English as a Second Language) teachers in the Philippines, guaranteeing firsthand knowledge of language instruction and direct interaction with computer-mediated communication (CMC) tools; second, they must have used CMC tools in their language instruction, from educational apps to online platforms, guaranteeing that their perspectives are pertinent to the research topic; and third, they may come from different teaching settings, like public or private schools, guaranteeing a thorough understanding of challenges and responses in diverse contexts; and lastly, considering the emphasis on language instruction, fluency in the English language is required for efficient communication during the interview process.

The study conducted in-depth interviews (IDI) to collect data from ESL teachers. This type of interview is suitable for thoroughly investigating a particular subject or assessing theories and resources that demand a high level of attention and emphasis. The rapport between the interviewer and the participant is essential to the outcomes and perspectives received from each interview. Thus it's generally the finest setting for researching more complex topics. According to Morris (2015), a suitable in-depth interview should be a fluid and open conversation in which the interviewer gives the participant a lot of latitude.

Consequently, the interviewer also guides the discussion as covertly as possible to ensure that the participant addresses the issues they have identified as crucial and provides as much pertinent data as feasible in the allotted time. Participants are free to communicate with themselves whatever they wish. Although in-person interviews are preferred, using Zoom for virtual interviews can occasionally be successful.

This study also ensured that the participants had consent to record the conversation, which was later transcribed and examined to uncover themes that emphasized the challenges and responses of the ESL teachers. The researcher ask for permission from the participants to use their narratives in the research and rest assured that their anonymity will remain.

RESULTS AND DISCUSSION

This part discusses the challenges faced by Filipino ESL teachers in teaching Korean students and their responses to these difficulties. Based on the gathered data through in-depth interviews, Filipino ESL teachers' problems are technology competence, cultural gap, formal training in technology integration, students' less exposure to the English-speaking community, and the use of the 'Konglish' language by their students. Meanwhile, Filipino ESL teachers also provided steps on how to address these problems with the help of computer-mediated communication.

Challenges Faced by Filipino ESL Teachers in Teaching Korean Students
a.   Technology Competence
Due to several considerations, it is challenging for Filipino ESL teachers to use technology in their language instruction. The most noteworthy of these is their requirement for greater computer technology competence since many of today's ESL students are more familiar with computers and other electronic gadgets than their teachers because they are used to using technology regularly. This scenario presents a considerable difficulty for the Filipino ESL teachers attempting to integrate technology into their instructional strategies since they must discover strategies for empowering their students to accept the new pedagogical approaches without making them lose enthusiasm for the subject. According to Anas and Musdariah (2018), ESL teachers must advance their technological skill set to employ ICT technologies in language teaching and learning. To continue working in the language teaching and learning environment, they should, at the very least, understand the fundamentals of technology. If they already possess this foundational knowledge, they will only need to advance their skills to use ICT tools professionally.

b.   Time Management
Another difficulty teachers encounter when striving to incorporate technology into their lessons is the time management. Although integrating technology into instructional practices frequently necessitates additional effort and preparation on the part of teachers, it can significantly boost student performance and enrich their learning experience. For instance, they might need more time to deal with each student individually or give enough feedback to aid in the development of their language abilities as a result. As said by Gul, Tahir, and Batool (2021), time management is a crucial component of any institution where teachers are required to carry out duties other than those related to teaching and learning.

c.   Cultural Gap
Differences in culture and tradition between Filipino ESL teachers and Korean students is another issue that needs to be addressed when comprehending and following teacher instructions and carrying out tasks. This issue is consistent with a previous study by Sato and Hodge (2016), who discovered that teachers identified methodological difficulties and cultural differences as roadblocks to teaching English language learners. These cultural differences may also impact how these students adapt and adjust to new teaching and learning methods (Wanda & Pyng, 2023). For instance, when speaking English, various people may use different tones and facial gestures, making it challenging to comprehend one another. Furthermore, since non-verbal communication varies depending on the culture (Bhat & Kingsley, 2020; Jena, 2020; Bambaeeroo & Shokrpour, 2017), it is essential to modify

the ESL curriculum and instruction to account for these differences and make it easier for teachers and students to communicate and understand each other.

