



THE LIVED EXPERIENCES OF STUDENTS ATTENDING ONLINE CONVERSATIONAL ENGLISH CLASSES

by

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ABSTRACT

This qualitative phenomenological study explored the experiences of students attending online English conversation classes. The study used purposive sampling to select ten participants, whose experiences may not be fully representative of all students in online conversational English classes. The study aimed to understand the experiences of students, including the challenges they encountered and the coping strategies they employed. The experiences of students in online conversational English classes encompassed accessibility, language barriers, hesitation in speaking, difficulty in language usage, peer tutoring, low self-confidence, and the influence of body language. These experiences highlight the advantages and challenges students face in online language learning. While online learning offers convenience and simplicity, language barriers and self-confidence issues pose significant obstacles. Addressing these challenges and leveraging online platforms can enhance language learning experiences. Participants encountered challenges such as multiple intelligences, varied coping mechanisms, arguments in discussions, accent variations, and language barriers between teachers and students. To overcome these obstacles, participants utilized coping mechanisms such as seeking honest feedback, asking relatable questions, demonstrating self-determination and persistence, being prepared, using translation programs, disregarding toxicity, and recognizing the value of no other option. These coping strategies are essential for effective communication and language acquisition in online environments. The impact of online conversational English classes was reflected in enhanced self-worth, improved understanding of English conversation, persistent language speaking skills, elevated motivation through peer interaction, opportunities for real conversations to improve speaking skills, and contributions to cultural diversity and language learning. Overcoming obstacles in these classes required participants to seek honest feedback, ask relatable questions, demonstrate self-determination and persistence, engage in self-study, avoid toxic environments, recognize language's importance for survival, and foster self-motivation and self-progression. These findings emphasize positive outcomes and effective strategies for maximizing the impact of online conversational English classes.

Keywords: Lived Experiences, Students, Online Conversational, English Classes

Chapter I

BACKGROUND OF THE STUDY

Introduction

Online education has gained popularity in recent years, particularly during the COVID-19 pandemic. The online learning environment is convenient and adaptable, allowing students to attend classes from any location. English-as-a-second-language instruction is one area where online learning has grown significantly. Due to the growing demand for English proficiency in today's globalized society, many students opt to enroll in online conversational English classes. However, this mode of instruction presents a number of obstacles that can degrade the learning experience. Technical difficulties are a significant obstacle for pupils enrolled in online English conversation classes. Inadequate internet connectivity and problems with the software used to deliver the classes are examples of technical issues. According to a study by Sun, Qi, and Wang (2020), students attending online classes may experience frustration and a lack of motivation due to technical issues. Students may become disinterested in the subject matter being taught if technical difficulties disrupt the class's flow.

Students enrolled in online conversational English courses must also contend with the absence of peer and instructor interaction. According to a study conducted by Kim, Park, and Kim (2021), online pupils may feel disconnected from their classmates and instructors. This lack of interaction can affect the motivation of students to participate in class and contribute to a feeling of disengagement with the learning process. Furthermore, students enrolled in online conversational English classes also encounter the difficulty of limited practice opportunities. Jiang and Zhou (2019) found that online students may have limited opportunities to practice their English language abilities. Online conversational English classes may not provide students with the same level of interaction and feedback required to develop their language skills as traditional face-to-face classes.

In addition, in China, for example, inadequate internet access and outdated technology have been identified as important issues for students enrolled in online programs (Li, Xu, Liu, & Wang, 2018). Similarly, students in Indonesia have experienced issues with the audio and video quality in their online classrooms,

which can impair their ability to understand and participate (Suryani, Supriyanti, & Triyono, 2020). In Japan, students have expressed a considerable issue in online conversational English sessions due to a lack of connection and feedback from their instructors (Yashima, 2019). According to Yashima (2019), a lack of interaction might decrease students' enthusiasm to participate in class and lead to disengagement from the learning process.

In the Philippines, according to Carillo, Sarmiento, and Cabrera (2020), children from low-income households or those residing in distant places may lack access to computers, internet connectivity, and other resources needed for online learning. This lack of access can make it difficult for them to participate in online classes and can have an impact on their academic success. As a result, it has the potential to expand the gap between pupils who have access to resources and those who do not, increasing already existing inequities in the educational system. Aside from a lack of access to technology and resources, another issue that students taking online conversational English classes in the Philippines confront is the quality of online training. Some online classes, according to Palmares (2020), may not deliver the same quality of education as traditional face-to-face classes. This can be attributed to a variety of issues, including a lack of instructor training and resources, limited interaction between students and instructors, and problems in tracking student development. As a result, students may not receive the same amount of education and assistance that they would in regular classrooms, which can have an impact on their academic performance and learning experience.

Additionally, as stated by Ayson and Rutaquio (2021), students taking online classes may encounter distractions from their home environment, such as family members or outdoor sounds. This can impair their ability to concentrate and participate in class, resulting in disengagement and poor academic achievement. Furthermore, the absence of structure and routine in the online learning environment can have an impact on students' motivation and capacity to study efficiently.

Thus, to understand the obstacles and opportunities that online learning brings, a study on the lived experiences of students attending online conversational English classes is required. Because of the ease

and flexibility it provides, online learning has grown in popularity, particularly during the COVID-19 epidemic.

However, the shift to online learning has not been without its difficulties.

The study's goal is to provide insights into how students experience online conversational English lessons, such as the benefits and downsides of online learning, the impact of technology on the learning experience, and the problems students confront in this style of learning. The study can identify areas for development in online education and provide recommendations for improving the quality of online instruction by studying students' lived experiences.

The researcher may have chosen to conduct the study because of a personal interest in the subject, a desire to contribute to the field of education, or a need to fill gaps in existing research on online learning. The study could also have been prompted by the rising demand for online education, as well as the obstacles created by the COVID-19 pandemic, which has caused many educational institutions to shift to online learning.

Statement of the Problem

The study aimed to explore the lived experiences of students attending online conversational English classes. Specifically, it answered the following questions:

1. What are the experiences of the students attending online conversational English classes?
2. What are the challenges encountered and coping mechanisms experienced by the participants attending online conversational English classes?
3. Based on the findings, what output can be proposed?

Significance of the Study

The study's impact on the lived experiences of students enrolled in online conversational English classes was diverse, with implications for a wide range of stakeholders, including students, instructors, educational institutions, policymakers, and future researchers.

The study's findings can give students with insights into the problems and opportunities that online learning presents, as well as recommendations for increasing the quality of online instruction. Understanding the experiences of other students allows students to better prepare for the reality of online learning, develop strategies to overcome problems, and make educated decisions about their educational paths.

The study can provide educators and educational institutions design more effective online learning tactics and instructional methods. Educators can better adjust their instructional techniques to meet the requirements of various learners and boost student engagement and participation in online classes by recognizing the issues that students confront in online learning. The study's recommendations can also help improve the quality of online training, such as ways for improving interaction and communication in online classrooms.

Furthermore, this can help policymakers and the Department of Education build policies and standards for online learning. Policymakers must guarantee that students have access to high-quality instruction and that online learning settings promote fairness and diversity as online learning becomes more common. The research can help policymakers understand how to encourage the development of good online learning environments and ensuring that online education is available to all students.

Finally, for future researchers, the study can serve as a springboard for additional investigation into the lived experiences of students enrolled in online conversational English lessons. The study can guide future research paths and contribute to the continuous development of successful online learning strategies by identifying gaps in existing research and highlighting areas for additional exploration.

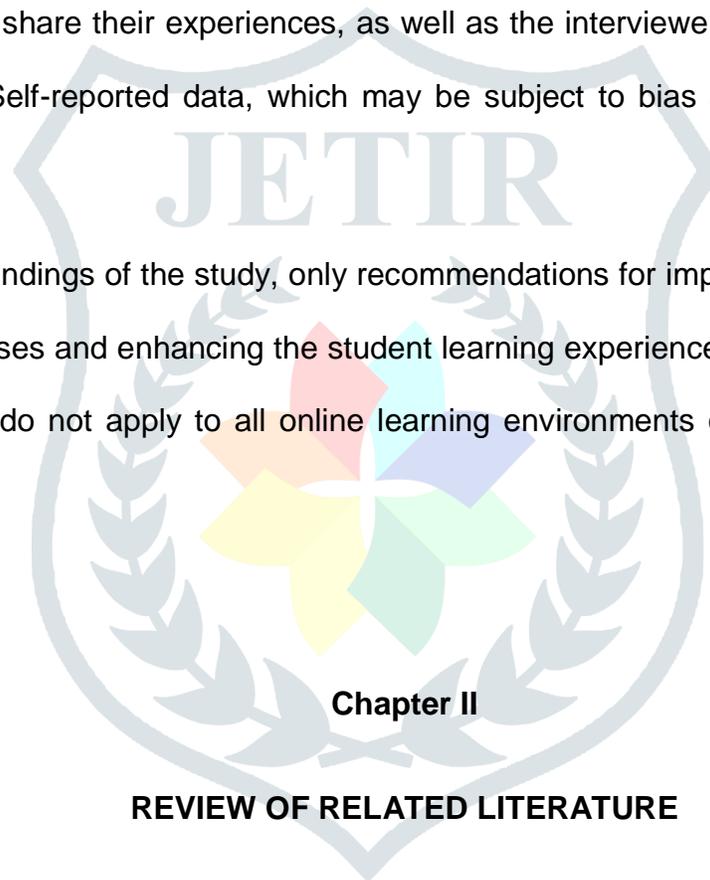
Scope and Limitations

The scope of the study on the lived experiences of students attending online English conversation classes was limited to a specific group of participants, specifically those students from online conversation classes. The study employed a qualitative phenomenological methodology that concentrated on exploring the subjective experiences and perspectives of the participants. The study used purposive sampling to select

participants who have attended online English conversation classes. The sample size of ten participants may limit the generalizability of the study's findings, as their experiences may not be representative of all pupils enrolled in online conversational English classes.

The purpose of this study was to comprehend the experiences of students enrolled in online conversational English classes, including the obstacles encountered and coping strategies utilized. The purpose of the research was not to assess the efficacy of online conversational English classes or to compare them to other modes of instruction. The findings of the study may be limited by the participants' willingness and capacity to share their experiences, as well as the interviewer's capacity to elicit detailed and thorough responses. Self-reported data, which may be subject to bias and interpretation, are also utilized in the study.

On the basis of the findings of the study, only recommendations for improving the content of online conversational English classes and enhancing the student learning experience are provided. It is possible that the recommendations do not apply to all online learning environments or to students from diverse cultural contexts.



REVIEW OF RELATED LITERATURE

Presented in this section are readings from the related literature, different books, journals, articles, and internet of different authors relevant to the present research work. The researcher focuses on the lived experiences of students attending online conversational English classes.

Online Conversational English Classes

Online conversational English classes are virtual classrooms in which students interact with native English speakers and practice their speaking skills in real time. According to Lee and colleagues (2018), online conversational English classes are intended to allow students to practice their speaking abilities through

synchronous video conferencing. In these courses, students interact with a tutor or conversation partner who is a native English speaker and engage in conversational activities such as role-playing, discussion, and debate.

Online English conversation classes are utilized in a variety of contexts. In language institutions and language centers, where students can take online classes to supplement traditional classroom learning, they are frequently used. According to Jang and associates (2019), language schools offer online English conversation classes to give students more speaking and listening practice. Online conversational English classes are also frequently utilized in corporate language training programs. According to Gao and colleagues (2018), many companies offer online conversational English classes as a means for their employees, who may need to communicate in English with clients or coworkers, to improve their English proficiency.

In addition, distance education programs utilize online English conversation classes. According to Song and colleagues (2021), numerous universities and colleges offer online English conversation courses as part of their distance education programs. Students can learn English from anywhere in the world and interact with native English speakers through these classes. Online conversational English classes provide students with numerous benefits. According to Lee and colleagues (2018), these courses offer students the opportunity to practice their speaking skills with native English speakers, which can aid in enhancing their pronunciation, vocabulary, and fluency. Moreover, online conversational English classes offer students the flexibility to learn at their own tempo and from any location.

This makes them an ideal option for pupils who lack access to traditional language classes. Despite their advantages, online conversational English classes present students with a number of obstacles. According to Xie and associates (2018), technical issues such as insufficient internet connectivity or malfunctioning hardware can impede the learning process. In addition, students may lack interaction with their peers, limiting opportunities for collaboration and feedback. In the absence of face-to-face interaction with instructors and colleagues, students may find it difficult to maintain their motivation to learn.

Experiences of the Students Attending Online Conversational English Classes

Online English conversation classes have become a popular alternative to traditional in-person instruction. They offer students the opportunity to learn English through engaging and interactive activities that simulate real-world situations. However, online conversational English classes are not always a positive experience for students. According to a study by Huang and Huang (2019), pupils reported feeling disconnected from their peers and teachers. In addition, they reported technical issues, such as poor audio and video quality, that hindered their ability to completely engage in class activities. Wang et al. (2020) found in a separate study that students enrolled in online conversational English classes faced a variety of language proficiency challenges. Students with a lower level of proficiency, for instance, struggled to keep up with the class's tempo, resulting in frustration and demotivation. In addition, students reported that the lack of instructor feedback hindered their ability to enhance their language abilities.

Moreover, students enrolled in online English conversation classes frequently struggle with motivation and engagement. Students reported feeling less motivated to attend online classes, and as a consequence, they were less likely to participate actively in class, according to a study by Yanguas (2018). According to students, a lack of social interaction and face-to-face contact with classmates and teachers decreased their motivation to attend classes.

According to a study conducted by Pino and collaborators (2019), self-motivation, learning strategies, and technology can influence students' experiences in online English language courses. Higher levels of self-motivation were associated with more positive experiences in online courses. These students were more likely to take the initiative to learn, communicate with their instructors, and partake in online discussions. Students who lacked self-motivation, on the other hand, struggled with online courses and reported feelings of isolation and disengagement.

In addition, Atay and Kurt (2020) found that the learning strategies of students affected their experiences in online English courses. Students who employed more effective learning strategies, such as

setting objectives and monitoring their progress, tended to have more positive experiences in online courses, according to the findings. Students who employed ineffective learning strategies, such as passive learning and rote memorization, struggled in online courses and reported feelings of frustration and tedium.

Moreover, the technology employed in online courses can have an impact on students' experiences. Kessler and associates (2018) discovered that students' perceptions of the technology utilized in online courses affected their motivation, engagement, and overall course satisfaction. The researchers discovered that students who viewed the technology as user-friendly and trustworthy had more positive experiences with online courses. In contrast, students who encountered technical issues or who perceived the technology to be unreliable tended to have negative experiences in online courses.

In addition, Chao and Chen (2018) discovered that the use of online messaging tools in online English courses can improve student experiences by fostering communication and collaboration. The researchers discovered that students who used online messaging tools to communicate with their peers and instructors reported greater course satisfaction and a stronger sense of connection with their peers and instructors.

Alzahrani and Alalwan (2021) examined the experiences of Saudi students enrolled in online English classes during the COVID-19 pandemic in a separate study. The researchers discovered that the abrupt transition to online learning presented a number of obstacles for the students, including technical issues, a lack of motivation, and difficulties adapting to online learning environments. However, the students also reported a number of positive outcomes, including enhanced self-management skills, increased opportunities for independent learning, and greater flexibility in terms of time and location.

In addition, Song and colleagues (2021) examined the experiences of Chinese pupils enrolled in online English courses. The researchers discovered that students encountered several obstacles in online courses, including difficulties in accessing and utilizing the technology, a perceived lack of motivation, and a lack of interaction with the instructor and peers. However, the students also reported a number of positive

outcomes, including improved language proficiency, increased autonomy and responsibility for their learning, and the ability to study at their own pace.

Moreover, Kim and Lee (2019) investigated the experiences of Korean students enrolled in online English conversation courses. The researchers discovered that students valued the convenience and adaptability of online learning, but also identified a number of obstacles, including technical difficulties, an absence of interaction with the instructor and peers, and difficulties maintaining motivation. Nonetheless, the students also reported a number of positive outcomes, such as increased confidence in speaking English and enhanced language skills.

Challenges Encountered In Attending Online Conversational English Classes

Internet connectivity issues are one of the greatest obstacles students face when attending online conversational English classes. Inadequate or unreliable Internet connectivity can cause disruptions in the classroom, causing students to lose vital parts of the discussion. According to a study conducted by Abdelrahman and Salama (2021), students attending online classes encounter the greatest difficulty with internet connectivity. The study revealed that 45 percent of students encountered connectivity issues during online classes. To mitigate this difficulty, a stable internet connection is essential. Students can purchase high-speed internet and ensure they have a secondary connection, such as a mobile hotspot, in the event of an outage. In addition, instructors can record their sessions and distribute them to students who were absent due to connectivity issues.

Students enrolled in online English conversation classes also encounter technical difficulties. Technical issues such as hardware or software failures can disrupt the class flow and cause students to miss vital portions of the discussion. According to a survey conducted by Hara and Kling (2019), 26% of students reported experiencing technical difficulties during their online sessions. Language barriers can be a significant obstacle for non-native English speakers attending online conversational English classes. Students may have difficulty understanding the teacher or their classmates, resulting in a lack of participation in class. According to a study by Oskoz et al. (2018), language barriers are a major obstacle

for non-native English speakers taking online classes. Online conversational English classes may lack the interaction provided by traditional classes. This lack of interaction and participation may cause students to feel isolated and disinterested in the learning process. According to a study conducted by Shahzad et al. (2021), students enrolled in online classes encounter a significant challenge in the absence of interaction and engagement.

To address this difficulty, instructors may employ interactive and engaging teaching strategies, such as group discussions and debates. In addition, instructors can construct virtual breakout rooms for students to interact in smaller groups. Busy pupils may find it difficult to participate in online conversational English classes. Managing work, family, and school can be challenging, and students may find it difficult to attend class. According to a study by Farivar et al. (2021), time management is a significant obstacle for online students.

Students enrolled in online English conversation classes must also contend with a lack of motivation and engagement. According to a study by Amiri and colleagues (2020), students frequently experience disengagement in an online environment due to the lack of interaction with their classmates and instructors. Students have also reported feeling demotivated and less committed to their studies, which can have a negative effect on their overall academic performance.

Moreover, technical difficulties and issues with internet connectivity are also significant obstacles that online conversational English students face. According to a study by Mabillard and associates (2020), technical issues such as slow internet speed and system crashes can impact the quality of online classes and disrupt the learning process. Students also reported technical difficulties with accessing online materials and submitting assignments.

Students enrolled in online conversational English courses encounter an additional obstacle in the absence of practice and application opportunities. Due to the lack of opportunities for in-person interaction, it may be difficult for students to implement their knowledge and skills in real-world contexts, such as

communicating with native speakers. Consequently, students may feel as though they are not advancing despite frequently attending online conversational English classes.

