



An Investigation of Teaching English at Bintang Nusantara Learning Centres in Hong Kong: Instructional Method, Problems and Solutions

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Abstract

This study reported the implementation of synchronous and asynchronous classes at Bintang Nusantara Learning Centre, focusing on the use of the Communicative Language Teaching (CLT) method to develop students' speaking skills. This research was conducted as a case study, employing qualitative methods such as observations, interviews, and document analysis to gather in-depth data on the teaching and learning processes. The learning process was structured into three interconnected stages: pre-teaching, whilst teaching, and post-teaching, with each stage encompassing various activities designed to enhance student engagement and language proficiency. Despite the careful planning and execution of these activities, both teachers and students faced a range of technical and non-technical challenges throughout the learning process in both online and offline settings. Technical issues included unstable internet connections, inadequate devices (software and hardware), and varying levels of technological proficiency among both teachers and students, which disrupted the flow of online classes. Non-technical challenges involved a lack of motivation and engagement from students, as well as difficulties in replicating the interactive nature of CLT in a virtual environment. However, teachers and students collaborated to find solutions, such as employing alternative communication tools, adjusting lesson plans to better suit the online format, and providing

additional support and encouragement to maintain student motivation. In offline classes, issues related to health protocols and classroom management were addressed by implementing smaller class sizes and ensuring compliance with safety measures. These efforts were critical in mitigating the impact of the challenges, allowing the teaching methodology to remain effective in both online and offline contexts.

Keywords: *synchronous, asynchronous, technical problems, suggested solutions.*

Introduction

English language education has become increasingly important in the globalized world, with demand rising for proficient English speakers across various industries. In Hong Kong, where English serves as one of the official languages and is crucial for academic and professional success the quality of English instruction is paramount (Evans & Morrison, 2011). Bintang Nusantara Learning Centres are prominent institutions offering English language courses to learners of different ages and proficiency levels in Hong Kong. It is a non-formal education that provides services in equation schools or equivalence education and commonly known as "Equality School" (Melania et al., 2024).

In an informal interview with Ms. Yuni Suryana, the Head of Social and Cultural Education in Hong Kong, she said that the existence of non-formal Education has been supported by the regulation of the Minister of Education and Culture number 7 of 2015 concerning the management of the implementation overseas education. One of the non-formal educations held in Hongkong is Equivalence Education of Bintang Nusantara Learning Centre (EEBNLC), which aims to help Indonesian migrant workers to have an education level equivalent to junior high schools and senior high schools.

The Director of students of Bintang Nusantara Learning Centre in Hong Kong, expects that students who pursue equivalence education in Senior High school level can get better jobs in their own country. He also expects that if one day they go abroad, they are expected to come not as tourists but as workers in the formal sector.

Migrant workers are those who do not have the opportunity to go to senior or junior high school or equivalence can take part in learning to pursue equivalence education in Senior high school level (Pattinasarany, 2019). They are trained by qualified teachers from Indonesia. Some of whom live in Hong Kong and some others stay in Indonesia (online teaching). The length of learning to complete is approximately 18 months. When interviewed informally, those teachers applied mixed learning methods. With this mixed method, EEBNLC in Hong Kong has made many graduates successful both in Indonesia and abroad. The unique things from the ways the English teachers taught their students are the successful facts from the migrants from year to year. Some evidenced have been shown since its first

existence in 2009. One of the alumni, Heni Sri Sundani, was invited by Kick Andy program in 2015 with the theme “Perempuan-Perempuan Hebat” (See <https://www.youtube.com/watch?v=Mg2uuvjfBK8>).

This shows that the EEBNLC provides learning strategies that provide positive impact toward the Indonesian migrant workers in Hong Kong. Even, 80% about 86 alumni has found their own professional professions, such as student, lecturer, bank staff, hospital staff, industry staff, etc. What they have reached is in line with the vision of the EEBNLC namely to create the human resource transformation in community supported by the ability to enhance the national value and dignity. Other successful graduate was coming from batch 2011, Sumarniati who worked as an administrative staff in Kalimantan, Ali Hasanah batch 2012 worked at Health safety Environment officer in West of Java and Wiwi Purniati batch 2013 worked as an English teacher at Junior high school.

Batch 2015 the graduates were Syamrotul Jannah worked as a staff accounting in East Kolaka of Southeast Sulawesi and Ratna Deni batch 2016 who worked as a Human Resources Department staff CUE Energy Resources Limited in Jakarta. Meanwhile, from batch 2017, the successful graduate who worked as a staff NU SKIN Beauty Centre in Hong Kong was Sri Supartin. Purwati batch 2018 worked as a staff officer in Indonesian consulate in Hong Kong and Macau, and Emma Zeni batch 2019 worked as an administrative staff travel and agency in Macau, China and many others. Of those successful profiles, the interesting idea to be studied is what instructional methods are applied in EEBNLC that made them successful.