Moreover, the writing abilities of Korean students may also need to improve because their grammar and writing patterns may vary from those of Filipino ESL teachers. It is also important to note that both groups speak English as a second language, making it challenging to engage and communicate with people who speak English as their first language. In order to address these linguistic hurdles and promote effective, positive learning and interaction between Filipino ESL teachers and Korean students, it is crucial for teachers to learn about and comprehend both cultural differences.

Korean students may find it challenging to adjust to these cultural differences, which can occasionally induce feelings of uncertainty and learner's intercultural sensitivity (Quinto, Ofalia, Bae & Salonga, 2019). However, this learning method has proven advantageous for them because technology can be utilized to develop, educate, and improve various elements of learning (Alam, 2022; Elumalai et al., 2021; Hasin & Nasir, 2021). Filipino ESL teachers will benefit, as well as students if they notice the cultural differences and learning preferences between these two groups and use the appropriate strategies to address them and improve the learning environment for students. Developing their teaching and communication capabilities outside of the classroom will help both teachers and students advance personally and professionally.

d. Classroom Management

For most Filipino ESL teachers, classroom management involves more than simply educating their students and giving them access to all the tools they need to learn the language effectively. Instead, most ESL instructors in the Philippines are saddled with the additional duty of overseeing the classroom environments to ensure that every student is sufficiently involved and able to devote attention to the lesson. Based on research by Nazari, Zohoorian, and Faravani (2021), classroom management significantly impacts a teacher's effectiveness, and both the interpersonal and teaching/learning components are essential. The lesson preparation and student involvement throughout the session are important factors in the teaching/learning component. For instance, a teacher may be in charge of enforcing rules in the classroom, preparing activities where they can appreciate the lessons while still learning, and ensuring that everyone cooperates to achieve the learning objectives.

e. Formal Training in Technology integration

Filipino ESL teachers may need more expertise or formal training to integrate technology into their courses adequately. As per Kessler (2018), formal teacher education must incorporate the appropriate equipment to allow potential teachers to use technology and systematically enhance their perspective about using it for teaching and learning. For example, while recommendations on how to use various educational technologies in the classroom are provided to Filipino ESL teachers, this training frequently needs to sufficiently prepare them for the numerous difficulties they would encounter when incorporating these techniques into their methodologies. However, with the proper instruction and continued assistance, Filipino ESL instructors can be well-prepared to use various forms of technology in their classes and produce beneficial outcomes for their students. Consequently, it should be the obligation of the school to guarantee that Filipino ESL teachers have sufficient assistance and training to

enable them to use a variety of technologies in their classrooms to develop reliable instruction suitable to the needs of the students.

f.   Korean Students' Less Exposure to the English-Speaking Community

The students' requirement for exposure to the English-speaking community and vocabulary is another difficulty for Filipino ESL teachers. Given the difficulty of teaching subjects that demand complex grammar and extensive vocabulary, teachers may also need assistance. For instance, somewhat of studying English, Korean students choose to watch TV shows and films in their languages. However, it presents a big problem because ESL teachers must explain new topics using terminology that the students are already familiar with rather than introducing them to advance vocabulary concepts. Also, explaining things to the students may be more complex and decrease their general interest in the subject.

In contrast, if the students are exposed to the English language beyond the class, they could find it simpler to comprehend the courses' foundational principles and how they apply them to their actual routine. According to Al Zoubi (2018), language learning is greatly influenced by language exposure. It must be understood that exposure to the target language can adversely create language comprehension, leading to interpersonal communication with target language groups. Consequently, Al Zoubi added that modest exposure could be influenced by one's personality and understanding of the target language. Filipino ESL teachers can assist students in enhancing their conversational abilities and making the language more efficient by including them in projects introducing students to the language and the culture. Eventually, they can encourage students to engage in role-playing exercises in the classroom and utilize them as a starting point for further discussions to develop their communication and interpersonal skills.