In addition, language barriers and cultural differences can present significant obstacles for online conversational English students. Students from non-English-speaking countries may have difficulty communicating with their instructors and classmates, which can hinder their ability to learn and effectively participate in class. Cultural differences can also influence a student's capacity to comprehend and discern the context and meaning of a language. Lastly, the absence of structure and responsibility in online classes can be difficult for some students. Students may struggle to maintain focus and motivation in the absence of a teacher and classmates, resulting in a lack of accountability and responsibility for their learning. Consequently, some students may struggle to meet the requirements and expectations of online conversational English classes, resulting in a decline in their overall performance.

Coping Mechanisms In Attending Online Conversational English Classes

Students utilize setting attainable objectives as a coping mechanism. According to Jindal-Snape and Miller (2018), setting goals is an effective method of stress management and motivational enhancement. Students who establish attainable learning objectives for their online conversational English classes are more likely to remain committed and motivated. Additionally, they can monitor their progress and recognize their accomplishments, which can boost their confidence and self-esteem. Time management is another method of dealing. Students must reconcile their class schedules, assignments, and other responsibilities while taking online courses, necessitating self-discipline and time management skills. Effective time management allows students to avoid last-minute cramming and reduce their tension levels. Kim, Lee, and Kim (2019) found a positive correlation between time management skills and academic achievement and learning satisfaction in online classes.

Furthermore, social support is an essential coping mechanism for online conversational English students. Kenny (2018) defines social support as emotional, instrumental, and informational assistance

from family, friends, and instructors. Students who have access to a network of support can seek advice, feedback, and encouragement, which can assist them in overcoming obstacles and enhancing their learning experience. Instructors who provide timely, constructive feedback and cultivate a positive, inclusive learning environment can also foster social support among their students.

Self-care practices are also essential coping mechanisms for students enrolled in online English conversation classes. Ivtzan et al. (2016) define self-care as actions that promote physical, emotional, and mental health. Students who engage in self-care can reduce their tension levels, enhance their concentration and productivity, and improve their quality of life overall. Self-care practices may include physical activity, meditation, hobbies, and healthful eating patterns. Moreover, problem-solving skills are essential coping mechanisms for online conversational English students. Problem-solving skills refer to the capacity to recognize, analyze, and effectively resolve problems (Moore, 2018). Students with problem-solving skills can approach obstacles in a methodical and inventive manner, allowing them to surmount obstacles and enhance their learning experience. Facilitators of problem-solving activities and facilitators of collaborative learning can also foster problem-solving abilities in their students.

According to a study conducted by Dweik and Abu-Hamour (2020), students enrolled in online conversational English classes employed a variety of coping strategies when confronted with obstacles. Seeking support from peers and instructors was a commonly used coping mechanism. The study revealed that students who interacted frequently with their instructors and peers had more effective coping mechanisms and were more motivated to attend class. The use of technology to enhance learning was identified by Huang, Lee, and Chen (2021) as another coping mechanism. Students reported using a variety of online resources, including Google Translate, Grammarly, and language-learning applications, to supplement their education and enhance their language skills. Students had greater autonomy in their learning and were able to exercise their language skills at their own pace due to the use of technology.

In addition, Al-Mekhlafi and Al-Mashhadani (2018) discovered that students used positive self-talk and cognitive reappraisal techniques as coping mechanisms to deal with the difficulties they encountered in online conversational English classes. Positive self-talk consisted of encouraging oneself with affirmations such as "I can do this" and "I am capable of learning English." Cognitive reappraisal entailed altering one's perception of a situation and viewing it in a more favorable manner. For instance, rather than viewing a difficult assignment as a threat, students would view it as an opportunity to improve their language abilities.

In addition, Yüksel (2020) found that students in online conversational English classes used mindfulness techniques as coping mechanisms to reduce tension and anxiety. Mindfulness techniques involve remaining in the present moment, observing one's thoughts and emotions without judgment, and concentrating on one's respiration. Students reported that mindfulness helped them maintain composure and concentration during class. The coping mechanisms employed by students in online conversational English classes differ and are influenced by factors such as personality, learning style, and culture. Nonetheless, seeking support from peers and teachers, utilizing technology to enhance learning, engaging in positive self-talk and cognitive reappraisal, and employing mindfulness techniques were identified as prevalent coping mechanisms employed by students.

Theoretical Framework

This study is anchored on Social Presence Theory (Short, Williams, & Christie, 1976) which stated that communication media differ in their ability to convey social presence, or the degree to which communicators perceive each other as real, social, and interactive. According to this theory, social presence is essential to fostering effective communication and establishing relationships. In the context of online conversational English classes, social presence may influence students' participation motivation, engagement in class discussions, and perceptions of the teacher's credibility and efficacy.

Various factors, such as the use of audiovisual instruments, the establishment of communication norms, and the creation of opportunities for social interaction, can enhance social presence (Tu & McIsaac, 2002). Utilizing webcams during video conferencing, providing opportunities for small-group discussions,

and employing icebreakers to foster a sense of community among students are a few ways in which instructors can enhance social presence in the context of online conversational English classes.

This is supported by Self-Determination Theory wherein motivation is affected by the satisfaction of three fundamental psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 1985). Autonomy is the need to feel in charge of one's actions and decisions, competence is the need to feel competent and effective in one's activities, and relatedness is the need to feel connected and involved with others.

In the context of online conversational English classes, satisfying these fundamental psychological requirements can motivate students to participate and engage in class activities. Instructors can increase student autonomy by providing them with options and opportunities for self-direction, such as allowing them to choose the discussion topics or allowing them to control the class's tempo. Providing students with feedback and recognition for their contributions and progress can enhance their competence. Creating opportunities for social interaction and collaboration among students can promote relatedness.

This is added by Cognitive Load Theory (Sweller, 1988) which proposes that learning is influenced by the quantity of cognitive load imposed on learners' working memory. Working memory has a limited capacity, and cognitive burden that is excessive can hinder learning and comprehension. Cognitive load in the context of online conversational English classes may be affected by factors such as the complexity of the language employed, the format of the instruction, and the tempo of the class.

To reduce cognitive burden and improve learning in online conversational English classes, instructors can employ a variety of strategies, including the simplification of language, the use of visual aids to facilitate comprehension, and the provision of opportunities for reflection and elaboration. Instructors can also vary the pace of the class to facilitate learners' working memory capacity and provide students with opportunities to practice and apply the material.

The above-discussed theories have practical implications for the design and delivery of effective online conversational English classes. The Social Presence Theory emphasizes the significance of fostering a sense of social presence and community among learners in order to increase their motivation and engagement. Self-Determination Theory emphasizes the significance of fostering autonomy, competence, and relatedness in order to increase students' motivation and satisfaction. The Cognitive burden Theory emphasizes the significance of reducing cognitive burden in order to improve learning and comprehension.

These theories can be utilized by online conversational English instructors to design lessons that foster engagement, motivation, and learning. Creating opportunities for social interaction, offering opportunities for choice and self-direction, as well as simplifying language and employing visuals, can improve social presence, autonomy, and cognitive burden, respectively. By employing these theories, instructors can design online instruction that meets the varied needs and preferences of online students, thereby fostering effective communication, motivation, and learning.

Conceptual Framework

The conceptual framework of the study represents the various components involved in the investigation of the lived experiences of online conversational English students. The input of the study is the students' experiences from online English conversation classes. This refers to the various interactions and interactions students have during their online classes. In addition, the study considers the obstacles encountered by participants in online conversational English classes, which is a crucial input. The obstacles may be related to technology, communication, interaction, or any other factor that can impact the students' learning process.

In addition, the study considered the mitigating strategies utilized by participants in online English conversation classes. This refers to the strategies that students employ to surmount obstacles encountered in their online courses. Utilizing interview guide queries is a part of the research procedure. The purpose of these questions is to elicit responses from participants and obtain insight into their experiences, obstacles,

and coping strategies. The data analysis phase involves a systematic examination of the interview data collected. This includes the organization, codification, and analysis of the data. The data interpretation phase entails the interpretation of the interview data collected. This entails recognizing patterns, themes, and trends that emerged from the data. The study's output is the proposed output, which is founded on the research's findings.

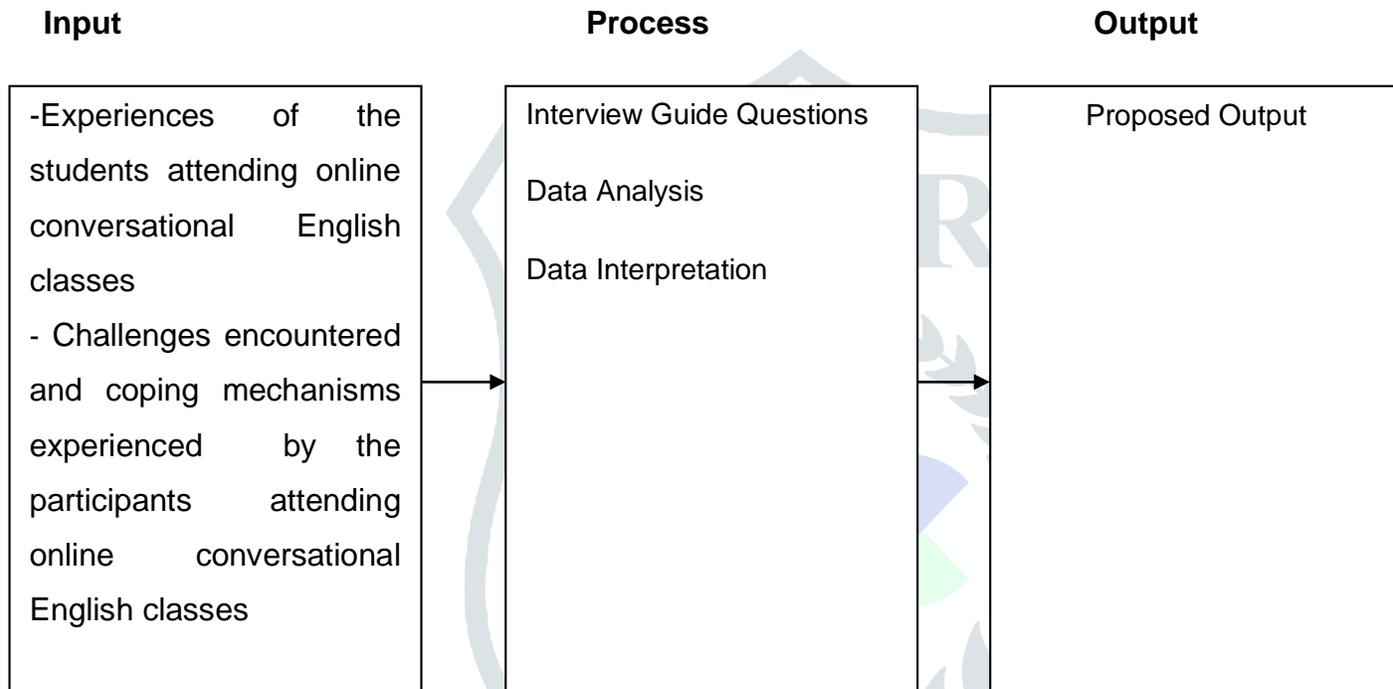


Figure 1. The Conceptual Framework of the Study

Definition of Terms

The following terms were operationally defined for the better understanding of the study.

Challenge. This refers to difficult or demanding situations, duties, or obstacles in their personal, social, academic, and professional lives.

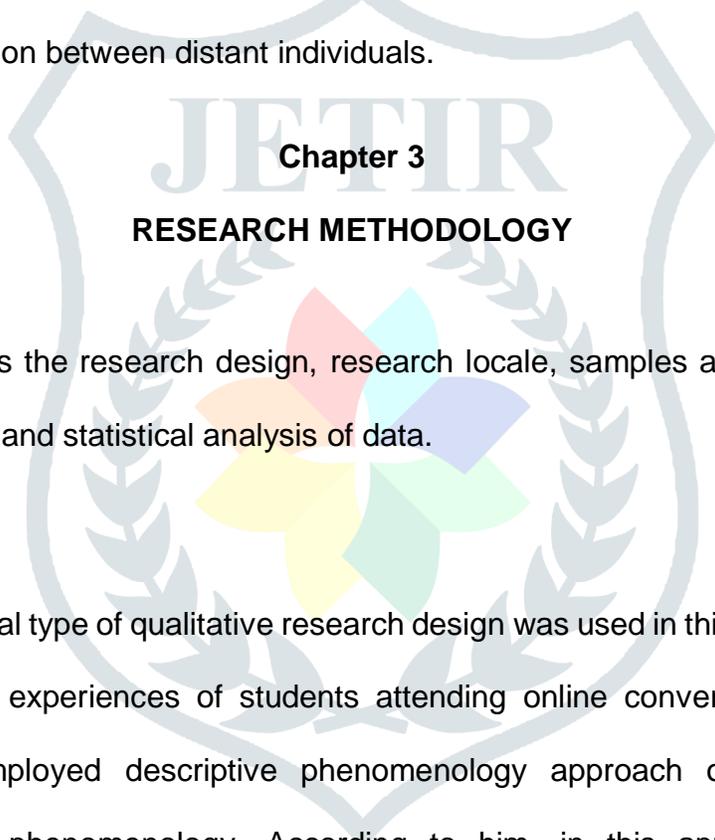
Conversational. This is a type of language instruction that emphasizes spoken communication and the development of conversational abilities.

Coping mechanism. This is any behavior, thought, or action that an individual employs to manage or acclimate to stressful situations or challenges they face.

English. This refers to the language spoken by millions of people around the world, especially in countries where it serves as the primary mode of communication.

Lived Experiences. These refer to an individual's subjective and personal experiences, which are influenced by their social, cultural, economic, and historical contexts.

Online. This refers to the use of the internet or other digital technologies to facilitate communication and interaction between distant individuals.



Chapter 3
RESEARCH METHODOLOGY

This chapter presents the research design, research locale, samples and sampling method used, instrumentation, procedure, and statistical analysis of data.

Research Design

The phenomenological type of qualitative research design was used in this study to gain an in-depth understanding of the lived experiences of students attending online conversational English classes. Specifically, the study employed descriptive phenomenology approach of Edmund Husserl, the philosopher who founded phenomenology. According to him, in this approach, the researcher's perceptions are set aside or bracketed in order to enter the participant's life-world without any presuppositions. He also defined experience as involving perception, thought, memory, imagination, and emotion, as well as intentionality, as the person's gaze is focused on a specific object or event. Furthermore, this approach does not involve the participant's history, but rather the experiences they encountered. Furthermore, the data can be used independently, but the definitions must be rebuilt. Bracketing can help to validate the interpretation by increasing the level of objectivity. Furthermore, this

research method sought to determine the significance of the phenomenon via psychological phenomenological reduction and 'epoche' or bracketing (Rodriguez & Smith, 2018).

This method was being used in the current study to explain challenges or issues, insights, actions, beliefs, emotions, and perceptions of the lived experiences of students attending online conversational English classes. These components aided in gaining a thorough understanding of the participants' lived experiences. This method was used in this study to describe the participants' experiences without involving the researcher's personal views and opinions. The participants' experiences were detailed, interpreted, and reconstructed, but the thought remained the same. As a result, the researcher chose this approach to preserve the objectivity and validity of the data while avoiding biases.

Research Locale

In the case of research conducted through online classes, the research setting would be the virtual environment in which the classes occur. Since the study is conducted through online seminars, the research location is not restricted to a particular geographic area. Instead, it would be a virtual environment accessible from any location with an internet connection. This may involve a learning management system (LMS) like Blackboard or Canvas, a video conferencing platform like Zoom or Microsoft Teams, or a combination of various digital tools.

Samples and Sampling Technique Used

The study's participants were the selected students attending online English conversational class. They were chosen using the purposive sampling technique. According to Crossman (2020), this sampling is a non-probability sample chosen based on the study's objective and population characteristics. It is also known as subjective, judgmental, or selective sampling (Crossman, 2020).

The study was carried out through an online interview with 10 participants. The participants were chosen based on inclusion criteria that satisfy the researcher that the individuals chosen are capable of providing information on the lived experiences of students attending online conversational English classes.

Instrumentation

Conversations and thoughts about actual visual experiences and encounters with the topic of this research are the focus of phenomenological analysis. The ability to approach a subject without preconceived notions, definitions, or theoretical frameworks is a starting point for the method (Nuirem, 2018).

The primary data source was the narratives from one-on-one in-depth interviews with informants. The researchers contacted the participants who meet the inclusion criteria and are willing to participate in the study.

Individual interview processes were developed, and a strict schedule was adhered to. Aside from taking concise notes, the researcher recorded and transcribed the interviews for data analysis. To account for the various trends that emerge during the interviews, open-ended questions will be posed.

Throughout the interview, the researcher took note of the participants' moods, hand gestures, body language, and behaviors. Because data interpretation was required for the meaning and comprehension of lived experiences, secondary data sources for the current study included recent studies, articles, journals, and reviews of related literature.

Procedure

The data gathering procedure started using the following steps: The researcher had an approved letter duly signed by the Dean of Graduate School. The Guide Questions were prepared and organized by parameter properly, the content of the interview questions were validated by three research professionals. The informed consent of the participants was given out and gathered prior to the interview proper. Brief orientation about the preliminaries of the study was done for the purpose of the study. The researcher conducted an online individual interview which was almost take 30minutes. The participants notified that the interview was recorded. After the interview, the audio translated words for phrase to verify data reliability. The assessments were conducted to see if there were questions left unanswered. Throughout the interview process, the participants were also given a letter expressing the researcher's deep gratitude for their time, cooperation, and active participation in the gathering of data process. The respondents assured that all data and information were kept with utmost confidentiality.

Data Analysis

It allowed researchers to record their own impressions of a phenomenon and relate them to the experiences of participants in qualitative research. Analyzing other people's experiences revealed previously unknown insights. The use of Colaizzi's data analysis approach will reveal a positive effect on learning and provide insights into experiences. All transcripts were reviewed and re-read to gain a general understanding of the entire content. Meanwhile, using the audio tape to aid in the accuracy of the transcription, these assertions were separated on separate papers. Transcripts were chosen for important remarks on the phenomenon under investigation. Transcripts should be thoroughly explained to participants. Definitions were generated using key terms. Terms should be defined and discussed. The stated meanings were classified into themes and topic clusters. It will take time to eliminate irrelevant data or concepts. Facts must be integrated into a comprehensive description.

Colaizzi's (1978) analytic method which is consistent with descriptive phenomenology has seven steps. These seven steps are: 1. Read all protocols to acquire a feeling for them. 2. Review each protocol and extract significant statements. 3. Spell out the meaning of each significant statement (e.g., formulate meanings). 4. Organize the formulated meanings into cluster of themes. Refer these clusters back to the original protocols to validate them. Note discrepancies among or between the various clusters, avoiding the temptation of ignoring data that do not fit. 5. Integrate results into an exhaustive description of the phenomenon under study. 6. Formulate an exhaustive description of the phenomenon under study in as unequivocal a statement of identification as possible. 7. Ask the participants about the findings thus far as a final validating step.