The research on reporting the teaching strategies applied by Indonesian English teachers teaching in abroad, based on my best knowledge, has not been studied by other researchers. However, the research on the problems or challenges they faced, which is followed by their solutions, during the teaching and learning process or during implementing a teaching strategy has been covered by the previous studies. The first study was conducted by (Fajrul et al., n.d.) who discusses the problems encountered in teaching English at the primary level in India by selecting 200 samples from the population and utilizing statistical methodology for analysis. The second study was carried out by (Mukti & Ena, 2018) who found some challenges by 10 public schools, including students' lack of confidence in using English, inappropriate curriculum, and the common use of code-switching by teachers.

Another study was performed by (Saeed Al-Sobhi & Preece, 2018) in Kuala Lumpur. They focused on the common problems which affect the teaching of English-speaking skills to the Arab learners in the Saudi School in Kuala Lumpur. Additionally, it aims at exploring the areas of difficulty that prevent the Arab students from learning to speak in the English classes. This research also scrutinises the role of teachers in solving the problems. Of those previous researches, it is obvious that their studies are much different from this present study. This research tried to fill in the gap they did not study, which was about the teaching methods or strategies the teachers applied in the school level or university

level. Another gap to be filled in this study is the participants are migrant workers and the dual-mode teaching methods—synchronous and asynchronous teaching methods.

The purpose of this study is to investigate the effectiveness of teaching of English at Bintang Nusantara Learning Centre in Hong Kong both in offline and online modes, focusing on instructional methods, problems encountered, and potential solutions. Understanding the current practices and challenges faced by English language teachers at this Bintang Nusantara is essential for enhancing the effectiveness of English language education and improving learning outcomes for students. Several factors may influence the teaching of English at Bintang Nusantara Learning Centres, including the qualifications and training of instructors, the curriculum and materials used, teaching methodologies employed, and the learning environment (Richards & Rodgers, 2001). Identifying the strengths and weaknesses of existing instructional methods and addressing common problems encountered by teachers can contribute to the development of more efficient and student-Centred approaches to English language teaching (Sakkir et al., n.d.)

Moreover, by exploring potential solutions to the challenges faced by English language teachers, such as classroom management issues, language barriers, and student engagement problems, this study aims to provide practical recommendations for improving the overall quality of English instruction at Bintang Nusantara Learning Centres. Overall, this research seeks to contribute to the ongoing discourse on English language education in Hong Kong and provide insights that can inform pedagogical practices and policy decisions aimed at enhancing the teaching and learning of English in diverse educational settings.

Method

The study used a descriptive qualitative method to explore the instructional methods, challenges, and solutions employed by English teachers at Bintang Nusantara Learning Centre in Hong Kong. The qualitative approach, as recommended by (Creswell, 2014), was chosen to provide a comprehensive understanding of the complex social phenomena related to classroom interactions and teaching methodologies. A case study approach was also adopted to narrow the research focus and identify manageable themes, as suggested by (Yin, 2018). The only reasons for choosing this qualitative method with case study design is to describe the real phenomena happening in BNLC Hongkong, including the instructional methods applied, problems faced, and solution suggested.

The research was conducted at Bintang Nusantara Learning Centre, which prioritizes English as a core subject. The Centre emphasizes immersive English language exposure for students, with teachers required to communicate exclusively in English. This approach has attracted attention from parents who value early

English language acquisition, resulting in students already proficient in engaging in English conversations. The learning Centre hires teachers with strong communicative skills and high TOEFL scores to maintain the quality of its English program. The study assumes that these measures will help enhance students' English language skills.

The research gathered data from various sources, including the Head of the learning Centre, English teachers, and students. The Head's participation involved confirming the instructional methods used by the teachers and the challenges they faced. The English teachers, who are experienced and highly qualified, were observed and interviewed about their teaching methods, both synchronous and asynchronous. There are only two of six English teachers were willing to be involved in this study. Actually, all teachers were provided the same opportunity to join the study, but only those two teachers sent back the consent form of research. Additionally, 55 students were interviewed about the instructional strategies applied by their teachers and the challenges they encountered during class.

To ensure the accuracy of the findings, the study employed multiple research instruments, including observation, interview guides, and documentation. Observations were conducted four times to capture classroom interactions, and interviews were used to gain deeper insights into the experiences of teachers and students. The open-ended interviews were conducted at the time after observation was conducted. Documentation analysis involved reviewing lesson plans and teaching materials to confirm the research findings. The validity and reliability of the research instruments were tested through expert validation.

Data collection involved a combination of observations, interviews, and documentation analysis, supported by recording techniques to capture significant events. The data were then analyzed using a model proposed by (Miles, Huberman, and Saldana, 2014), which included data condensation, display, and verification. This process involved simplifying and organizing the data to identify patterns and relationships, ultimately leading to reliable and accurate findings.

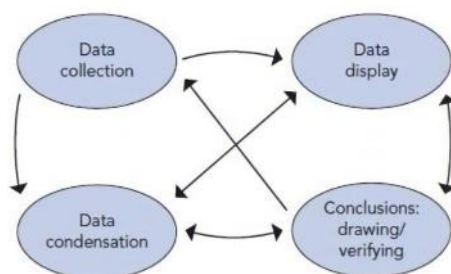


Figure 1. Data Analysis (Source: Miles, Huberman, and Saldana, 2014)

The results of the study presented are important data obtained from data collection in the field (test results, questionnaires, interviews, documents, etc. Tables, figures, or graphs can supplement research results to clarify the study's results. Avoid presenting similar data in separate tables. Tables, figures, and graphics must be commented on or discussed. All tables, figures, and graphics must be centered and numbered consecutively. For qualitative research, the results section contains detailed sections in the form of sub-topics directly related to the research focus and categories.