To help the students get used to speaking before a group of their classmates, they can also organize the materials for the class in advance and ask them to practice reading them aloud. Since communication is crucial to learning, Filipino ESL teachers should prioritize assisting their students in developing more potent communication abilities. Finally, when evaluating their students' performance, teachers should consider whether they have developed the competence to articulate their thoughts clearly and effectively in the language and note any aspects that still require development.

g.   Konglish

Finally, Korean students use "Konglish" (Korean English) when communicating in English classes is a significant challenge for Filipino ESL teachers. Since many Koreans often use Konglish, they can need help switching to the appropriate form of the language while speaking it in a classroom. It also hampers the students' comprehension since they may need help to completely grasp what the teachers say because they are not familiar with the terms or phrases being used, which makes it difficult for the teachers to correct these students when they speak incorrectly. For instance, the words "notebook," "haendeupon," and "homepage," for instance, might all be translated into Konglish as "noteu," "cellphone," and "hompi," respectively. According to Park (2021), Konglish should be viewed as a cultural practice instead of a variant of English with a specific set of characteristics. He also said that it is best to consider all languages through the prism of cultural practice, even those with conventional and systematic patterns. The fact that many languages, unlike Konglish, have precisely

outlined structures only highlights the cultural and institutional pressures that direct speakers' linguistic patterns in the direction of a codified norm.

Since most ESL teachers are not Korean, they might need to be more familiar with these terms and may need help appropriately explaining what they imply to the students in English. Nevertheless, teachers could prepare more appropriate and effective teaching tactics and materials to make their classes less challenging if they were aware of students' various speaking forms. Filipino ESL teachers should also use corrective approaches to ensure that Konglish faults are gradually fixed and do not become "unlearnable" rather than fixing them on the spot. For instance, using approaches like student engagement in writing, where students write sentence fragments and combine them to produce entire phrases, corrective feedback can be given to the students. By encouraging students to "think of" sentences in which they made mistakes and correct them, Filipino ESL teachers can also assist students in learning to correct their grammar. They can also use exercises to help students organize and practice their sentences. Therefore, to teach these students good grammar and help them become more fluent in English, Filipino ESL teachers must incorporate the appropriate strategies, tools, and approaches into their lesson plans.

Responses to the Challenges of Filipino ESL Teachers in Teaching Korean Students
After narrating their challenges, Filipino ESL teachers provide responses through the use of computer-mediated communication to solve this dilemma. Therefore, the responses are discussed below.

a.   Include Exercises the Students are Accustomed to, such as Streaming Films with Subtitles if the Original Version Is Inaccessible
Incorporating acknowledged activities in language learning—like watching series or movies on Netflix with subtitles—is an effective teaching strategy that has several advantages for students, especially when it comes to teaching English as a second language. ESL teachers believe that utilizing familiar exercises, such as streaming movies, allows teachers to connect with students' current interests and routines. The convenience level promotes a motivating and beneficial educational setting, which encourages student involvement. For instance, adding subtitled series or movies to the language learning procedure allows students who routinely watch these types of media to easily incorporate language development into their daily activities.

Additionally, showing films to students introduces them to a wide variety of terminology used in real-life situations. Students' vocabulary expands as they see characters converse, display emotions, and handle different scenarios. For example, students may come across terminology, jargon, and informal phrases that are employed in daily conversation, which enhances their comprehension of the language.

The ESL teachers also claim that watching movies on streaming sites that are available in the student's native language like Korean movies with English subtitles helps students' translation abilities increase. By doing so, students can make connections between words and phrases from their first language and those from the language they are studying. Students can strengthen their language understanding and ability to translate by assigning themselves Korean movies with English subtitles. This allows them to associate conversational Korean with its English equivalent.