The concept of data collection is achieved when themes and categories in the data become recurrent and similar to the point where additional data collection yields no new information. The phenomenon's theoretical component is described. There should be data consolidation or the development of a comprehensive description of the phenomenon under investigation, validity of the research participants' findings, and the conduct of validation procedures, which include returning to participants and discussing insights with them to determine whether the researcher's theme analysis was compatible with their lived experiences (Praveena & Sasikumar, 2021).

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The qualitative form of this study explored the lived experiences of students attending online conversational English classes. Their responses were categorized according to the stages that were discussed in the conceptual framework. These were reflected and discussed thematically, and divided into relevant components.

Results

This phenomenological study aimed to investigate the lived experiences of students attending online conversational English classes. This study aimed to comprehend the encounters and viewpoints of students attending online conversational English classes. The study sought to identify the experiences and challenges of students attending online conversational English classes.

The first research question (RQ1) sought to explore the experiences of students attending online conversational English classes. Several themes emerged from the analysis of the data. Firstly, participants highlighted the accessibility of learning within their reach, emphasizing the convenience of accessing educational resources and materials at their fingertips (KII1). However, the language barrier was identified as a challenge that impeded effective communication (KII1). Participants also expressed hesitation and difficulty in speaking or using the English language (KII3, KII6). Interestingly, peer tutoring emerged as an important factor, as participants noted that interacting with peers facilitated language learning (KII7). Low self-confidence was also reported by some participants (KII8), while others recognized the importance of body language in the process of language acquisition (KII9).

Moving on to the impact of online conversational English classes, participants identified various positive outcomes. They reported an increase in self-esteem as they improved their language skills (KII3). Participants found online learning to be convenient and straightforward (KII4). Persistence and motivation were noted as essential for enhancing language-speaking abilities (KII6, KII7). Engaging in real conversations with native speakers was seen as a valuable opportunity for skill improvement (KII8). Moreover, participants recognized the role of cultural diversity in language learning (KII9).

In terms of distinctions between online and face-to-face English conversation classes, participants highlighted the efficiency of online classes in terms of time management and cost-effectiveness (KII4). The convenience of the work-from-home scheme was also emphasized (KII5). Some participants acknowledged that face-to-face interactions with teachers could expedite language skill development (KII6). Additionally, the engagement of conversation partners and the freedom to express oneself online were noted as advantages of the online format (KII8, KII9).

Regarding memorable experiences during English conversation classes, participants mentioned progressive improvement in their language speaking skills (KII2). Active engagement in social media platforms was also highlighted (KII6). Participants emphasized the constructive criticisms received from native speakers as valuable for their language development (KII8). Additionally, the use of online tools was seen as a means to accelerate learning (KII9), reaffirming the notion that experiences are vital for effective language acquisition (KII9).

Moving on to the feedback on the caliber of online English conversation classes, participants stressed the importance of technical aspects such as the quality of technology used (KII1). They also recognized online classes as a means to establish new acquaintances (KII3). Participants emphasized the significance of teachers' expertise in delivering effective online classes (KII4). Furthermore, participants recognized the need for familiarity with technology and technicalities to ensure a seamless learning experience (KII5). Some participants mentioned that paid courses could enhance their speaking skills (KII7). However, online distractions were identified as hindrances to quality learning (KII8). Differentiated learning approaches were also deemed important (KII9).

Regarding the effect of taking online conversational English classes, participants highlighted the importance of exposure to varied accents (KII1) and improvement in language skills (KII5). Some participants acknowledged the need to improve the formality of their language when speaking with friends online (KII6). Language fluency was prioritized over pronunciation skills (KII7). Participants recognized the significance of self-motivation in second language acquisition (KII8) and reported enhanced self-efficacy as a result of the classes (KII9).

On to the second research question (RQ2), it aims to investigate the challenges encountered and coping mechanisms experienced by participants attending online conversational English classes. Participants identified various difficulties, including the diverse learning coping mechanisms among learners (KII1) and difficulties encountered during free-form discussions (KII2). The use of different accents in conversation and language barriers between teachers and students were also mentioned as challenges (KII3, KII4).

In terms of overcoming these obstacles, participants emphasized the value of honest feedback as a helpful tool (KII1). They appreciated the opportunity to ask real-life questions that everyone can relate to (KII2) and stressed the importance of self-determination and persistence in learning the language and accent (KII3). Self-preparedness was also deemed necessary for successful participation (KII5). Some participants suggested the implementation of translation programs to aid understanding (KII6). Avoiding toxic interactions and embracing personal initiative and progressive movement were also identified as coping mechanisms (KII7, KII8).

Participants also encountered technical issues during online English conversation classes. They emphasized the importance of basic knowledge of computer software (KII1) and the need for excellent internet connectivity (KII3, KII6). Language barriers were also mentioned, including difficulties in understanding ideas and discriminating between different accents and pronunciation (KII1, KII3, KII5, KII6). However, participants acknowledged the personal relationship that developed between teachers and students as a positive aspect (KII7).

Maintaining motivation during online English conversation classes was recognized as essential. Participants highlighted the importance of being well-versed in the topic or lesson being discussed (KII1) and the desire to acquire trustworthy opinions (KII3). They also emphasized the open-mindedness of teachers (KII4) and stressed the need for self-persistence and self-motivation (KII5). Consistency in maintaining a positive outlook towards achieving language learning goals was also deemed crucial (KII6, KII7). Ultimately, participants recognized their personal drive and determination as key factors in their language development (KII8).

Social or emotional obstacles were also encountered by participants. Family-related problems were identified as potential challenges to language learning (KII1). The use of inappropriate phrases and the processing of one's own emotions through self-criticism were mentioned as emotional barriers (KII3, KII5). Issues related to opposite-sex relationships and the connection felt between instructors and pupils were also identified (KII6, KII7). Furthermore, low self-confidence in using the language was recognized as a common hurdle (KII8).

Finally, based on the findings of the study, various outputs can be proposed. These include the importance of enhancing students' self-worth (KII3) and the need to provide English conversation classes that are straightforward and easily understandable (KII4). The study also highlights the significance of persistence in improving language speaking skills (KII6) and the positive influence of peer motivation on language learning (KII7). Furthermore, the study emphasizes the value of engaging in conversations with native speakers and the impact of cultural diversity on language learning (KII8, KII9).

Experiences of the Students Attending Online Conversational English Classes

As they shared experiences and personal stories, 6 major themes emerged: (1) Characterization of overall experiences; (2) The Impact of English conversation classes; (3) Distinctions between online and face-to-face English conversation class; (4) The Memorable experiences while taking the English conversation classes; (5) Feedback on the calibre of online English conversation classes; and, (6) The Effect of Taking an Online Conversational English class.

Table 1. Thematic Map for Experiences Of The Students Attending Online Conversational English Classes

Themes	Core Ideas
Characterization of overall experiences	The accessibility of learning within the tip of the finger (KII ₁) The Language barrier delays communication (KII ₁) The Hesitation to speak the language (KII ₃) The Difficulty in speaking/using the language (KII ₆) The Peer tutoring matters (KII ₇) A Low self-confidence (KII ₈)

	The body language helps language learning (KII ₉)
The Impact of English conversation classes	Students boost their self-esteem (KII ₃) Learning English is convenient and simple (KII ₄) Learner's persistence in improving language speaking skills (KII ₆) A peer motivation elevates language learning (KII ₇) An avenue to improve speaking skills through conversing with a real person (KII ₈) Cultural Diversity and Language Learning (KII ₉)
Distinctions between online and face-to-face English conversation class	A get more done in less time at a lower cost (KII ₄) A convenient through work-from-home scheme (KII ₅) Active and in-person teaching methodologies can hasten the improvement of language-speaking skills (KII ₆) The Engagement of conversation partners (KII ₈) The ability to freely express oneself online (KII ₉)
The memorable experiences while taking the English conversation classes	A progressive language speaking skills (KII ₂) The ability to engage actively in social media platforms (KII ₆) The Constructive criticisms from native speakers matter (KII ₈) An Online instrument can hasten to learn (KII ₉) The experience is the best teacher (KII ₉)
Feedback on the caliber of online English conversation classes Technicalities	The standard of the technical aspects (KII ₁) An open avenue for acquaintances (KII ₃) The teacher factor must be considered (KII ₄) A well-verse knowledge of technology and technicalities (KII ₅) A paid courses alleviate speaking skills (KII ₇) An online distractions hinder quality learning (KII ₈) The Differentiated learning must be considered (KII ₉)
The effect of taking an online conversational English class	The varied accents should be used (KII ₁) An improvement of language skills (KII ₅) The need to improve the formality while speaking with friends online (KII ₆) The Improvement of language fluency rather than pronunciation skills (KII ₇) A self-motivation matters when learning a second language (KII ₈) An Enhanced self-efficacy showed (KII ₉)

Characterization of Overall Experiences. The analysis of students' experiences in online conversational English classes highlights several significant factors. Participants emphasized the convenience and ease of accessing educational resources and materials through mobile devices (KII1). Online platforms offer students the flexibility to engage in language learning at their convenience, thereby enriching their learning experience.

Language barriers were found to impede communication among students (KII1). Participants acknowledged the impact of language proficiency differences on communication effectiveness and conversational flow. Addressing language barriers in online English classes is crucial for creating a conducive environment that promotes effective learning and interaction.

The students' experiences reveal their reluctance to speak the language (KII3). The reluctance to speak may be attributed to factors such as fear of errors or inadequate language proficiency. Educators must establish a supportive and encouraging environment to promote students' confidence and motivation in speaking activities. Participants reported language difficulties (KII6). The results indicate that students may face difficulties in utilizing their language proficiency in real-life scenarios, particularly in impromptu dialogues. This highlights the significance of integrating activities and strategies that offer abundant chances for students to enhance their oral proficiency.

Peer tutoring is a significant aspect of students' overall experiences (KII7). Peer involvement in learning is valuable due to the opportunities it provides for collaborative learning, feedback, and support. Peer interactions can improve language acquisition and promote a dynamic learning environment. Low self-confidence was identified as a significant issue among students based on their experiences (KII8). Several participants reported feeling insecure and lacking confidence in their language proficiency. This emphasizes the importance of educators addressing students' self-esteem and providing confidence-boosting strategies for language use. Establishing a secure and encouraging educational setting that fosters students' willingness to take chances and commit errors is imperative.

Participants (KII9) highlighted the significance of body language in language acquisition. Body language is important in communication as it conveys meaning, emotions, and intentions. Appropriate body language cues can improve students' language learning and communication skills in English.

As shared by KII₁:

“...OK, in my opinion online classes have. If I talk about some of the pros or some of the cons. If I talk about the process, we can easily attend the classes at home or anywhere. Through our Internet, on mobile phone or our lab. The second thing, if we have a shortage of time, we can easily attend the classes...” (OK, in my opinion, online classes have their advantages and disadvantages. If I talk about the process, we can easily attend the classes at home or anywhere through the internet, using a mobile phone or a computer lab. The second thing is that if we have a shortage of time, we can easily attend the classes, KII1).

KII1's statement presents a participant's viewpoint regarding the benefits and drawbacks of online courses. The participant acknowledges the dual nature of online classes, with both favorable and unfavorable attributes. The authors elaborate that online classes provide convenience in terms of the process, as they can be accessed from any location with an internet connection, including mobile phones and computer labs. The accessibility of classes enables flexible attendance, as noted by the participant. The authors note that online courses are advantageous for those with restricted availability, as they can conveniently integrate the classes into their timetable.

As added by KII₁:

“We are anywhere as compared to schooling or the classes where I go for a physical appearance. So it's a much better sometimes. The third thing, if I talk about, sometimes we have a group group discussions and. When we have a one single opinion, then we know about another person's opinion on the same time in a speaking class. KII₁).

KII1's statement emphasizes the benefits of online classes over traditional in-person schooling. The participant reported that online classes provide the advantage of location flexibility, thereby obviating the requirement for physical attendance. Online classes are often considered advantageous, particularly in cases where this aspect is present.

The participant highlights the advantages of group discussions in online courses. During group discussions, the exchange of opinions allows for the simultaneous consideration of diverse perspectives. Real-time exchange of opinions in a speaking class facilitates a comprehensive comprehension of diverse perspectives.

As shared by KII₃:

“Please don't mind. I didn't attend these classes. You can ask me any life of question about country, about anything about my life. Again, again, you don't mind again, again asking you sorry, but you about conversation about online classes, but I didn't attend these type of classes but I. (KII₃)

KII₃'s statement conveys hesitancy and remorse for their non-attendance in virtual classes. The participant prefaces their response by requesting the interviewer's forbearance and assurance against taking umbrage. Their admission of non-attendance suggests a lack of personal familiarity with the discussed topic. The participant reassures the interviewer of their willingness to answer questions pertaining to their country or personal life. They apologize for their inability to participate in the discussion on online classes due to their absence.

The participant acknowledges limited knowledge or experience in online classes but expresses willingness to engage in discussion on other topics. The participant's repeated apologies and request for the interviewer's understanding demonstrate their willingness to cooperate and show respect, despite their lack of expertise in online classes.

The Impact of English Conversation Classes. The second theme examines the effects of English conversation classes on students, as reported by multiple participants (KII₃, KII₄, KII₆, KII₇, KII₈, KII₉). These experiences highlight the benefits that students gain from participating in such courses. One of the identified impacts is the enhancement of students' self-esteem (KII₃). Participating in English conversation classes facilitates language skill practice and improvement, thereby boosting students' confidence in English expression. Through active participation and positive feedback, students develop a sense of accomplishment and self-confidence.

Participants reported that conversational English classes are convenient and easy to learn (KII4).

Online platforms and resources facilitate access to language learning materials and enable interaction with instructors or conversation partners for students. The accessibility and convenience of learning contribute to efficiency and enjoyment. Participants' experiences illustrate their persistence in enhancing their language speaking abilities (KII6). Regular conversations and speaking practice with others can improve students' fluency and proficiency in English over time. This persistence indicates their dedication to ongoing language proficiency development.

The importance of peer motivation in language learning was highlighted by participants (KII7). Working with like-minded peers in language learning fosters a supportive and motivating atmosphere. Peer interaction among students can facilitate language learning through idea exchange, constructive feedback, and mutual inspiration. English conversation classes facilitate the enhancement of students' speaking skills by means of real-life interaction (KII8). Interacting with native or proficient English speakers enables students to enhance their vocabulary and pronunciation, practice genuine communication, and acquire familiarity with diverse language styles and expressions.

Participants acknowledge the significance of cultural diversity in the acquisition of language (KII9). Interacting with people from diverse cultural backgrounds provides students with exposure to varying perspectives, customs, and communication styles. This approach facilitates cultural comprehension, encourages acceptance, and improves language acquisition through authentic immersion experiences.

As indicted by KII₃:

“Yeah, I feel better when I talk to. First of all, when I when I. When I didn't learn English language, that time realized just hesitate. But nowadays, when I when I will say I talked with friends and nowadays my English. But much better. So I now now I feel good, but nowadays I have. Interested. Very English speaking. And when I feel free, I don't like anything. Which go to stand any any other. Place when I. Get free and talk to the friend.” (KII₃).

The participant reports a positive emotional impact from engaging in English conversations. The participant reported reluctance to speak English prior to acquiring proficiency in the language (KII3). Language learners commonly experience hesitation due to uncertainty or lack of confidence in their abilities.

The participant reported that their English skills improved gradually as they engaged in conversations with friends in English, which boosted their confidence.

The participant expressed feeling positive and motivated towards speaking English (K113). This suggests a favorable shift in their language-related disposition. Experiencing positive affect and engagement indicates pleasure and eagerness in utilizing English for communication purposes. The participant expressed a preference for conversing with friends when feeling liberated, as opposed to being in alternative locations (K113). This suggests that they derive satisfaction and benefit from interacting socially and honing their English language skills with their peers. The statement emphasizes the participant's inclination and drive to utilize English as a tool for communication and self-articulation.

As added by K117:

“OK, the best thing I could do is keep searching for people who are like me and they are actually interested in learning English spoken. That's how I that's how I managed some partners. So I would say just keep, just keep searching for someone who is also interested in speaking English, speaking English and improving his improving his speaking skills. So I would say keep searching. (K117)

The participant's approach to enhancing their English speaking abilities involves proactively seeking out individuals who share their interest in spoken English, as stated in K117. The importance of seeking partners with a shared goal of improving speaking abilities is emphasized by the participant.

The participant suggests that the optimal strategy is to persist in seeking individuals who share an interest in enhancing their spoken English proficiency (K117). The statement implies that the individual recognizes the importance of conversing with like-minded peers for the purpose of enhancing language proficiency. The participant has successfully located compatible language partners for practicing English speaking through proactive efforts. This approach facilitates meaningful conversations and peer-to-peer support in the language learning process. The advice given by the participant in K117 emphasizes the significance of persistence and proactivity in locating appropriate language partners. The selection of suitable individuals may necessitate a significant investment of time and effort, but the resulting language enhancement is ultimately beneficial.

Distinctions between online and face-to-face English conversation class. The statements from

KII4, KII5, KII6, KII8, and KII9 highlight the differences between online and face-to-face English conversation classes, revealing the distinct advantages and characteristics of each mode of learning. Online classes offer the advantage of achieving more in less time and at a lower cost (KII4). Online platforms provide scheduling flexibility, enabling learners to efficiently manage their time and incorporate language learning into their hectic schedules. The lack of commuting costs and access to diverse online resources can enhance cost efficiency. Online classes offer convenience through the work-from-home scheme. English conversation classes can be attended remotely, eliminating the need for physical travel. Online classes offer convenience, saving time, energy, and resources, which makes them an appealing choice for individuals seeking flexibility and comfort.

Online classes emphasize the importance of engaging conversation partners, as noted in KII8. Online platforms facilitate interaction between learners and conversation partners from various backgrounds and locations. Exposure to diverse perspectives and linguistic styles enhances the learning experience and expands learners' cultural awareness. Face-to-face classes are believed to enhance language-speaking skills more quickly than other teaching methods (KII6). In-person instruction provides learners with prompt feedback, tailored guidance, and live interaction, which can improve their pronunciation, fluency, and language proficiency. KII9 noted that online classes offer the advantage of unrestricted self-expression. Online platforms offer a comfortable environment for learners to practice speaking skills as they can communicate from behind a screen. Anonymity can promote self-expression, participation, and alleviate anxiety related to in-person communication. Online and face-to-face English conversation classes have distinct advantages and disadvantages. Online classes offer convenience, flexibility, and diverse conversation partners, while face-to-face classes provide immediate feedback, in-person engagement, and potentially faster progress in language-speaking skills.

The decision to opt for either online or face-to-face English conversation classes is contingent upon personal preferences, learning styles, and specific objectives. Online learning may benefit some students due to its convenience and resources, while others may prefer face-to-face instruction for its interpersonal dynamics and direct guidance.

As indicated by KII5:

“There's something abrasive about it. Prison many things and. And and there is good and it makes everyone easy to understand English because there is not a movement and you can stay at home. For example you are. Outside of Madagascar, but it can't connect the will. That is a good thing. Advantage to get it online. If you teach online. (KII₅)

KII5's statement suggests that online English classes are advantageous due to their accessibility and convenience. The individual highlights the drawbacks of traditional classroom settings and advocates for the advantages of online learning.

Online classes facilitate English language comprehension by eliminating physical limitations and restrictions. This technology facilitates remote participation in English classes, allowing individuals to learn from home irrespective of their geographical location. This is illustrated by the ability to access and derive advantages from online English courses while residing outside of Madagascar. The individual emphasizes the benefit of online education in overcoming geographical limitations and providing remote access to learning opportunities. Online classes offer English language instruction to individuals who lack access to it in their vicinity by eliminating the requirement for physical presence.

The statement implies that online English teaching can be advantageous for educators. Online teaching enables instructors to expand their reach beyond geographical limitations and connect with students from diverse locations. A diverse and inclusive learning environment can benefit both teachers and students.

As added by KII8:

Yes, to be honest, I prefer in person contact because of the total engagement of the conversation partners. Without the distractions, there are many factories which cause distractions. Like knows is someone who entered in the room for calling dog barking and. So I think that it's a void. It will be avoided when we are face to face. (KII₈)

The individual believes that face-to-face communication provides a more concentrated and engaging learning experience. The individual expresses a preference for in-person communication, citing

the heightened level of engagement that occurs during face-to-face interactions. In-person classroom settings offer greater opportunities for participants to engage with each other without the potential distractions that may arise in online environments. The statement implies that in-person interaction facilitates greater engagement and depth in communication, leading to enhanced language acquisition outcomes.

The individual highlights the prevalence of distractions in online classes. The authors provide concrete illustrations, such as a person's entrance or a dog's bark, that can impede learning and shift focus from the discourse. Distractions impede effective communication and language practice. The statement suggests that in-person interactions reduce distractions and promote a more concentrated learning atmosphere. Co-located participants facilitate sustained attention, concentration, and active engagement in language learning.

The Memorable Experiences while taking the English conversation classes. English conversation classes can have a significant impact on language learning and personal development by providing memorable experiences. The development of progressive language speaking skills is a noteworthy experience (KII2). Participants observe their progress in fluency, vocabulary, and communication skills through consistent practice and engagement with instructors and classmates. The feeling of progress serves as a source of achievement and encouragement for learners to persist in their pursuit of language acquisition.

An additional significant experience is the active participation in social media platforms. Online English conversation classes utilize digital tools and platforms to facilitate participant interaction, language-focused community involvement, and conversation engagement. Exposure to diverse perspectives and discussions enhances language skills and broadens understanding of different cultures and experiences. Participants value the constructive criticisms given by native speakers (KII8). Receiving feedback from proficient individuals in a language aids in identifying areas for improvement, refining pronunciation, and enhancing overall language proficiency. Guidance is valuable for learners as it directs their learning and motivates them to overcome obstacles.

Online tools are a significant feature of KII9 classes. Online platforms and resources provide ample learning materials, interactive exercises, and language tools that enhance efficient and effective learning. Participants have the flexibility to access resources at their convenience, enabling them to learn at their own pace and focus on specific skill development. The memorable experiences emphasize the notion that experiential learning is effective (KII9). Participating in authentic conversations and utilizing language in practical contexts offers a valuable and immersive educational opportunity. Participants acquire language proficiency, cultural sensitivity, and communication skills by engaging in genuine interactions with both native speakers and fellow learners.

As indicated by KII6:

And Biggs is big, fast. That is very, very bother me. When someone speaks, I speak first. When someone speaks first. I can. I can translate your words or if I can translate what who you say in this time. Take a lot of time to answer about the. Her her question or your question? (KII₆)

The statement acknowledges the challenge of coping with the pace and eloquence of interlocutors in dialogues. The speaker conveys their challenge in comprehending rapid speech and their inclination to provide timely responses. The task of translating or formulating responses is acknowledged as a significant time-consuming challenge. Non-native speakers often encounter challenges in comprehending and promptly responding to information during conversations. Fast speech can hinder comprehension and response coherence.

The speaker experiences frustration due to the expectation of promptly responding to the conversational pace. The urge to reply quickly may arise from a wish to participate actively in the discourse, express personal opinions, or exhibit linguistic competence. The act of translating or mentally constructing a response can be time-consuming, particularly when addressing intricate or unfamiliar subjects. The speaker's perceived delay in responding may cause anxiety or concern regarding the potential disruption of conversation flow and hindrance of effective communication.

As added by KII9:

So as far as I'm concerned regarding the experience, overall experience taking online, this conversation classes, it's better to have an online instrumentation class because it gives us. (KII9)

Online English conversation classes are reported to provide a better overall experience due to the availability of online instrumentation (KII9). Online instrumentation facilitates language learning and practice through digital tools and platforms. Online instrumentation provides accessibility and convenience. Online classes enable learners to participate remotely, without the need for physical travel and with reduced time constraints. The flexibility of language learning allows individuals to conveniently fit classes into their busy schedules.

Online instrumentation offers interactive tools and resources that improve the learning experience. Possible academic and concise rewrite: Various tools, such as virtual classrooms, multimedia materials, language learning apps, and communication platforms, can be used for language learning. These resources can enhance learning by providing engagement, interactivity, and customization to meet individual needs.

Online classes facilitate self-directed learning. Online resources such as practice exercises, language-learning communities, and diverse materials are available for learners to complement their classroom activities. This promotes self-governance and empowers learners to assume responsibility for their educational trajectory. Online classes offer chances for international communication and cultural interchange. Learners can engage in cross-cultural communication and gain exposure to diverse perspectives by connecting with instructors and peers from various regions of the world. Exposure to diverse accents, cultural nuances, and communication styles can improve language acquisition and foster intercultural competency.

Online instrumentation facilitates progress tracking and monitoring. Learners can promptly receive feedback on their oral proficiency, monitor their linguistic progression, and establish objectives for enhancement. The utilization of data aids learners in recognizing their weaknesses and customizing their learning techniques correspondingly.

Feedback on the Caliber of Online English conversation Classes (Technicalities). Technical

factors are important in determining the quality and effectiveness of online English conversation classes. The technical standard is a crucial factor to consider. This pertains to the dependability and efficacy of the digital platform or software utilized for facilitating the classes. The platform should possess reliable audio and video functionalities, along with tools that enable interactive communication between instructors and learners. A technically efficient experience improves the learning environment and facilitates effective communication.

The accessibility of a channel for social connections (KII3) is an additional factor to contemplate. Online classes facilitate cross-cultural connections among students. Exposure to diverse perspectives can enhance learning and foster cross-cultural understanding. Having a platform that promotes social interaction and fosters meaningful connections among students is advantageous.

The influence of teachers should be considered (KII4). The instructor's proficiency and teaching skills have a significant impact on the class quality. A proficient teacher with expertise in the subject, effective facilitation skills, and the ability to offer constructive feedback can significantly improve the learning process. Qualified and experienced instructors are crucial for effective guidance and engagement of students in online English conversation classes. Students' proficiency in technology (KII5) is essential for a seamless learning process. Technical literacy is necessary for students to effectively use online platforms, access course materials, and engage in discussions and activities. Learners' proficiency and comfort in using tools and technology are crucial for maximizing their engagement in classes.

The cost and availability of paid courses may affect the quality of online English conversation classes (KII7). It is important to evaluate whether the benefits and value provided by paid courses, such as additional resources, specialized curriculum, and personalized attention, justify their cost. A properly designed and structured course can enhance students' speaking abilities. Online distractions can hinder the creation of a productive learning environment. Students encounter diverse distractions, including notifications from external applications or websites, ambient sounds within the household, or disruptions from family members. Creating a focused learning environment by reducing distractions is crucial for achieving optimal

learning outcomes. Employing distraction management strategies, such as designating specific study areas or utilizing productivity tools, can facilitate an optimal learning atmosphere.

Differentiated learning approaches should be considered to accommodate the diverse needs and preferences of learners. Online English conversation classes should offer diverse activities, resources, and assessments that cater to various learning styles and proficiency levels. Providing diverse learning opportunities accommodates students' distinct learning preferences, thereby enhancing their engagement with the material.

As added by KII5:

OK. And experiences and 1st you must know computer very well and you must know how to use the technology and if you know them all then it's no problem for you to lead the conversation online. (KII₅)

KII5 asserts that possessing adequate knowledge of computers and technology is imperative for effectively engaging in online discussions. Proficiency in technology enables individuals to effectively utilize the necessary tools and features for conducting conversations in a virtual environment. Proficiency in computer usage facilitates effective management of technical aspects in online English conversation classes. They are proficient in operating communication software, resolving issues, and ensuring a smooth experience for themselves and students. This skill facilitates an optimal learning atmosphere, allowing for emphasis on discourse rather than technological obstacles.

Proficient technology skills enable educators to utilize diverse resources and multimedia tools to augment the discourse. Interactive activities, visual aids, and online resources can engage students and facilitate effective communication. This skill facilitates an interactive and dynamic learning process, enabling students to practice and receive real-time feedback on their speaking abilities.

Proficiency in computer usage allows educators to utilize various digital platforms and tools that facilitate language acquisition. Online dictionaries, language learning apps, and interactive language exercises can complement conversation classes and offer extra learning opportunities for students. This improves class effectiveness and aids students in their language acquisition journey.

As added by KII8:

Uh, I have had about 10 times online conversations and sometimes sometimes I feel disappointed about that. My partners were distracted and like they don't listen to me. I feel some distracted about that. I hear some noises. Uh, like chatting on the phone or something else, and I feel like they don't listen to me.
(KII₈)

KII₈ reported that the person expressed dissatisfaction with online discussions because their partners were inattentive and failed to engage actively. The author noted situations where their interlocutors appeared distracted by other activities, such as talking on the phone or engaging in other diversions. Effective communication and meaningful language practice in online English conversation classes require maintaining focus and active listening. The digital environment may pose challenges in securing the complete attention of all participants. External distractions and multitasking can impede conversation quality and affect the learning process. Lack of engagement among participants can impede the development of effective communication skills and cause frustration. The person expressed dissatisfaction with their partner's inattentiveness, which hindered their ability to engage in meaningful communication and receive constructive feedback.

The effect of taking an online conversational English class. Enrolling in an online conversational English course can yield significant benefits for language learners. Exposure to varied accents is emphasized in KII₁. Interacting with diverse instructors and learners enhances listening comprehension and adaptability to various accents encountered in real-life situations. Online conversational English classes, as stated in KII₅, offer a significant advantage in enhancing language proficiency. Regular conversations offer opportunities to practice speaking, expand vocabulary, and improve grammatical accuracy. Interactive activities can enhance learners' communication skills and boost their confidence in expressing themselves in English.

KII₆ emphasizes the significance of enhancing formality in online communication with friends. Maintaining a balance between informality and formality is crucial for effective communication, even when conversing with friends. Online classes facilitate the development of language adaptability in relation to context and audience. KII₇ emphasizes that online conversational English classes prioritize enhancing language fluency over pronunciation. Fluency comprises speaking rate, naturalness, and coherence.

Regular conversations can enhance learners' fluency, facilitating smoother and more effective communication in real-life scenarios.

KII8 emphasizes the importance of self-motivation in language learning. Online courses necessitate learners to be proactive and engage actively in discussions. Self-motivated individuals tend to set goals, practice beyond class, and pursue language immersion opportunities. Developing self-motivation can enhance the advantages of online conversational English courses and expedite language acquisition. KII9 reports an increase in self-efficacy as a result of participating in online conversational English courses. As learners' conversational skills improve, their self-efficacy increases. Positive reinforcement enhances the sense of accomplishment, which in turn increases motivation and persistence in language acquisition.

As added by KII1:

So another drawback, sometimes we are attending classes from the international teachers. If I talk about the international teachers, sometimes they have accents are different. So it's a little bit problem for the students who are from the different nations. Accent is also a main issue. (KII₁)

KII1 highlights a potential disadvantage of participating in online conversational English classes with teachers from different countries, which is the variation in accents. Learners may face challenges when interacting with teachers of diverse linguistic backgrounds due to variations in accents, particularly for students from different nations. Regional accents and limited exposure to different varieties of English can make it challenging for learners to comprehend spoken English. The differences in pronunciation, intonation, and rhythm can pose difficulties for learners in understanding the teacher's instructions or engaging in conversations.

Additionally, learners from diverse countries may possess unique accents and language backgrounds, which can increase the difficulty of understanding when interacting with a teacher who has a distinct accent. Unfamiliar sounds or speech patterns may demand extra effort and concentration to accurately comprehend the intended meaning. Exposure to diverse accents can have long-term benefits, including improved listening skills, adaptability, and a broader understanding of global English variations. It enhances language

proficiency and prepares individuals to effectively communicate with English speakers from diverse linguistic backgrounds.

As added by KII5:

And I feel comfortable, I'm feel comfortable because it helps me too to improve my English. And as I said before and you have many communication for the others and. Difficult, difficult to see another phrase and another way to improve your. English like that, yes, yeah. (KII₅)

KII5 suggests that taking part in online conversational English classes enhances individuals' English language proficiency and boosts their confidence. The comfort in these classes can be attributed to multiple factors. Online conversational classes offer a comfortable and familiar setting for learners. Individuals have the option to participate in discussions from their preferred locations, providing them with flexibility. This convenience reduces anxiety and pressure that may arise from face-to-face interactions, enabling learners to feel more comfortable while practicing their English speaking skills.

Moreover, the online format facilitates diverse communication and interaction opportunities. Interacting with peers and instructors can expose learners to diverse viewpoints, concepts, and terminology that may not be encountered in their routine social exchanges. Exposure to diverse communication styles and expressions enhances language comprehension and facilitates language acquisition.

Online conversational classes typically include interactive activities, role-playing exercises, and discussions to promote active participation. Active engagement boosts learners' confidence in English expression and motivates them to seek out additional methods for improving language proficiency. The conducive learning atmosphere established by educators and classmates cultivates a feeling of inclusion and encourages learners to be daring, err, and consistently enhance their English language skills.

Challenges Encountered and Coping Mechanisms Experienced By The Participants Attending Online Conversational English Classes

The second research inquiry aims to determine the challenges encountered and coping mechanisms experienced by the participants attending online conversational English classes. Online

conversational English class attendees encounter challenges and utilize coping mechanisms to overcome them. The challenges can be classified as difficulties in online learning, technical problems, language barriers, and social or emotional hindrances. Coping mechanisms comprise seeking feedback, asking practical questions, self-determination, preparation, using translation tools, disregarding negativity, personal initiative, and sustaining motivation. Participants encounter challenges in accommodating learners with diverse intelligences. Accommodating the diverse strengths and learning styles of learners poses a challenge for instructors. Participants utilize diverse learning coping mechanisms, including modifying materials and activities to accommodate distinct learning preferences.

Free-form discussions pose a challenge when participants engage in debates and arguments. Strong critical thinking and communication skills are necessary. Effectively managing this challenge entails engaging in active listening, demonstrating respect for diverse viewpoints, and constructing logically sound replies. Diverse accents in communication present an additional challenge for those involved. Accents can impede comprehension and communication. To address this issue, individuals depend on exposure to diverse accents, attentive listening, and interacting with people from diverse linguistic backgrounds.

Language barriers can impede effective communication between teachers and students. Participants propose that using clear enunciation, repeating words and phrases, and employing translation programs can overcome this barrier and guarantee mutual comprehension. Technical difficulties frequently arise in online classes, including issues with computer software proficiency and internet connectivity. Participants manage challenges by developing fundamental computer skills, securing a reliable internet connection, and devising contingency plans for potential technical issues.

Language barriers can occur due to discrimination based on knowledge or ideas, differences in pronunciation, linguistic styles, and expressions. Participants overcome obstacles by seeking clarification, repeating information, and fostering relationships with teachers to establish open communication. Sustaining motivation is essential for individuals involved. Motivation is sustained by acquiring comprehensive knowledge, seeking reliable opinions, maintaining an open mind, exhibiting persistence and self-motivation, fostering a positive attitude, and prioritizing personal growth. Participants encounter social

and emotional barriers, including familial challenges, self-evaluation, emotional regulation, romantic relationship difficulties, and reduced self-assurance. Coping mechanisms comprise seeking support from peers and instructors, engaging in self-reflection, and enhancing self-confidence through consistent practice and encouragement.

Table 2. Thematic Analysis on the Challenges encountered and Coping mechanisms experienced by the participants attending online conversational English classes

Themes	Core Ideas
Difficulties while taking online English conversation class	The Learners with multiple intelligences (KII ₁) A Varied learning coping mechanisms (KII ₁) The argument in free-form discussion (KII ₂) The Varieties of accents used in conversation (KII ₃) The language barrier between the teacher and student (KII ₄)
Ways of overcoming obstacles while taking online English conversation class	An honest feedback is a great help (KII ₁) The opportunity to ask real-life questions that anyone would relate to (KII ₂) A self-determination and persistence to learn the language and accent (KII ₃) A self-preparedness is needed (KII ₅) The implementation of a translation program is required. (KII ₆) The need in ignoring toxicity (KII ₇) The value of having no other option (KII ₈) A personal initiative and progressive movement (KII ₈)
Encountered technical issues while taking an online English conversation class	The basic knowledge of computer software (KII ₁) An excellent internet connectivity (KII ₃) The need for internet connectivity (KII ₆)
Language barriers while taking online English conversation class	The Knowledge/idea discrimination (KII ₁) The Varied language pronunciation and enunciation of words (KII ₃)

	<p>The use of words, phrases, and sentences must be repeated to ensure understanding (KII₅)</p> <p>The wide range of linguistic styles and expressions (KII₆)</p> <p>The personal relationship that develops between the teacher and the student (KII₇)</p>
Manner of maintaining motivation while taking online English conversation class	<p>A well-versed knowledge of the topic/lesson to discuss (KII₁)</p> <p>The Strive to Acquire Trustworthy Opinions (KII₃)</p> <p>The open-mindedness of the teacher (KII₄)</p> <p>The self-persistence and self-motivation (KII₅)</p> <p>Consistency in having a positive outlook on achieving one's goals (KII₆) (KII₇)</p> <p>The driving force behind one's personal development (KII₈)</p>
Social or emotional obstacles encountered	<p>The learners' family-related problems (KII₁)</p> <p>The inappropriate phrase will be used at some point (KII₃)</p> <p>The self-criticism as well as the processing of one's own emotions (KII₅)</p> <p>The Opposite-sex relationship issues (KII₆)</p> <p>The connection that can be felt between instructors and pupils. (KII₇)</p> <p>A low self-confidence while speaking/using the language (KII₈)</p>

Difficulties while taking online English conversation class. Online English conversation class participants may face various challenges that can impact their learning. The challenges involve catering to diverse intelligences, utilizing various learning strategies, facilitating open discussions, managing different accents in communication, and addressing language barriers between educators and learners.