Consequently, integrating streaming movies as a language-learning exercise fits well with students' interests and provides a complete, holistic engagement. It is a flexible and useful technique in ESL instruction since it not only improves language proficiency—vocabulary, pronunciation, and translation—but it also offers cultural context. ESL teachers can utilize this strategy to establish creative and compelling settings that capitalize on the potential of computer-mediated communication in language learning.

b. *Motivate Students to Share Their Cultures with the Class Via Vlogs in the English Language*

Encouraging students to talk about their cultural backgrounds by employing English-language vlogs is an effective and creative learning method, especially in the realm of ESL instruction. The experience of the ESL teachers indicates that there are many benefits to this method for learning a language and cultural awareness. Students are encouraged to share themselves in English by making vlogs, which gives them a chance to use the language in real-life scenarios. As students recount narratives about their heritage, they participate in meaningful language use, improving vocabulary, grammar, and communication abilities. For instance, a student can improve their language skills by practicing vocabulary linked to traditions, festivals, and family ties while making a vlog on traditional Korean celebrations.

Vlogs also give students a forum to have interesting conversations in class. According to ESL teachers, students create a more engaging and participatory educational setting by starting dialogues about varied cultures and practicing speaking English while they present their cultural backgrounds. Students can have conversations about the parallels and disparities they see after observing a peer's vlog about everyday life in Korea, which allows them to strengthen their language skills.

In addition, students regularly practice speaking more confidently through vlogging. They can pinpoint areas that require work and make a concerted effort to develop their language skills as they produce more material and get input from peers and teachers. Following up on a vlog where they received language comments, a student consciously works to enhance their words in following vlogs, resulting in constant progress.

c. *Expose Students to Videos Showcasing Filipino Culture and Asking Them to Respond in English*

Showing students some videos about Filipino culture and asking their reactions in English may serve as a useful and entertaining instructional practice. Most ESL teachers feature videos of Filipino culture to their students so they can observe how they respond in English. They frequently allow students to watch videos about Filipino food, Philippine tourist destinations, and ethnolinguistic group dances and songs to capture their attention and encourage them to think and talk about other cultures. ESL teachers point out the necessity of communicating their thoughts and feelings in English. This not only improves their command of the language but also helps students express their notions in a language that is widely used in global connections.

In the context of teaching ESL, showing students movies that highlight Filipino culture and asking them what they think in English is a competitive but effective teaching method. According to ESL teachers, this method includes several essential components that make language learning thorough and interesting.

First, by showing videos that showcase many facets of Filipino culture, such as food, tourist spots, performing arts, and music, students are immersed in genuine cultural situations. Their understanding of culture is expanded by this experience, which also offers an array of content for linguistic conversation. For instance, exposing students to a movie about traditional Filipino celebrations helps them make a relationship between studying a language and meaningful cultural encounters.

Second, it promotes observational learning by letting students look at how other individuals react to the videos in English. Students learn useful behaviors in communication, phrases, and terminology by seeing how to use language in a situation. For example, students can watch how fellow students respond to aspects of Filipino culture in English, which serves as an example of clear and concise language use.

Finally, asking for an English response from the pupils encourages careful consideration and articulation. Students' comprehension of the cultural context is deepened when they communicate their opinions and emotions in the target language, which promotes language and intellectual development. For instance, students practice linguistic abilities while connecting with cultural information as they communicate their thoughts, opinions, and future trips after watching a video about a popular tourist site in the Philippines.

Consequently, showing movies of Filipino culture to ESL students to promote their English responses can be an engaging and beneficial approach to language learning. This technique fosters an increased awareness of diverse cultures and improves language competency by incorporating cultural material into language dialogues. It also makes the learning setting more diverse and shared.

d.   *Simulation as a Language Learning Strategy in Online Class*

Simulation is highly beneficial, especially in the context of online learning. The foundation of this method is the construction of scenarios or settings that mimic actual environments. Based on the experiences of ESL teachers, providing alternatives for students to utilize their command of languages in these simulated contexts, hence, enhances their educational experience and helps them acquire language competency in a more significant way. For instance, students get involved in talks like making hotel reservations, requesting directions, and communicating with locals in a simulated traveling scenario, which helps them practice language proficiency in an interesting setting.