The presence of learners with multiple intelligences poses a challenge. Learners exhibit individualized strengths and preferred learning styles. Online instructors face the challenge of accommodating the diverse needs of all participants in their classes. Individuals may have varying preferences for learning styles, such as visual, auditory, or kinesthetic. To address this challenge, instructors should use diverse teaching

methods such as visual aids, audio materials, interactive activities, and hands-on exercises to accommodate different learning styles.

Participants need to develop diverse coping strategies to adjust to online learning. Online courses necessitate self-discipline, time management, and effective study habits. Participants are required to utilize digital platforms, access learning materials, and participate in virtual discussions. Coping mechanisms for academic success may involve optimizing the study environment, goal-setting, time management, and seeking support from peers and instructors.

Participants may encounter challenges when engaging in unstructured discussions. Participants in such discussions freely express their opinions, engage in debates, and exchange ideas. The aforementioned abilities necessitate critical thinking, attentive listening, and proficient communication. Participants may face difficulties in expressing their ideas, structuring their arguments, and addressing counterarguments. Coping mechanisms comprise active engagement, attentive listening, respectful communication, and honing skills in presenting and defending ideas.

Accents in communication can be challenging for speakers. English is spoken with varying accents globally, which can impede effective communication and comprehension among speakers. Accents can impact pronunciation, vocabulary, and intonation, resulting in comprehension challenges. Managing this challenge requires exposure to various accents, attentive listening, repetition, and practice in speaking and comprehending different accent patterns.

Language barriers can impede effective communication between teachers and students. Participants' linguistic backgrounds may result in variations in vocabulary, grammar, and pronunciation. Language barriers impede clarity and comprehension, leading to frustration and impeding learning progress. Coping mechanisms for improving comprehension involve simplifying language, repeating information, seeking clarification, and utilizing visual aids.

As indicated by KII1:

“They can easily understand everything within the one talk after that, some of the average students you have to explain them two or four times, they can be understand. But if I talk about some of these students. They couldn't understand where they are when you are performing them in front of. (KII₁)

KII1 suggests that English conversation classes may exhibit discrepancies in students' comprehension levels. Individuals differ in their ability to comprehend information, with some requiring multiple repetitions or explanations to fully understand the content. Some students may have difficulty comprehending even when the teacher is demonstrating directly in front of them.

Variations in comprehension levels may arise from factors such as learning styles, language proficiency, prior knowledge, and cognitive abilities. Certain students may possess a greater aptitude for language acquisition, facilitating their rapid comprehension of novel concepts and content with minimal exertion. In contrast, students with average academic performance may require further elaboration and repetition to achieve a complete understanding of the material. Some students may need additional time to comprehend and assimilate the language concepts being taught.

KII1 suggests that a subset of students may struggle to comprehend even when the instructor is offering explicit demonstrations or presentations. These students may have learning challenges or language barriers that impede their comprehension of the content. In such instances, customized teaching approaches and supplementary assistance may be required to address the knowledge disparity. Online English conversation instructors can overcome these challenges by utilizing a differentiated instructional approach. This entails recognizing individual learning requirements, furnishing supplementary clarifications or illustrations as needed, and presenting alternative learning materials or approaches to assist students who encounter difficulties in comprehending. Educators can establish a supportive and inclusive learning environment that fosters an atmosphere of comfort and encourages students to seek clarification and ask questions.

As added by KII3:

First of all, when I was beginner that time I faced my I faced problem about pronouns because Pakistan accent is different and also Nigerian African accent is different and also. (KII₃)

KII3 identifies accent diversity as a challenge in online English conversation courses. The individual recounts encountering difficulties with pronouns as a novice, attributable to variations in accents, specifically between Pakistani and Nigerian/African accents. Accents are important in language acquisition and communication. Learners may encounter difficulties in the initial stages due to the distinct pronunciation

patterns and intonations that are characteristic of various regions and countries. Accents can alter pronunciation and comprehension by affecting the production of words and sounds.

Diverse accents in English conversation classes can impede comprehension of spoken language. Learners may experience difficulty in comprehending accents that are unfamiliar to them due to their accustomedness to their native accent. Difficulties in accurately perceiving and interpreting pronunciations can impede the comprehension of intended meaning of words or phrases.

Learners can use various strategies to overcome this challenge. Exposure to diverse audio materials, such as podcasts, videos, or recordings, can enhance familiarity and comprehension of a wide range of accents. Interacting with individuals who have diverse accents can improve one's listening abilities and adaptability. Phonetic training and targeted practice of sounds and word pronunciations can enhance learners' capacity to differentiate and replicate unfamiliar sounds.

Online English conversation instructors can play a vital role in addressing this challenge. They can offer guidance on accent variations, emphasize the significance of active listening, and provide specific exercises or activities to improve accent comprehension. Establishing a classroom environment that is both supportive and inclusive can aid learners in their adaptation and advancement. Encouraging students to ask questions, seek clarification, and practice speaking with varying accents can be particularly beneficial.

Ways on overcoming obstacles while taking online English conversation class.

An integral strategy is to both solicit and offer candid feedback. Feedback enables learners to recognize their strengths and weaknesses, thereby enabling them to concentrate on areas that necessitate improvement. It facilitates instructors in customizing their teaching approaches to cater to specific requirements. Learners can improve their language skills and receive guidance by participating in feedback sessions.

An effective strategy is to ask relatable real-life questions. This practice facilitates both substantive discourse and the practical application of language skills by learners. Asking pertinent questions can improve learners' comprehension and augment their lexicon within a significant framework.

Self-determination and persistence are essential factors in language acquisition. Establishing a robust drive to acquire proficiency in language and accent is crucial to surmounting challenges. Learners can achieve consistent progress in their language skills by establishing goals, maintaining commitment, and practicing regularly. Embracing challenges as growth opportunities and maintaining a positive mindset are crucial for effective learning. Self-preparedness is a crucial element in surmounting challenges. Preparation, prior review of materials, and active participation in discussions can improve the learning process. Initiating engagement with course materials, practicing beyond class, and seeking supplementary resources can enhance learning and accelerate progress. Translation programs can aid non-fluent language learners. Translation tools can facilitate comprehension of intricate expressions, idiomatic language, or unfamiliar lexicon. It is crucial to exercise caution when utilizing such tools, as excessive dependence on translation could impede the enhancement of language skills. In virtual learning settings, it is imperative to disregard detrimental interactions or adverse influences. Emphasizing positive and constructive interactions can foster an optimal learning environment. Students should prioritize interacting with supportive peers and instructors who promote collaboration and encouragement.

Moreover, the absence of alternative options can act as a source of motivation. When learners have no other options but to attend online English conversation classes, they tend to allocate more time and effort to maximize the benefits of the opportunity. Perceiving the value of online classes and possessing a sense of urgency can enhance learners' motivation to achieve success.

As expressed by KII2:

"...Then after I will ask him and her about the deep questions about life which is your life. What have you learned about your father? Anything these type of we should have to make questions and we then after we will speak and we and. (KII₂)"

The significance of participating in unstructured conversations and inquiring about profound life experiences was emphasized by the interviewee referenced in KII2. This approach is a useful method for overcoming obstacles and improving the learning process. Exploring profound inquiries regarding existence can facilitate substantial dialogues and enhance mutual comprehension among learners. These inquiries prompt individuals to contemplate their individual encounters, principles, and viewpoints, resulting in more

captivating and stimulating discussions. Discussions enhance language proficiency, facilitate cultural exchange, and expand learners' perspectives.

Posing open-ended inquiries regarding life experiences provides learners with opportunities to exercise diverse language structures and lexicon. It prompts individuals to articulate their ideas and viewpoints with greater complexity and refinement. Engaging in complex topics and deep conversations can enhance learners' language proficiency and boost their confidence in communication skills.

Examining personal experiences and discussing topics such as family, life lessons, and personal growth facilitates a stronger rapport between conversational partners. This connection improves the learning experience by increasing learners' engagement in the conversation, promoting active listening, and fostering empathetic and interested responses. It promotes a conducive and equitable learning atmosphere that encourages participants to freely express their perspectives and concepts.

Participating in open-ended conversations and posing existential inquiries may facilitate the enhancement of learners' critical thinking abilities. Students are prompted to analyze and assess diverse viewpoints, question their own presumptions, and express coherent and logical arguments. This aspect of discourse facilitates the enhancement of learners' language proficiency, critical thinking, and effective self-expression.

Moreover, as shared by K118:

"I know that the choice to take on one classes is mine. Uh and my perform depends on me, so I have to speak if I want to achieve my goal all the time. I was encouraged by my tutor and I was motivated when. I realize that I'm more and more doing progress, letting myself speak.

K118 participant highlights the significance of personal initiative and self-motivation in surmounting challenges during online English conversation classes. Participants recognize that their decision to enroll in these courses is voluntary and that their academic success is contingent upon their individual endeavors. The participant assumes responsibility for their progress by acknowledging their agency in their learning journey. They recognize the necessity of active participation in class discussions to attain their objectives. This mindset demonstrates a proactive attitude towards learning and a strong commitment to maximizing available opportunities.

The participant acknowledges the tutor's role in providing encouragement and motivation. A tutor who provides support can enhance the learning experience. Tutor-provided encouragement and guidance enhance participants' confidence and motivation to improve their English speaking skills. The participant emphasizes the significance of self-awareness and self-reflection. The users express satisfaction and motivation upon recognizing progress and improvement in their speaking proficiency. This realization motivates individuals to continue practicing and speaking more frequently.

Encountered technical issues while taking an online English conversation class. Technical issues may impede the learning experience of individuals participating in online English conversation classes. The challenges may vary from fundamental computer software proficiency to problems associated with internet connectivity.

KII1 highlights the challenge of needing fundamental computer software knowledge. Online courses commonly employ video conferencing platforms and specialized software to facilitate interactive learning. Participants should acquire proficiency in using these tools, including joining virtual classrooms, navigating various features, and resolving minor technical issues. Inadequate computer software proficiency can hinder the seamless progression of a class by causing confusion and frustration.

KII3 emphasizes the importance of having strong internet connectivity as a crucial factor. Stable and fast internet connections are crucial for effective communication and participation in online classes. Inadequate internet connectivity can cause interruptions, including delays in audio or video transmission, frozen screens, or total disconnections. These issues can impede the conversation and hinder opportunities for practice and engagement.

KII6 highlights the importance of uninterrupted internet access during the entire class session. Internet interruptions can hinder learning and reduce the quality of interactions with teachers and peers. A dependable internet connection is crucial for active participation in class activities, discussions, and optimal utilization of learning opportunities. Various strategies can be utilized to address these technical difficulties. Participants should acquire basic computer software knowledge before attending online classes. Individuals can acquire familiarity with the tools and features utilized in the online learning environment by engaging

with tutorials or consulting technical resources. This will facilitate their navigation of the platform and enable them to resolve minor technical issues autonomously. Individuals should secure a reliable and high-speed internet connection. A reliable internet connection can be established either through a wired connection or by being in close proximity to a dependable Wi-Fi source. Participants may opt for backup options, such as mobile hotspots or alternative internet providers, in situations where internet connectivity is prone to disruptions.

Participants should promptly report any technical issues they encounter to their teachers or technical support teams. Timely resolution of issues enables the exploration of potential solutions and minimizes the impact on learning. Educators and support personnel can offer assistance or alternate options to facilitate a seamless educational encounter for all individuals involved.

As indicated by KII15:

“...So PDF form is not easy to understand the students because we also need a guide. (KII₁)

KII1 identifies challenges that students may face when working with PDF forms. PDFs, with their static layout and formatting, may present comprehension difficulties without adequate guidance. PDF forms necessitate students to perform particular actions, such as completing fields, choosing options, or submitting data. Insufficient guidance or a lack of instructions may impede students' ability to efficiently utilize and engage with these forms. The absence of interactivity and guidance in PDF documents may impede students' comprehension and accuracy in completing assigned tasks.

Providing supplementary materials or instructions along with PDF forms is crucial in addressing this challenge. The materials provided to students may comprise of instructional guides, videos, or written explanations to facilitate their comprehension of the form's usage. Clear instructions and visual aids can enhance students' comprehension of PDF form purpose and usage.

Educators can facilitate PDF form comprehension. The instructors can clarify the forms' objectives, furnish illustrations, and present practical exercises to ensure students comprehend the necessary procedures and ideas. Teachers can offer support by answering questions and providing feedback to address any issues students encounter when working with PDF forms.

Language barriers while taking online English conversation class. Participants' experiences (KII1, KII3, KII5, KII6, KII7) have shown that language barriers can be a challenge in online English conversation classes. Barriers to effective communication in the classroom may arise due to factors such as discrimination based on knowledge and ideas, differences in language pronunciation and enunciation, the necessity for repetition to ensure comprehension, diverse linguistic styles and expressions, and the interpersonal dynamic between the teacher and student.

KII1 pertains to instances where students experience discrimination due to their language proficiency or comprehension. In an online class with diverse participants, there may be differences in knowledge and ideas. Creating an inclusive environment that values diverse perspectives and promotes respectful communication is essential. Teachers can promote equitable participation by creating a safe and inclusive environment that encourages all students to share their perspectives without fear of bias or prejudice.

Differences in language pronunciation and enunciation, as observed in KII3, may result in challenges in understanding spoken English. Differences in accents and pronunciation among individuals from diverse regions or nations can impact communication clarity. Active listening skills and openness to diverse accents and pronunciation styles are crucial for students. Teachers can enhance communication by emphasizing clear speech and providing guidance on common pronunciation challenges.

Repetition plays a crucial role in overcoming language barriers. (KII5) Repetition of words, phrases, and sentences aids in consolidating comprehension and facilitates students' acquisition of novel vocabulary and grammatical structures. Repetition allows students to practice pronunciation and intonation. Teachers may utilize repetition exercises and prompt students to request clarification or repetition as necessary to improve language skills and comprehension.

Linguistic diversity, including various styles and expressions (KII6), can enhance conversations by providing depth and intricacy. However, it may also present difficulties. Participants may exhibit diverse linguistic expressions, cultural idiomatic expressions, or regional language variations. Students must possess adaptability and an open-minded attitude to comprehend and value diverse linguistic styles.

Educators can establish a nurturing atmosphere that values linguistic variety and fosters peer learning through distinct modes of expression and communication.

The teacher-student relationship (KII7) is crucial in addressing language barriers. Establishing a positive rapport and trust with the teacher can foster a secure environment for students to practice English speaking without apprehension of criticism or shame. Educators can utilize diverse approaches to foster a positive rapport with their students, including attentive listening, offering useful evaluations, and motivating learners to undertake linguistic challenges.

As indicated by KII1:

“In our classes, it's sometimes it's circumstances when students also discriminate about the points of the another student. That time it's a big issue for the persons. They are easily argument to each other. This is also a drawback of this on online classes. (KII1)

Online English conversation classes may involve instances of discrimination among participants, resulting in arguments and conflicts over differing points or ideas (KII1). This issue may stem from cultural disparities, differences in language proficiency, or misinterpretations. Discriminating against ideas or points can impede effective communication and foster an unfavorable learning environment. Argumentative behavior among students hinders the learning process and disrupts the flow of constructive discussions. Promptly addressing this issue is crucial to uphold a respectful and inclusive atmosphere for all participants.

Teachers can facilitate respectful communication and conflict management to address this challenge. Ground rules for discussions can be established, emphasizing active listening, empathy, and open-mindedness. Promoting appreciation for diverse perspectives and valuing each other's contributions cultivates inclusivity and mutual respect among students.

Facilitating collaborative activities can reduce student discrimination and conflicts. Collaborative assignments, such as group projects or pair work, foster teamwork, knowledge-sharing, and camaraderie

among students. The collaborative approach fosters a harmonious learning environment by encouraging participants to acknowledge diverse perspectives and identify shared interests.

Teachers can promote effective communication by instructing students on the use of respectful language and constructive feedback. Encouraging diplomatic and considerate expression of opinions can reduce conflicts and promote productive discussions among students.

As shared by KII3

I have friend Peru is in Nigeria nowadays I anything which they ask I can. I can understand them, but it's major problem is time difference. (KII₃)

Time zone differences can pose challenges in scheduling real-time discussions or interactions. Synchronous communication between students in Peru and Nigeria may be challenging due to significant time zone differences. Time zone differences can affect real-time communication and impede the flow of discussions. The scheduling of sessions may require significant adjustments or compromises from one or both participants. This may lead to inconvenience and disruptions in the learning process.

Manner of Maintaining Motivation While Taking Online English Conversation Class. Sustaining motivation during online English conversation classes is vital for achieving effective learning outcomes and making progress. Several factors can sustain motivation during the learning process, as identified by KII1, KII3, KII4, KII5, KII6, KII7, and KII8.

According to KII1, possessing a thorough understanding of the subject matter can enhance motivation. Students' confidence and knowledge in a subject positively correlate with their active participation and meaningful contribution to discussions. Advance preparation, relevant material study, and language skill practice can boost confidence and foster a positive learning mindset. Seeking reliable viewpoints, as stated in KII3, can also act as a source of motivation. Obtaining feedback and input from credible sources, such as educators or linguistic specialists, can yield valuable insights for enhancing one's skills. Incorporating constructive criticism can foster a growth mindset and motivation among students to improve their English conversation skills.

The teacher's open-mindedness, emphasized in KII4, is crucial for fostering a supportive learning atmosphere. A teacher who promotes self-expression, creates a non-judgmental environment, and values diverse perspectives can motivate students to engage in discussions. Teacher acceptance and appreciation can enhance students' confidence and motivation to participate in English conversations.

Self-persistence and self-motivation are essential factors for sustaining motivation in online English conversation classes, as stated in KII5. Establishing personal objectives, monitoring advancement, and acknowledging accomplishments can aid individuals in maintaining concentration and motivation. Implementing self-motivating techniques, such as establishing a study schedule, utilizing reminders, and drawing inspiration from success narratives, can enhance sustained dedication and fervor. Maintaining a positive attitude towards achieving goals, emphasized in KII6 and KII7, is crucial for consistency. Maintaining a positive mindset, even in difficult situations, can enhance resilience and sustain motivation. Fostering a growth mindset, celebrating small victories, and prioritizing progress over perfection can enhance motivation and instill a sense of accomplishment.

The driving force behind personal development, emphasized in KII8, is significant. Recognizing the individual incentives and advantages of enhancing one's English conversational abilities, such as professional progress, self-improvement, or cultural enhancement, can serve as a potent impetus. Regularly reflecting on intrinsic motivations can enhance individuals' commitment and motivation in online English conversation classes.

As indicated by KII1:

“Because limitation of our time. So he will be know about it. This is our topic. I will be announced when we need a review of the student. After that I have to deliver that the whole Lesson plan. (KII₁)

The statement regarding KII1 indicates that time constraints are a crucial factor in determining the choice of subject matter and instructional approach for an internet-based English conversation course. The teacher recognizes time limitations and designs the curriculum accordingly to optimize learning outcomes.

Prioritizing topics that align with learning objectives and meet student needs is crucial for teachers managing time limitations. The teacher can optimize the limited time available and enhance the students' language development by selecting pertinent and captivating topics. The statement highlights the

significance of evaluating the progress of students through the announcement of student reviews. Periodic reviews enable teachers to assess students' comprehension and pinpoint areas that need additional attention. It allows for the identification and correction of difficulties or misconceptions, and facilitates the modification of the lesson plan accordingly.

The reference to delivering the entire lesson plan emphasizes the teacher's obligation to cover the required material within the allotted time. Effective time management and organization are necessary to cover all essential aspects of a lesson, such as vocabulary, grammar, speaking practice, and interactive activities.

As shared by KII4

Actually, yes, the same question and most of Philippines teachers are kind, but they can never know our languages so. Sometimes we understand the explain, but we know. We want to know that. (KII4)

The statement implies that while Filipino teachers are generally amiable, a language barrier may impede full comprehension in an online English conversation class. The participants exhibit partial comprehension of the explanation, yet express a need for further exploration of the topic.

The significance of proficient communication between instructors and learners in virtual English conversation courses is emphasized in the given statement. Although the teachers may have proficient English skills, their comprehension of the participants' native language may be restricted. The language barrier can hinder a complete understanding of complex topics. Notwithstanding the language barrier, the statement recognizes the participants' appreciation for the teachers' benevolence and attempts to elucidate. The statement implies that teachers are making genuine efforts to help students comprehend the lessons to the fullest extent of their capabilities.

Various strategies can be employed to overcome language barriers and improve comprehension. Teachers can employ instructional techniques, such as visual aids, gestures, and demonstrations, to enhance their explanations. Non-verbal cues aid communication and comprehension. Teachers can promote active participation and questioning among students to enhance their understanding. This fosters a conducive and encouraging learning atmosphere that promotes students' willingness to articulate their doubts and pursue further clarifications.

Incorporating language-learning resources and materials tailored to participants' native language can be advantageous. This approach aids in providing contextual information and enhancing comprehension, particularly in dealing with intricate or abstract subjects. Teachers can promote a collaborative and inclusive classroom environment that values cultural diversity and encourages students to share their viewpoints. This fosters mutual understanding and learning as participants can offer insights and explanations from their unique cultural and linguistic backgrounds.

Social or emotional obstacles encountered. Participants may encounter social and emotional barriers that affect their learning experience. A prevalent obstacle faced by learners is familial issues, encompassing disputes, obligations, or individual situations. These factors can impede participants' ability to engage in the class and concentrate on their English language development. Inappropriate phrases used during conversations can pose as an obstacle. Non-native speakers may use culturally inappropriate or offensive expressions, causing embarrassment or self-consciousness. These occurrences may diminish students' self-assurance and impede their aptitude to communicate proficiently.

Self-criticism and emotional processing present difficulties. Language acquisition entails errors and feedback, which may elicit self-criticism and negative affect. Learners' difficulty in acknowledging errors and regulating their emotional reactions may impede their language proficiency and motivation in speaking and utilizing English. Heterosexual relationship problems may impact individuals' involvement in virtual English language courses. Cultural, societal, or personal norms regarding interactions with the opposite gender can cause emotional conflicts and distractions, hindering learners' ability to concentrate on language learning during discussions.

The effectiveness of online English conversation classes is significantly influenced by the relationship between instructors and pupils. Establishing and sustaining a connection in a virtual setting can pose difficulties. The lack of physical presence and limited non-verbal cues can impact the emotional connection and rapport between instructors and learners, potentially affecting the overall learning experience. Language learners often face the challenge of low self-confidence when speaking or using the language.

Learners' confidence and willingness to participate in conversations can be undermined by fear of making mistakes, concerns about pronunciation, or lack of fluency. Insufficient self-assurance may impede progress and restrict active participation in the virtual English conversation course.

As indicated by KII5:

“Actually, and actually and I have, I have done it a little just a little bit and. If I made a mistake a little and I don't stop it, I must learn it at home sometimes. You know I'm crying because if there is nobody, if there is someone that understand me and I just talk. To make them not understand me, I must look for another way. Makes them understand me about increase. (KII₅)

KII5 highlights that online English conversation learners may face emotional difficulties and self-criticism when they commit errors during their language acquisition process. The individual reported experiencing mistakes without being discouraged. They persist in learning from their errors at home and demonstrate both frustration and determination to enhance their language abilities by seeking alternative communication methods.

This passage emphasizes the affective dimension of language acquisition, whereby learners may experience frustration or emotional distress when encountering communication challenges. The text highlights the significance of persistence and fortitude in surmounting challenges. The learner's commitment to personal growth and language development is demonstrated by their determination to explore alternative means of expression and ensure comprehension.

Language acquisition can be a vulnerable process, as learners frequently venture beyond their comfort zones to engage in speaking and utilizing a new language. Mistakes are an integral aspect of the learning process, and learners must acknowledge them as valuable learning opportunities instead of impeding their progress. Learners can enhance their language skills and self-assurance in effective communication by adopting a positive attitude and embracing the opportunity to learn from their mistakes. The passage emphasizes the significance of a supportive environment that fosters learners' understanding and recognition. Empathetic individuals who provide understanding can motivate and encourage language learners to continue their journey with increased determination.

As shared by KII8:

Yes, I still have emotional obstacles because, uh, I still not feel confident when I have to speak in English. I will know that I have to study hard. In the future and. It is going to take a long time. Before I become fluent in English, so I have no choice, or the choice is mine and it is only to practice speaking.

(KII₈)

The KII8 statement acknowledges the individual's emotional barriers in speaking English. The users exhibit self-doubt and acknowledge that achieving fluency in English will demand considerable dedication and duration. Despite the challenges, the individual acknowledges the necessity of practicing speaking and enhancing their language proficiency. The passage discusses the prevalent challenge of low self-assurance in utilizing a secondary language. Language learners often face self-doubt and fear of errors, which can impede their fluency and ease of speaking. The individual recognizes that attaining fluency and confidence in English necessitates persistent commitment and effort.

The statement acknowledges that language acquisition is a gradual process that requires a significant amount of time. Achieving fluency in a language is a gradual process that necessitates regular practice and exposure to the language. The person acknowledges the importance of sustained dedication and demonstrates a readiness to expend the required energy towards enhancing their proficiency in English.

The passage implies that individuals have the option to choose whether or not to practice speaking. This suggests that individuals must take personal responsibility and exert agency to overcome emotional barriers related to language acquisition. The individual's recognition of the necessity to practice speaking reflects their resolve to overcome emotional obstacles and pursue fluency in English.

Proposed Output

The study aims to determine the necessary output based on the findings of the study. English conversation classes have a noteworthy influence on language learners, affording them diverse advantages and

prospects for development. Enhancing the student's sense of self-worth is a significant impact (KII3).

Learners can enhance their English language proficiency and self-assurance by engaging in discourse and enhancing their oral communication abilities. Increased confidence enhances self-perception and self-esteem, enabling more effective communication. English conversation classes have a clear and easily comprehensible impact (KII4). Conversation classes prioritize practical communication skills over complex grammar rules or extensive vocabulary memorization. Immediate progress and relevance to real-life situations motivate learners to continue practicing and improving.

Persistence is essential for overcoming obstacles in online English conversation classes (KII6). Language learners must maintain their determination and perseverance to consistently engage in conversations despite challenges. Consistent effort and practice aid in language development and fluency improvement over time.

Peer motivation is a crucial factor in language acquisition (KII7). Participating in conversational classes with peers cultivates a supportive atmosphere that promotes mutual inspiration and encouragement. Collaborating with peers who have comparable language learning objectives fosters a sense of camaraderie and encourages learners to work together towards enhancing their language skills. Interacting with a live person is a crucial component of English conversation courses (KII8). Live conversations provide learners with an authentic context to practice their speaking skills, unlike studying from textbooks or online resources. Interacting with a native or proficient English speaker enhances learners' pronunciation, fluency, and communication skills.

English conversation classes have a positive effect on students' education and enhance their cross-cultural awareness (KII9). Conversations provide learners with diverse insights into perspectives, customs, and traditions. This experience fosters intercultural competence and enhances students' ability to navigate cross-cultural interactions.

Table 3. Thematic Map on the Proposed Output

Themes	Core Ideas
Impact of English conversation classes	<p>The importance of enhancing the student's sense of self-worth (KII₃)</p> <p>The effect of English conversion is uncomplicated and straightforward to understand (KII₄)</p> <p>The persistence in improving language speaking skills (KII₆)</p> <p>A peer motivation elevates language learning (KII₇)</p> <p>An Avenue to improve speaking skills through conversing with a real person (KII₈)</p> <p>The student's education affects a variety of cultures (KII₉)</p>
Ways of overcoming obstacles while taking online English conversation class	<p>The honest feedback is a great help (KII₁)</p> <p>The ability to pose questions about everyday life to which virtually everybody can relate (KII₂)</p> <p>A self-determination and persistence to learn the language and accent (KII₃)</p> <p>The requirement to do some self-study to improve one's English (KII₅) (KII₅)</p> <p>The Avoidance of the presence of toxicity in different cultural contexts (KII₇)</p> <p>The imperative requirement to utilize the language for one's survival (KII₈)</p> <p>The necessity to have both self-motivation and self-progression (KII₈)</p>
Valuable support for a positive intervention	<p>The open-mindedness of the teacher (KII₄)</p> <p>The teacher's factor must be considered (KII₄)</p> <p>A Well-verse knowledge of technology and technicalities of teacher and student(KII₅)</p>

Impact of English conversation classes. English conversation classes offer language learners various benefits and opportunities for personal and cultural growth. Enhancing the student's sense of self-worth is a significant impact (KII₃). Learners enhance their English language proficiency and self-assurance by participating in discussions and enhancing their oral communication abilities. Enhanced language proficiency leads to increased self-confidence and improved self-perception and self-esteem.

English conversation classes provide a simple and direct method for language acquisition (KII4).

Conversation classes prioritize practical communication skills over complex grammar rules or extensive vocabulary memorization. The language can be comprehended and utilized by learners in practical scenarios, rendering the learning experience more convenient and pleasurable. English conversation classes (KII6) have a significant impact on improving language speaking skills through persistence. Regular practice and participation in conversations cultivate learners' habit of consistently improving their language skills. The consistent effort of individuals leads to a gradual enhancement in their fluency, vocabulary, pronunciation, and overall oral proficiency.

English conversation classes offer peer motivation (KII7). Interacting with like-minded language learners fosters a supportive atmosphere that promotes mutual inspiration and encouragement. Peer interaction promotes camaraderie, motivation, and healthy competition, resulting in higher engagement and faster language development. Participating in English conversation classes can enhance learners' speaking skills by providing them with the opportunity to converse with a real person (KII8). Interacting with a native or proficient English speaker provides learners with the opportunity to engage in genuine and significant conversations, which is more effective than studying from textbooks or relying solely on self-study materials. Interacting with a live individual assists in improving one's articulation, flow, and overall communicative aptitude.

English conversation classes have a wider impact beyond individual learners. The education of students in the English language has a significant impact on diverse cultures (KII9). As language skills develop, learners gain insights into diverse cultures, customs, and perspectives. This experience promotes intercultural comprehension, empathy, and proficiency in managing cross-cultural engagements.

As stated by KII3:

“Yeah, I feel better when I talk to. First of all, when I when I. When I didn't learn English language, that time realized just hesitate. But nowadays, when I when I will say I talked with friends and nowadays my English. But much better. So I now now I feel good, but nowadays I have. Interested. Very English

speaking. And when I feel free, I don't like anything. Which go to stand any any other. Place when I. Get free and talk to the friend. (KII₃)

KII3 suggests that English conversation classes have a positive impact on the personal experience and growth of the speaker. Initially, due to their lack of proficiency in English, they experienced hesitancy and uncertainty in verbal communication. Through conversing and practicing with peers, the individual observed a notable enhancement in their proficiency in the English language. This enhancement has resulted in an increased sense of well-being and self-assurance regarding their communication proficiency. The speaker experiences a feeling of fulfillment and contentment when participating in conversations in English. Their proficiency in the language has reduced their previous hesitancy and discomfort. The enhanced self-assurance has had a favorable effect on their general welfare and self-image.

The speaker exhibits a keen enthusiasm for speaking English and proactively seeks occasions to converse. English proficiency enables them to express themselves and communicate with friends, fostering a sense of freedom. The users' keenness towards speaking English underscores the favorable influence of language acquisition on their drive and pleasure in using the language.

As stated by KII7:

“OK, the best thing I could do is keep searching for people who are like me and they are actually interested in learning English spoken. That's how I that's how I managed some partners. So I would say just keep, just keep searching for someone who is also interested in speaking English, speaking English and improving his improving his speaking skills. So I would say keep searching. (KII₇)

KII7 suggests that actively seeking out peers who share a similar interest in improving their spoken English is a way to overcome obstacles and make progress in English conversation classes. The speaker highlights the significance of seeking out individuals who share similar goals and possess a sincere aspiration to improve their speaking abilities.

The speaker proposes that establishing a supportive peer network can be achieved by connecting with individuals who share the motivation to learn English. Collaborating with these partners offers a chance

for reciprocal inspiration, drive, and education. A shared goal of enhancing spoken English fosters a favorable setting for collaborative participation, practice, and development.

The speaker recommends that the listener actively seek out individuals who share an interest in conversing in English. This implies that seeking out peers with similar interests may necessitate exertion and proactivity. Actively seeking individuals with similar language learning goals through language exchange programs, online communities, language learning platforms, or local meetups can result in valuable connections. The speaker suggests that being in the company of like-minded language learners can increase motivation, inspiration, and accountability. Partnering with others promotes a collaborative learning environment rather than an individual one.

Ways of overcoming obstacles while taking online English conversation class. Various effective strategies exist to overcome obstacles encountered during online English conversation classes and make progress in language learning. Receiving honest feedback is essential for improving language skills. Feedback from instructors or peers is crucial for identifying areas of improvement and gaining valuable insights for personal growth. Constructive feedback and suggestions facilitate learners in making necessary adjustments and refining their speaking skills. A recommended approach is to ask universally relatable questions about daily life (KII2). Through cross-cultural discussions, learners can engage in meaningful conversations, share personal experiences, and gain a deeper understanding of diverse perspectives.

Self-determination and persistence are crucial factors for acquiring language proficiency and accent (KII3). Sustaining motivation and a growth mindset facilitates learners in surmounting obstacles, persevering through difficulties, and progressively improving their language proficiency. Regular and persistent language practice and pursuit of opportunities are crucial. Self-study is crucial for improvement (KII5). In addition to formal instruction, learners should allocate time for self-directed learning activities, including improving pronunciation, increasing vocabulary, and engaging with authentic English resources. Assuming responsibility for one's learning journey enables individuals to advance at their preferred pace and consolidate classroom learning.

Cross-cultural sensitivity should be exercised to prevent toxicity (KII7). Establishing a supportive and inclusive learning environment promotes collaboration, respect, and understanding among learners. Valuing cultural diversity and diverse perspectives enhances the language learning experience positively. Using language for survival is crucial. Learners' recognition of the practical advantages of English proficiency in their personal and professional lives enhances their motivation to surmount challenges and participate actively in conversational exercises. Comprehending the practical significance of language motivates progress.

Self-motivation and self-progression are essential factors (KII8). Self-motivated learners who seek challenges tend to make notable advancements in their language proficiency. Establishing individual objectives, monitoring advancement, and acknowledging accomplishments can boost motivation and cultivate a feeling of fulfillment.

As expressed by KII1:

“If I talk about another challenges, sometimes we need real feedback from the students. (KII₁).

Honest feedback from students is a valuable resource for improvement in language learning. Instructors are important for guidance, but input from fellow learners is equally valuable. Authentic feedback provides a novel viewpoint and can identify areas that necessitate improvement or additional refinement. Student expression of thoughts and opinions fosters a collaborative learning environment. They offer insights on teaching effectiveness, explanation clarity, and learning experience. Feedback aids instructors in comprehending their students' specific requirements and promotes ongoing development and adjustment in their teaching methodology.

Additionally, peer feedback provides diverse viewpoints. Each student's distinct background, experiences, and language proficiency contribute to the discourse. Learners can enhance their learning experience by participating in open discussions and exchanging feedback. This allows them to gain insights into diverse learning strategies and discover novel approaches to overcome challenges. Feedback provides a reflection of progress and areas for improvement. This facilitates learners' self-awareness of their strengths, weaknesses, and blind spots. Individuals can improve their language skills and communication abilities by identifying and addressing specific areas of weakness.

Receiving feedback promotes accountability and responsibility in learners. Active student participation in providing feedback enhances their engagement in the learning process. Assuming responsibility for their progress and being receptive to suggested improvements can result in improved language proficiency.

As shared by KII2:

“Then after I will ask him and her about the deep questions about life which is your life. What have you learned about your father? Anything these type of we should have to make questions and we then after we will speak. (KII₂)

Posing profound inquiries about existence prompts individuals to contemplate their own cognitions, convictions, and encounters. It encourages self-reflection and allows for self-exploration. By engaging in such inquiries, students can examine their individual values, viewpoints, and ambitions. This not only improves their language skills but also fosters personal development.

Discussing family, personal experiences, and life lessons fosters a sense of connection and empathy among learners. It fosters a culture of sharing personal experiences, active listening, and gaining insights from a variety of viewpoints. Participating in such discussions fosters a supportive and inclusive educational setting, facilitating students' comprehension of each other's cultural and personal backgrounds.

These questions promote critical thinking and analytical skills. Encouraging students to analyze and articulate their thoughts enhances their capacity to communicate ideas with clarity and coherence. Improving language fluency enhances communication skills. Meaningful discussions facilitate vocabulary expansion and language acquisition. Students encounter linguistic challenges when discussing intricate topics, including unfamiliar vocabulary, idiomatic phrases, and complex grammar. Exposure to genuine language usage facilitates the internalization and practical application of linguistic components.

Valuable support for a positive intervention. Effective online English conversation classes require support from multiple factors, such as the teacher's open-mindedness, recognition of their role, and proficiency in utilizing technology.

The teacher's open-mindedness is crucial in creating a supportive and inclusive learning environment. An open-minded teacher is willing to consider a variety of viewpoints, respect cultural

diversity, and accommodate individual learning requirements. They create a conducive environment for students to freely express themselves and undertake linguistic challenges in their learning process. The teacher fosters creativity, critical thinking, and active participation among students by embracing diverse ideas and approaches.

Acknowledging the teacher's function as a facilitator and guide is crucial for a successful intervention. The teacher's expertise and guidance facilitate direction and structure in students' language learning process. They provide constructive feedback, correction, and motivation to enhance students' oral proficiency. Students recognize the significance of their teacher's guidance and actively seek their support and mentorship.