Furthermore, cultural components can be incorporated into simulations to allow students to perform language in a situation relevant to their culture. This incorporation improves linguistic skills as well as cultural understanding and consciousness. For instance, students may demonstrate their language skills while learning about the subtle cultural differences in salutations, thoughts and feelings, and practices by acting out an annual event or ceremony.

Thus, using simulation as a means of learning languages in online classes goes beyond conventional teaching techniques. In addition to proactively involving students, the imitation of real-world scenarios gives them a useful and genuine setting in which to apply their proficiency in the language. This strategy offers a flexible and efficient way to learn a language while also fitting alongside the way online education is developing.

These responses represent the creativity in addressing the language teaching and learning between Filipino ESL teachers and Korean students. The need for engagement and English-language communication to encourage global openness is much more apparent to

them. However, it is essential to note that these activities also need other language abilities, which help students develop their overall language competency and grammar understanding.

Additionally, Filipino ESL teachers should devise their lessons using ICT resources so that their students can improve their communication and cultural awareness. Through the utilization of technology tools like blogs/vlogs, discussion forums, social media sites, and other interactive websites that allow them to accommodate and communicate with classmates from other regions and exercise their communication skills in English, students can participate in a wide range of curricular activities in the classroom, such as sharing their cultural awareness and customs with other students. Students can also use technology to study a diverse range of topics and hone the skills they will need to succeed as citizens of the world in the future.

Therefore, Filipino ESL teachers could exercise prudence when using ICT and social media while still being able to provide the students with constructive criticism and recommendations to ensure that they are moving in the right way. ICT and social media should be used by Filipino ESL teachers as well since they believe that these tools may give their students new educational experiences and create a welcoming teaching and learning environment.

As a result of these responses, communication will develop into a two-way process where students communicate thoughts, views, and knowledge about related topics, leading to their total development. According to Filipino ESL teachers, employing multiple communications technologies will assist them in better understanding the needs and interests of their students, encourage teacher-student interaction, and make communication easier. Additionally, leveraging different social media platforms for academic purposes, particularly in language teaching and learning in a virtual classroom environment, will allow teachers and students to work together and understand the society in which we live. Furthermore, the younger Filipino ESL teachers are quite computer literate and are already utilizing various social media platforms for recreational, professional, and educational goals. Moreover, they want to look at fresh approaches and techniques for using technology in language teaching and learning as much as possible.

It is not strange seeing language teaching and learning becoming much more collaborative and communicative in an age where technology aids information interchange in all forms. The responses from Filipino ESL teachers show that computer-mediated communication will give them a lot of tools and methods to assist them in interacting with their Korean students more effectively. Additionally, they will be able to foster an environment where students and teachers feel more at ease speaking English to one another and are better able to comprehend one another.

CONCLUSION

With the advent of a myriad and cutting-edge world, particularly in the twenty-first century, Filipino ESL teachers must continue to use computer-mediated communication in language teaching and learning. Various indicators drive Filipino ESL teachers in their respective fields of work, and they have many creative visions for enhancing their teaching environment.

Correspondingly, Filipino ESL teachers' challenges with Korean students serve as a springboard for creativity and advancement in their teaching methods. Hence, in order to employ computer-mediated communication to enhance teaching and learning, it is crucial, in the opinion of Filipino ESL teachers, to develop a holistic and unified strategy that

incorporates the already-existing values, beliefs, and skills. Computer-mediated communication in language teaching will also help Filipino ESL teachers increase their output and discover more to modify and enhance the existing teaching and learning methodology that would support the development of Korean students.

The responses from Filipino ESL teachers are consistent with the notion that using computer-mediated communication will alter the approach the teacher and students engage with one another, enhancing language proficiency. Ultimately, to adapt to the shifts induced by technology, Filipino ESL teachers claim that they must adjust their current teaching strategies. If the teachers recognize the adjustments as a normal part of the teaching and learning process, all these improvements will be viable.

BIODATA

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