Proficiency in technology and technicalities is essential for online English conversation classes. Proficiency in using technological tools and platforms is essential for both teachers and students in a digital learning environment. This entails acquainting oneself with video conferencing software, online collaboration tools, and digital resources. Technology enables teachers to develop interactive and engaging lessons, integrate multimedia resources, and promote seamless communication and collaboration among students. Teachers with technical expertise can quickly resolve technical issues, ensuring uninterrupted class sessions. They can offer technical assistance to students, facilitating their use of digital resources and navigation of online platforms. Teachers who possess a proficient comprehension of technology can modify and improve their instructional approaches to align with the digital setting, thereby augmenting the overall educational encounter for learners.

As added by KII4:

“Actually, yes, the same question and most of Philippines teachers are kind, but they can never know our languages so. Sometimes we understand the explain, but we know. We want to know that. (KII₄)

KII4 acknowledges that Filipino teachers in online English conversation classes may lack familiarity with their students' native languages. Language barriers between teachers and students can affect students' understanding, despite the teachers' kindness and supportiveness.

The statement emphasizes the significance of proficient communication in the process of acquiring a language. The statement recognizes that language barriers may impede students' full comprehension of the content, despite teachers' explanations. Teachers' good intentions and helpfulness may be limited by their inability to communicate in students' native language, which can impede their learning experience.

Language barriers can provide opportunities for growth and learning. Students are advised to articulate their requirements and request elucidation when encountering difficulties in comprehending a concept. The act of seeking comprehension and clarification fosters active engagement and critical thinking, facilitating the acquisition of problem-solving abilities and promoting autonomy in students' language learning endeavors.

Teachers can use different strategies to overcome the language barrier. Effective strategies for enhancing student comprehension include using plain language, incorporating visual aids or gestures, and promoting active inquiry through questioning and seeking clarification. Using language learning resources tailored to students' language backgrounds can improve understanding and promote meaningful communication. Creating a supportive and inclusive classroom environment is essential for encouraging students to express their concerns and seek assistance. Educators can facilitate open dialogues to enable students to express their challenges and work together with their classmates to identify solutions collaboratively. Collaborative approaches facilitate language development and promote a sense of community and mutual support among students.

As indicated by KII5:

Yeah, I have a little technical issue. I said you before and before it is something I must feed it at home and I don't do something. When it happened. If I repeat it, the more if I am satisfied about it, I do it but it. (KII₅)

The KII5 participant reports experiencing technical difficulties in relation to their language acquisition process. The individual acknowledges a designated obligation at home, yet occasionally falls short in fulfilling it. The statement implies a potential challenge in maintaining consistency or completing language learning tasks for the individual.

This emphasizes the significance of self-control and individual responsibility in the acquisition of language. Consistency is crucial for enhancing language proficiency and achieving progress. The individual recognizes the importance of being proactive and committed to language learning tasks, despite encountering technical difficulties or other obstacles.

Developing effective time management and organizational strategies is crucial for overcoming this obstacle. Learners may establish a schedule or objectives to guarantee consistent practice and accomplishment of language learning activities. Obtaining assistance from a teacher, mentor, or language exchange partner can offer motivation, guidance, and accountability. Additionally, it is important for individuals to contemplate their motivation and establish specific objectives for their language acquisition endeavors. By identifying their language learning motivations and establishing attainable objectives, learners can maintain their drive and concentration on their advancement.

DISCUSSION

This study utilized phenomenology to investigate the experiences of students attending online conversational English classes. Online conversational English students have diverse experiences that influence their language acquisition process. Online classes offer convenience and flexibility to students, who can participate from any location with internet access. The flexibility enables individuals to accommodate classes within their demanding schedules and manage other obligations. Online classes offer students the chance to engage with a diverse cohort of learners from various cultural backgrounds, creating a culturally rich learning atmosphere.

Online conversational English classes pose challenges for students. A common challenge is the absence of in-person communication, impeding the acquisition of nonverbal communication abilities and complicating the interpretation of spoken English subtleties. Participants frequently use visual cues and video conferencing tools to improve their comprehension of body language and facial expressions.

Technical issues, such as poor internet connectivity or audio/video glitches, can disrupt the flow of the class and hinder effective communication. Participants frequently employ coping strategies, including securing a reliable internet connection, utilizing headphones or external microphones, and acquainting

themselves with the technical features of the virtual platform. The results suggest the necessity of continuous support and training for students and instructors to proficiently navigate the online learning platform. This may involve providing timely technical support, sharing optimization guidelines for audio and video settings, and conducting periodic assessments to ensure seamless learning.

Integrating interactive and engaging activities into the curriculum can mitigate the constraints of online learning and foster active participation. Possible academic and concise rewrite: Various interactive techniques, such as group discussions, role-plays, and virtual language immersion, can be used to simulate authentic conversational situations. These approaches can improve student engagement, promote community building, and offer practical language practice opportunities.

Experiences Of The Students Attending Online Conversational English Classes

A notable discovery is the ease of access to learning at one's fingertips. Chee et al. (2023) state that online platforms offer students convenient access to learning materials, resources, and language practice opportunities. This feature enables increased adaptability in scheduling and independent learning. The language barrier is a prevalent challenge among students that can result in communication delays (Tumskiy, 2019). Non-native English speakers may experience fluency issues, leading to reluctance in verbal communication. This finding is consistent with Ramula's (2023) research, which emphasizes the influence of language barriers on students' capacity to participate in productive discussions.

Additionally, students frequently encounter challenges in effectively communicating and utilizing language with accuracy. Ngo (2018) highlighted the significance of language practice and immersion in enhancing language proficiency and addressing associated difficulties. Nguyen et al. (2022) found that students who participate in conversational exercises and actively seek practical application opportunities exhibit greater improvement in their speaking skills over time.

Peer tutoring enhances students' language learning experience. Thu and Dan (2023) found that peer support and collaboration have a positive impact on students' language development by facilitating mutual

learning and motivation. Peer tutoring and conversational practice have been found to enhance language proficiency among students (Suh, 2023).

Online conversational English classes often lead to low self-confidence among students. This issue may impede their inclination to actively participate and engage in discussions. Wolfram (2023) emphasized the importance of fostering self-confidence and creating a supportive learning environment for students to achieve successful language learning outcomes. Studies have investigated the significance of body language in the acquisition of language. Maoulida (2023) propose that integrating non-verbal communication cues and gestures in virtual language classes can improve students' language comprehension and expression. Body language enhances communication and interpretation of messages. English conversation classes significantly impact students' language learning. Enhancing students' self-esteem is a significant advantage (Lan et al., 2023). Active participation and successful communication in English enhance students' language abilities and increase their confidence and comfort in engaging in conversations.

Online conversational English classes provide a convenient and straightforward approach to learning (Anyichie & Butler, 2023). Students can access learning materials, engage in interactive activities, and practice language skills independently and in a comfortable setting. The flexibility offered enables students to customize their learning experience to suit their individual requirements and inclinations.

Zheng and Zheng (2023) found that students demonstrate their commitment to improving their language speaking skills through active participation and dedication to language practice. Consistent practice in speaking leads to gradual improvement. Hub (2023) supported this finding and emphasized the significance of persistent practice in language acquisition. Peer motivation is essential for enhancing students' language learning experience. Berube et al. (2023) found that peer encouragement and support promote a positive learning environment, which enhances motivation and engagement. Collaborative activities and group discussions facilitate peer learning and strategy sharing among students. Interacting with a human interlocutor is deemed a productive approach to enhance one's oral communication abilities

(Ustuk & Çomoglu, 2019). Engaging with proficient English speakers enables students to enhance their language proficiency by practicing in genuine settings, obtaining prompt evaluations, and acquiring knowledge from native pronunciation and intonation models. Exposure to authentic conversations facilitates the acquisition of fluency and communicative competence.

Online conversational English classes promote language learning in a multicultural context and embrace cultural diversity. Gadsby and Sullivan (2020) suggest that cross-cultural interactions can improve students' comprehension of cultural subtleties, broaden their outlook, and develop their intercultural communication abilities. Exposure to diverse cultural experiences enhances students' language acquisition process. Differences exist between online and face-to-face English conversation classes.

Online English classes provide unique benefits in comparison to in-person classes. One significant advantage is increased efficiency in terms of time and cost savings. Turunen (2020) stated that online platforms offer various resources, interactive materials, and language practice tools that aid in effective learning. Students can access resources without physical classroom constraints, anytime and anywhere. Online classes are especially convenient for those who work from home. Almusallam (2023) found that students value the convenience of remote attendance. Flexibility enables individuals to manage their academic commitments and personal responsibilities efficiently, resulting in improved time management and reduced commuting time.

Although online classes are convenient, it is important to acknowledge that in-person teaching methods can accelerate the development of language-speaking abilities. According to Li et al. (2023), in-person interactions offer students prompt feedback, individualized instruction, and focused language practice chances. Teacher-student interaction enhances pronunciation, intonation, and grammar accuracy.

Interaction with interlocutors is a differentiating factor between virtual and in-person English conversational courses. Traditional classes allow for spontaneous conversations and the observation of facial expressions

and body language cues, which can enhance understanding and communication (Basal, 2016). Online platforms aim to replicate interactive experiences using video calls, chat features, and virtual classrooms, facilitating effective engagement between students and conversation partners.

Online platforms offer students the opportunity to express themselves with confidence and freedom. Holiver et al. (2020) found that students expressed less inhibition in online communication compared to face-to-face interactions. Anonymity and reduced social pressure foster a comfortable environment that promotes active engagement and opinion sharing among students.

Challenges Encountered And Coping Mechanisms Experienced By The Participants Attending Online Conversational English Classes

Online English conversation classes may present challenges due to multiple factors. The learners' multiple intelligences may influence their preferred learning styles and strategies (Harsch et al., 2021). Learners possess diverse strengths and weaknesses in various intelligences, including linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, and others. Differences in communication and comprehension skills can present challenges in online conversations. Learners may use diverse coping strategies to overcome the difficulties encountered in online English conversation classes. Rasskazova et al. (2017) found that people adopt diverse strategies to cope with challenges encountered in language acquisition. Learners may adopt self-directed learning strategies or seek assistance from peers or online resources. Coping mechanisms impact language learners' ability to overcome challenges and advance their proficiency.

During unstructured discussions, individuals may face difficulties in articulating and justifying their viewpoints. Online conversation classes typically entail debates and idea exchanges, necessitating learners to articulate their opinions with clarity and persuasion. Purbojo (2018) suggested that learners may encounter challenges in organizing their ideas, constructing coherent arguments, and articulating their

perspectives effectively during informal conversations. The utilization of diverse accents in virtual English language classes may present challenges for students. Learners may face comprehension difficulties due to varying accents, requiring them to adjust to diverse pronunciation patterns and comprehend fluctuations in intonation and rhythm (Karpova et al., 2018). Exposure to diverse accents is essential for enhancing listening skills and comprehension in practical communication scenarios.

A notable challenge in online English conversation classes is the potential language barrier between the instructor and learner. Language barriers may arise due to varying levels of language proficiency or limited proficiency in the language of instruction. Emel et al.'s (2020) study emphasizes the significance of employing efficient communication tactics, including language simplification, visual aids, and gestures, to surmount language obstacles and improve understanding.

Honest feedback is crucial in overcoming obstacles during online English conversation classes. According to Běrešová (2021), learners should proactively solicit feedback from teachers or conversation partners to recognize areas for improvement and tackle particular language difficulties. Constructive feedback facilitates learners' language development by directing their attention to specific areas of their speaking skills that need improvement.

Providing opportunities for learners to ask relatable real-life questions can aid in overcoming difficulties. Engaging in relevant and relatable topics can facilitate meaningful conversations and enhance learners' language skills in practical contexts (Oliwa, 2021). This approach boosts motivation and instills a sense of purpose in the process of acquiring a language.

Self-determination and persistence are crucial for success in online English conversation classes. According to Nurakun Kyzy et al. (2018), learners who exhibit a high level of dedication towards language learning and accent improvement are more likely to surmount obstacles and attain their objectives. Cultivating a growth mindset and embracing a proactive approach are conducive to achieving enduring success in language acquisition.

Self-preparedness is a crucial factor in successfully navigating challenges in online conversation classes. According to Escobar and Krauß (2017), learners ought to arrive at class adequately prepared by acquainting themselves with the lesson topics, vocabulary, and pertinent language structures. Being

prepared enables learners to engage in discussions, make valuable contributions, and handle language barriers more efficiently. Technical difficulties are frequently encountered during online English conversation classes. Klimova (2021) suggests that learners should possess fundamental computer software knowledge and feel at ease while utilizing the necessary digital tools. Proficiency in virtual communication tools such as video conferencing platforms and chat applications is crucial for effective participation in online discussions. To engage in effective conversations, learners must have a dependable internet connection to avoid hindrances or connectivity problems (Shchukina et al., 2021).

Online English conversation classes face significant challenges due to language barriers. Students may face difficulties in distinguishing between different types of knowledge and ideas, leading to challenges in articulating intricate concepts or comprehending subtle nuances (Bezuglova et al., 2019). This issue is more noticeable when learners have limited language exposure or when their vocabulary and language skills are in the developmental stage. To surmount this obstacle, it is necessary to engage actively, repeatedly expose oneself to language usage, and persistently practice to enhance comprehension and expression (Shurygin et al., 2021).

The diverse linguistic styles and expressions utilized in online conversation classes may present difficulties for learners. Learners may encounter unfamiliar idiomatic expressions, colloquialisms, or cultural references used by different speakers (Dlalisa & Govender, 2020). Comprehending and deciphering linguistic subtleties can pose a challenge, particularly for individuals who are not native speakers. Repeating and clarifying unfamiliar language can aid learners in comprehending the intended meaning and adjusting their language abilities accordingly.

The effectiveness of communication in online English conversation classes can be influenced by the personal relationship between the teacher and the student. Constantinou's (2019) study emphasizes the significance of establishing rapport and trust between educators and students. Creating a supportive learning environment promotes learner comfort, risk-taking, and error-making, thereby enhancing language proficiency and confidence.

Sustaining motivation is vital for individuals enrolled in online English conversation courses. A proficient understanding of the subject matter is a successful approach. Familiarity with the subject matter

facilitates learners' active participation in discussions, sharing of pertinent insights, and deeper engagement with the content (Tu & Luong, 2021). Seeking reliable viewpoints from interlocutors is a means of maintaining motivation. Consulting credible sources and embracing diverse perspectives promotes comprehensive comprehension of various viewpoints and stimulates analytical thinking (Kasim & Khalid, 2016).

The teacher's open-mindedness is crucial for sustaining learner motivation. Educators who exhibit flexibility, tolerance, and acceptance of diverse viewpoints foster an inclusive educational setting that promotes learners' unrestricted self-expression (Ramula, 2023). Self-persistence and self-motivation are crucial for learners to surmount challenges in online English conversation classes. Tumskiy (2019) highlight the significance of intrinsic motivation and individual determination for achieving success in language acquisition. Establishing specific objectives, tracking advancement, and acknowledging accomplishments are crucial factors in maintaining motivation and involvement in language learning.

Consistently maintaining a positive outlook towards achieving goals is crucial. Individuals who possess a growth mindset and perceive challenges as chances for personal development are more inclined to surmount obstacles and persevere in their pursuit of language acquisition (Abduljawad & Ahmad, 2023). Online English conversation classes may present social or emotional challenges. Family-related problems can impact learners' focus and engagement in the learning process (Chee et al., 2023). Learners may face difficulties with self-evaluation and emotional regulation, leading to reduced confidence and reluctance to engage in discussions (Ngo, 2018).

Proposed Output

English conversation classes have a multifaceted impact on learners. A fundamental concept is the significance of augmenting the student's self-esteem. According to Nguyen et al. (2022), learners' self-esteem and confidence can be enhanced by actively participating in conversations and receiving positive feedback. Positive reinforcement enhances learners' motivation to improve their language skills.

Another fundamental concept is the simplicity and comprehensibility of English conversation classes.

Online classes offer a convenient and accessible platform for learners to converse with native or proficient English speakers (Thu & Dan, 2023). Direct interaction enables learners to apply language skills in real-life situations, enhancing the practicality and applicability of the learning process.

Consistent effort to enhance one's language speaking abilities is a vital component of participating in English conversation courses. According to Suh (2023), learners who demonstrate persistence and consistent practice are more likely to overcome challenges and make advancements in their language proficiency. Persistence is crucial for achieving fluency and accuracy in spoken English.

Peer motivation is a significant factor in language acquisition. Peer interaction can provide learners with mutual support and motivation by sharing experiences and overcoming challenges together (Wolfram, 2023). Peer interactions foster a collaborative learning environment that enhances learners' language proficiency and confidence through mutual learning.

Online English conversation classes offer a valuable opportunity to enhance speaking skills by engaging in real-time conversations with a live interlocutor. Learners can improve their speaking skills by practicing with native or proficient English speakers who can provide prompt feedback and guidance on their pronunciation, vocabulary, and grammar (Maoulida et al., 2023). Direct interaction enhances English communication skill development. English conversation classes impact diverse cultures through students' education. Language acquisition involves not only the development of linguistic abilities, but also the comprehension and admiration of diverse cultures (Lan et al., 2023). Interacting with individuals of different cultural backgrounds enables learners to develop an understanding of diverse perspectives, traditions, and customs, thereby promoting cultural diversity and mutual comprehension.

Honest feedback can be beneficial in overcoming obstacles during online English conversation classes. According to Anyichie and Butler (2023), learners can improve by receiving constructive criticism and suggestions for improvement from their conversation partners or instructors. This feedback enables learners to recognize their weaknesses and improve their language proficiency. Asking relatable questions about daily life is a successful approach for overcoming challenges. As per Zheng and Zheng (2023),

learners can establish personal connections and engage in meaningful conversations by posing pertinent and relatable questions. This approach promotes engagement and enhances language acquisition.

Self-determination and persistence are crucial for surmounting challenges in online English conversation courses. Motivated language learners who strive to enhance their accent exhibit a resolute dedication to their language acquisition process (Hub, 2023). Learners can attain their desired language proficiency by establishing goals, maintaining a positive mindset, and practicing regularly. Self-directed learning is crucial for surmounting challenges in virtual English conversational courses. Students are urged to assume personal accountability for their education and participate in self-directed practice and study beyond scheduled class meetings (Berube et al., 2023). The self-directed learning approach facilitates language skill reinforcement and enhances language comprehension.

Preventing toxicity in diverse cultural settings is crucial for upholding a favorable educational environment. Creating a respectful and inclusive environment is crucial in online conversation classes that involve learners from diverse cultural backgrounds (Ustuk & Çomoglu 2019). The teacher's open-mindedness is a fundamental concept for promoting positive interventions in online English conversation classes. Educators who demonstrate open-mindedness and embrace diverse perspectives and cultural differences foster an inclusive and hospitable learning environment (Gadsby & Sullivan, 2020). This approach fosters learner self-expression and a sense of inclusivity.

The efficacy of online English conversation classes necessitates the consideration of the instructor's influence. According to Almusallam (2023), teachers are essential in promoting significant discussions, offering direction, and establishing a supportive educational environment. The instructors' proficiency in language teaching methods and adaptability to online learning enhance the classes' overall effectiveness. Proficiency in technology and technical skills is crucial for educators and learners in virtual English conversation courses. Proficiency in digital tools, video conferencing platforms, and other online resources facilitates successful communication and interaction in class (Turunen, 2023). Proficient use of technology is essential for both teachers and students to ensure a smooth learning process.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter provides a summary of the main findings and discussions from previous chapters, draws conclusions based on the research, and offers recommendations for future research and practical implications.

Summary of Findings

The study aimed to explore the lived experiences of students attending online English conversation classes. The study employed a qualitative phenomenological methodology that concentrated on exploring the subjective experiences and perspectives of the participants. The study used purposive sampling to select participants who attended online English conversation classes. The sample size of ten participants may limit the generalizability of the study's findings, as their experiences may not be representative of all pupils enrolled in online conversational English classes.

The purpose of this study was to comprehend the experiences of students enrolled in online conversational English classes, including the obstacles encountered and coping strategies utilized. The purpose of the research was not to assess the efficacy of online conversational English classes or to compare them to other modes of instruction. The findings of the study may be limited by the participants' willingness and capacity to share their experiences, as well as the interviewer's capacity to elicit detailed and thorough responses. Self-reported data, which may be subject to bias and interpretation, are also utilized in the study.

The findings of the study provide insights into the experiences of students attending online conversational English classes. One of the core themes that emerged is the characterization of overall experiences. Participants reported that online classes offer accessibility to learning, with resources readily available at their fingertips (KII1). However, they also highlighted the language barrier as a challenge that delays communication (KII1). Hesitation to speak the language (KII3), difficulty in using the language (KII6),

and low self-confidence (KII8) were identified as obstacles faced by students. On a positive note, participants emphasized the importance of peer tutoring (KII7) and the role of body language in language learning (KII9).

The impact of English conversation classes was another significant theme. Students reported a boost in self-esteem (KII3) and described the learning process as convenient and simple (KII4). They expressed their persistence in improving language speaking skills (KII6) and acknowledged the motivating effect of engaging with peers (KII7). Participants viewed online classes as an avenue to improve speaking skills through conversations with real people (KII8) and recognized the cultural diversity aspect of language learning (KII9).

Distinguishing online classes from face-to-face settings was also explored. Participants noted that online classes allowed them to accomplish more in less time and at a lower cost (KII4). The convenience of participating in classes from home (KII5) and the potential for active and in-person teaching methodologies to hasten language-speaking skill improvement were highlighted (KII6). The engagement of conversation partners (KII8) and the freedom to express oneself online (KII9) were also seen as unique features of online English conversation classes.

Memorable experiences during the classes were identified as another theme. Participants reported progressive language-speaking skills (KII2) and the ability to actively engage in social media platforms (KII6) as positive outcomes. Constructive criticism from native speakers was viewed as valuable feedback (KII8), and the use of online tools was seen as a means to accelerate learning (KII9). Overall, participants emphasized the notion that experience is the best teacher (KII9) in the context of online English conversation classes.

The findings also shed light on challenges encountered and coping mechanisms employed by participants. Difficulties in online English conversation classes were related to learners' multiple intelligences (KII1), the need to adapt to varied learning coping mechanisms (KII1), the argumentative nature of free-form discussions (KII2), the varieties of accents used in conversation (KII3), and the language

barrier between teachers and students (KII4). To overcome these obstacles, participants highlighted the importance of receiving honest feedback (KII1), asking real-life questions (KII2), self-determination and persistence in learning the language (KII3), self-preparedness (KII5), utilizing translation programs (KII6), ignoring toxicity (KII7), and recognizing the necessity of self-motivation and self-progression (KII8). Technical issues during online English conversation classes were also identified as a challenge. Participants emphasized the need for basic knowledge of computer software (KII1) and excellent internet connectivity (KII3). The requirement for internet connectivity (KII6) was highlighted as crucial for smooth class participation.

Language barriers were another challenge participants encountered. Discrimination in knowledge/ideas (KII1), varied language pronunciation and enunciation of words (KII3), the need for repeated use of words, phrases, and sentences for better understanding (KII5), a wide range of linguistic styles and expressions (KII6), and the development of personal relationships between teachers and students (KII7) were all highlighted as language barriers. Participants recognized the need to address these barriers to ensure effective communication and language learning.

Maintaining motivation was crucial for participants in online English conversation classes. They emphasized the importance of having a well-versed knowledge of the topic or lesson to discuss (KII1) and striving to acquire trustworthy opinions (KII3). The open-mindedness of the teacher (KII4), self-persistence, and self-motivation (KII5) were identified as key factors in maintaining motivation. Consistency in maintaining a positive outlook towards achieving goals (KII6) and the driving force behind personal development (KII8) were also highlighted as important for sustaining motivation.

Participants also faced social and emotional obstacles during their online English conversation classes. Family-related problems (KII1), the use of inappropriate phrases at times (KII3), self-criticism and emotional processing (KII5), opposite-sex relationship issues (KII6), and the personal connection felt between instructors and pupils (KII7) were identified as challenges. Low self-confidence while speaking or using the language (KII8) was also a common obstacle encountered by participants. Based on the findings, several outputs can be proposed. The impact of English conversation classes on students' sense of self-

worth (KII3), the uncomplicated nature of English conversion (KII4), and the persistence in improving language speaking skills (KII6) highlight the importance of such classes in enhancing students' self-esteem and language proficiency. The role of peer motivation (KII7) and the opportunity to converse with real people (KII8) underscore the benefits of interactive online environments for language learning.

To address the challenges encountered, the findings suggest the importance of providing honest feedback (KII1), incorporating real-life questions (KII2), fostering self-determination and persistence in language learning (KII3), and encouraging self-study (KII5). The need to address toxicity in online cultural contexts (KII7) and emphasizing the language's relevance for survival (KII8) can contribute to overcoming obstacles. Valuable support for a positive intervention can be provided through the open-mindedness of teachers (KII4) and their proficiency in technology and technicalities (KII5). Considering the differentiated learning needs of students (KII9) and the teacher's factor (KII4) are essential for creating a conducive learning environment.

Conclusions

Based on the findings, the following conclusions are drawn:

The experiences of students attending online conversational English classes are characterized by accessibility, language barriers, hesitation in speaking, difficulty in language usage, peer tutoring, low self-confidence, and the influence of body language. These experiences demonstrate the advantages and challenges faced by students in online language learning environments. The convenience and simplicity of learning online contribute to positive experiences, while language barriers and self-confidence issues pose significant challenges. The findings highlight the importance of addressing these challenges and leveraging the benefits of online platforms to enhance language learning experiences.

The challenges encountered by participants in online conversational English classes include multiple intelligences, varied learning coping mechanisms, arguments in free-form discussions, varieties of accents, and language barriers between teachers and students. To overcome these obstacles, participants employ coping mechanisms such as seeking honest feedback, asking relatable real-life questions, self-

determination and persistence, self-preparedness, utilizing translation programs, ignoring toxicity, and recognizing the value of having no other option. These coping mechanisms are essential for navigating the challenges inherent in online language learning and ensuring effective communication and language acquisition.

The impact of online conversational English classes is characterized by enhancing students' self-worth, providing a straightforward understanding of English conversion, promoting persistence in language speaking skills, elevating language learning through peer motivation, offering avenues for improving speaking skills through real conversations, and contributing to cultural diversity and language learning. To overcome obstacles in these classes, participants rely on honest feedback, asking relatable questions, self-determination and persistence, self-study, avoiding toxicity, recognizing the language's importance for survival, and embracing self-motivation and self-progression. These findings highlight the positive outcomes and effective strategies for maximizing the impact and overcoming challenges in online conversational English classes.

This study's results have theoretical implications for online language learning and second language acquisition. This study contributes to the literature by offering a comprehensive understanding of the dynamics and complexities involved in online conversational English classes through the characterization of experiences, challenges, and coping mechanisms. Factors such as peer tutoring, self-confidence, body language, and technology impact theoretical frameworks for language learning and instructional design in online environments. The acknowledgement of diverse learning strategies and the impact of cultural diversity on language learning provide valuable perspectives for improving the efficacy of online language instruction.

This study holds significant practical implications for language educators, instructional designers, and policymakers who are engaged in online language learning programs. Analyzing the experiences and difficulties encountered by students in online conversational English courses can aid in developing and executing efficient teaching methods and support systems. Educators can enhance student engagement and language proficiency by utilizing coping mechanisms, such as providing honest feedback, encouraging self-determination and persistence, and creating opportunities for real-life conversations. The study

emphasizes the significance of overcoming language obstacles, encouraging constructive motivation, and acknowledging the teacher's role in enabling successful online language learning encounters. Insights from this study can inform policymakers in developing guidelines and resources to support the implementation and quality assurance of online language learning programs.

Recommendations

Based on the findings of this study, the following recommendations can be made to various stakeholders involved in online conversational English classes:

1. Students should cultivate self-motivation and persistence in their language acquisition endeavors. To enhance their language proficiency, individuals should establish personal objectives, engage in consistent practice, and uphold a constructive attitude to surmount obstacles. Receiving candid evaluations from educators and colleagues is essential for personal development, and learners should participate in peer tutoring to improve their communication skills. Effective use of technology and cultural exchange can enhance the learning experience.
2. Teachers ought to establish a welcoming and encouraging atmosphere that enables students to confidently articulate themselves and take linguistic risks. Key recommendations include providing constructive feedback, using varied teaching methodologies, and integrating cultural elements into lessons. Continual training and support for educators is crucial in improving their online teaching abilities and technological proficiency.
3. Educational institutions ought to offer teachers comprehensive training programs, promote collaboration among educators, and provide continuous support for professional development. It is essential to develop all-encompassing language programs that integrate organized instruction and interactive dialogue sessions. Institutions ought to develop guidelines and quality assurance standards for online language learning programs, and dedicate resources to research and innovation in this area.
4. It is advisable for policymakers to establish guidelines and quality assurance standards for online language learning programs. The guidelines should encompass curriculum design, instructor qualifications, technological requirements, and student support services. It is crucial to invest resources in advancing online language learning through supporting research and innovation.

5. Further research is recommended to investigate the efficacy of particular digital language learning platforms and tools. Researching the impact of gamification on student motivation, engagement, and language proficiency levels would be valuable. It is advisable to examine the impact of cultural factors on outcomes in online language learning. Examining the lasting impacts of online conversational English courses and contrasting them with in-person courses can enhance the current knowledge base.

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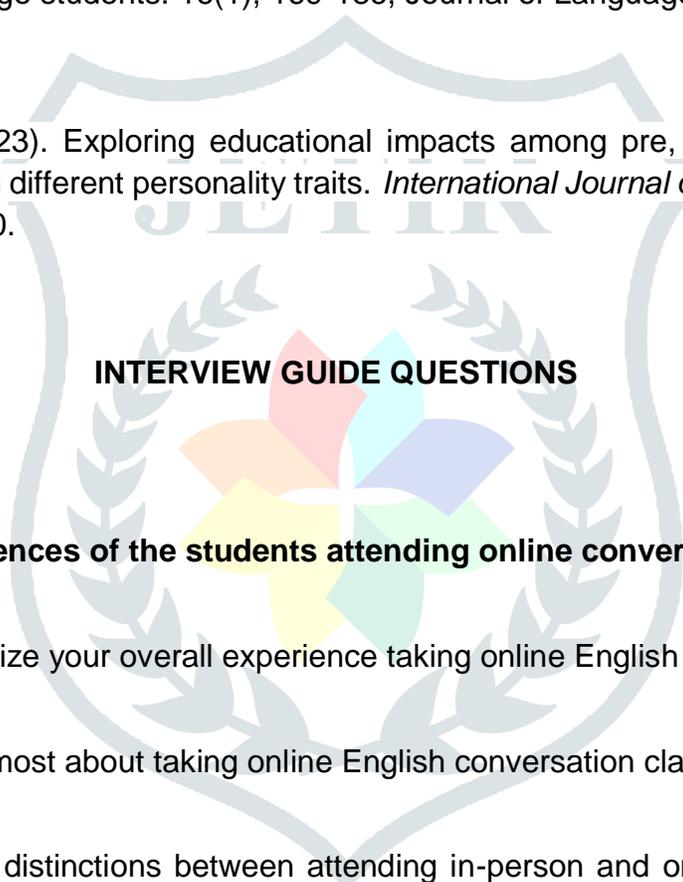
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INTERVIEW GUIDE QUESTIONS

1. **What are the experiences of the students attending online conversational English classes?**
 - 1.1 How would you characterize your overall experience taking online English conversation classes?
 - 1.2 What do you appreciate most about taking online English conversation classes?
 - 1.3 Have you observed any distinctions between attending in-person and online conversational English classes? If so, are they described?
 - 1.4 What memorable experiences or encounters have you had while taking online English conversation classes?
 - 1.5 How do you feel about the caliber of the online English conversation classes you have taken?
 - 1.6 Do you feel that taking online conversational English classes has enhanced your English skills? Moreover, in what ways?

1.7 Do you have anything else to say about your experiences taking online English conversation classes?

2. What are the challenges encountered and coping mechanisms experienced by the participants attending online conversational English classes?

2.1 Have you encountered any difficulties while taking online English conversation classes? What were they if so?

2.2 How did you overcome the obstacles you encountered while taking online English conversation classes?

2.3 Have you encountered any technical issues while attending online English conversation classes? How did you surmount them if so?

2.4 Have you encountered any communication or participation difficulties during online conversational English classes? If so, are they described?

2.5 How do you maintain motivation while attending online English conversation classes?

2.6 Have you encountered any social or emotional obstacles while taking online English conversation classes? How did you deal with them if so?

2.7 Is there anything else you'd like to say about the difficulties and mitigating strategies you've encountered while taking online conversational English courses?

Curriculum Vitae

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OBJECTIVE

- To attain any position that uses my communication, writing and management skills and enables me to make a positive contribution.

PROFESSIONAL STRENGTH

- Extremely goal oriented
 Positive attitude
 Computer literate
 Strong sense of responsibility
 Flexible-willing to take on a variety of task

PERSONAL INFORMATION

Age: 41 years old
 Date of Birth: October 17, 1981
 Gender: Female
 Civil Status: Married
 Height: 4'11
 Weight: 50kg.
 Nationality: Filipino
 Religion: Seventh Day Adventist
 Language Spoken: English, Korean, Tagalog, Bisaya

FAMILY BACKGROUND

Name of Mother: Ruth Noblefranca Alba
 Occupation: Businesswoman
 Name of Father: (deceased)
 No. of Brother: 1
 No. of Sister: 2

EDUCATIONAL BACKGROUND

Licensed Professional Teacher
 MAED SPED (CAR)
 National University- Laguna
 Certificate of Early Childhood-2021
 Tertiary: Bachelor of Arts in English
 Professional Education Certificate
 WESTERN MINDANAO STATE UNIVERSITY -2003

Secondary: J-Jireh High School
 Salutatorian
 Suterville, Zamboanga City
 S.Y 1998

Elementary: S.D.A Elementary School
 R.T Lim Boulevard, Zamboanga City

WORK EXPERIENCE

2003-2004 ENGLISH TEACHER
SOUTHCOR NATIONAL HIGH SCHOOL
UPPER CALARIAN, ZAMBOANGA CITY

- Taught English, Science and Mathematics to students ages 12-16.
- Provided developmentally challenging activities.
- Maintained a focused, well-behaved, and interested group of students at all times.
- Utilized various teaching strategies, which encouraged student participation.

2004-2005 ENGLISH TEACHER
WESTERN MINDANAO STATE UNIVERSITY-ESU TUNGAWAN
ZAMBOANGA SIBUGAY PROVINCE

- Taught Business English and Research Study

2005-2007 ENGLISH TEACHER
CHUNGJU SAHMYOOK LANGUAGE CENTER
CHUNGJU, SOUTH KOREA

- As an ESL teacher for Korean students, ages 3-55 years old, I had to conduct 25 -minute classes. We provide reading materials every week and would ask critical thinking questions to encourage students to answer beyond close-ended questions, meaning, not just answering questions with a “yes” or a “no” but to make them explain themselves and express their thoughts and ideas easily.
- Passively corrected each student on grammar, pronunciations and vocabulary and gave feedback on how they did during class and gave tips on how they can improve.

2007 CONCIERGE
ONE SERENDRA, AYALA PROPERTY CORPORATION
MAKATI CITY

- Dealt with customer care and satisfaction for walk-in, phone-in and regular clients.
- Made sure clients' queries, problems and complaints were answered, solved and given appropriate attention and immediate solution.
- Supervised customer service ensuring prompt delivery of orders and highest levels of service at all times.

2008-2010 ENGLISH TEACHER
GREEN CHILDREN'S HOUSE
SEOUL, SOUTH KOREA

- Taught conversational English to Koreans.
- Developed a curriculum to suit each student's proficiency in speaking the English language.

2011- Present MANAGER - J&L ACADEMY
HOMEBASED ONLINE SCHOOL
SEOUL, SOUTH KOREA

- Demonstrated knowledge and accountability for payroll preparation for regular and contractual employees.
- Taught reading, conversation, writing, speaking, listening and vocabulary classes.
- Ensured high standards and developed a rich and creative curriculum to ensure that students are learning.
- Implemented varied strategies and differentiated assessments in order to accommodate diverse needs of students.
- Effectively maintained interest and provided interactive atmosphere, enabling students to hone learning skills.

2014- December 2015 KIDSGLOBALENGLISH
JAPAN

- Conducts 25-minute classes via Skype with students from Japan, ages 8-12 once a week. We are provided with a lesson plan, to teach the students on correct grammar, vocabulary, sentence construction and most importantly, conversational English.
- Corrects any errors and gives a daily report on the student's performance.

2020- Present- BUSINESS OWNER

- SIMPLY LIZ ONLINE SHOP, SIMPLY LIZ RAMYUN HOUSE & SHINS TRAVELLERS INN

CHARACTER REFERENCES:

Ms. Jenny Kim, CEO J&L Academy
(Seoul, South Korea)

Emma Han, Principal Green Children's House Kindergarten
(Seoul, South Korea)

Kim Sok Kun, Director Chungju Language Institute
(Chungju City, South Korea)

Hyukwoo Kwon, Director Green Children's House Kindergarten
(Seoul, South Korea)

I am qualified teacher and experienced working online as an English Online Teacher to several Companies with over 11 years of administrative and teaching work experience and proven ability to handle and manage the work environment; Possesses good presentation and communication skills: Has effective organizational skills in addition to willingness to work above and beyond the call of duty. If given a chance to work in your company I would be willing to impart my knowledge and skills as part of the growing company in the Philippines.

I hereby that the facts contained in this resume are true and complete to the best of my knowledge.