Results

The Instructional Methods Applied by English Teachers in Bintang Nusantara Lesson Centre

There are two out of six English teachers who sent back the consent form to be involved in this study. One of whom was a teacher teaching synchronously (henceforth called synchronous teacher) and another was a teacher teaching asynchronously (henceforth called asynchronous teacher).

Asynchronous Learning Process

The synchronous teacher, named EYL, was teaching in the Bintang Nusantara Learning Centre (BNLC) with an average teaching experience of ten years, receiving a master's degree majoring in English. She realized that at BNLC Taiwan, learning English is focused more on preparing students with academic and communication skills. This coincides with the policy issued in Taiwan that English learning is based on the Common European Framework of Reference (CEFR), developing English teaching and learning to enable students at BNLC to use English as a universal tool for study and research, support entry into the ASEAN community, increase the competitiveness in the country, prepare students with academic, professional and communication skills, and working knowledge (Office of Higher Education Commission, 2016).

Pre-Teaching Activities

This first stage is also called opening session, this refers to an introduction to encourage students to focus on what they are going to learn in the lesson (Rao & Stuphan, 2012). This is in line with the observation in the first meeting of the teaching and learning process. The teacher explained a recount text and elaborate it by providing a focus that these recounts will be delivered to strengthen the speaking skill.

Whilst Teaching Activity

The second stage is a sequence of teaching activities using communicative language teaching method. There are two terms including in this activity: Sequencing and Pacing (Harmer, 2007).

a. Sequencing

This stage is also known as sequencing (Harmer, 2007) to refer to a particular instruction of how teachers present the knowledge determined in lesson objectives, and specific activities that allow learners to practice to eliciting learners' ability in the language performance. The data gained in this stage was taken from lesson plan documents, observation, and interview.

b. Pacing

Interestingly, the term pacing proposed by Harmer (2007) seems to have the same meaning as the term of Confirmation recently used. Both concepts aim to assess students' language proficiency as they engage in specific tasks, ensuring they acquire the necessary knowledge and skills outlined in the lesson objectives.

Post-Teaching Activities

The last stage is closure, which represents the culmination of the lesson by summarizing the key learnings, revisiting crucial points covered, illustrating how the lesson links to previous ones, and evaluating students' language proficiency attained during the session. Additionally, closure activities provide valuable feedback to teachers about students' grasp of the material, enabling them to adjust their teaching strategies as needed.

The Evaluation

Evaluation is an essential component of the teaching and learning process. It is the last step in the teaching activities, serving as a tool to improve teaching and learning outcomes. Evaluation helps teachers and learners to assess the effectiveness of teaching strategies, identify areas for improvement, and measure the achievement of learning objectives.

Synchronous Learning Process

In the 21st century, learning has undergone significant evolution, encompassing changes in the learning process, instructional methods, and delivery modes. Traditional classroom settings, where face-to-face interactions occur, have expanded to include options like flipped classrooms and fully online classes Bergmann, et al. (2018). These alternatives offer students diverse learning experiences, with the flexibility to adjust the online component from minimal to complete immersion. The internet has played a significant role in e-learning, allowing for a range of online learning percentages. However, some teachers still view the internet as a tool rather than a means to transform instruction. The pandemic has forced many teachers to adopt online platforms, but the learning process has mostly followed traditional methods.

Online learning refers to educational activities conducted by teachers and students over the internet using a platform, without physical meetings. Wahyuni et al. (2018) describe online learning as an instructional approach utilizing various technologies like the internet, email, chat, online groups, text messaging, as well as audio and video conferencing delivered over computer networks to facilitate education.

In Hongkong, with the closure of all schools and all tertiary institutions from April 2020, teaching has to be conducted online to ensure safe distancing. Uniquely, the teacher teaching English using online platform also implemented communicative language teaching as done by that of teacher using CLT asynchronously. The use of CLT seems to be the key methodology in Learning Centre. In relation to CLT as the key teaching methodology, (Richards & Rodgers, 2001) stated that Communicative Language Teaching is characterized as an approach rather than a specific method, which encompasses a range of principles that reflect a communicative perspective on language and language learning, offering flexibility in supporting various classroom procedures and activities.

The Problems Dealt with by the Asynchronous English Teachers of Bintang Nusantara Lesson Centre

The English teacher faced several challenges in teaching speaking skills in an asynchronous learning environment, which stem from various issues:

Time Management

Managing time effectively in asynchronous classes can be tough. Without real-time class schedules, teachers struggle to balance lesson planning, providing feedback, and other responsibilities. (Northey et al., 2015) highlighted the time management difficulties in asynchronous settings due to the lack of real-time interaction, while (Varkey et al., 2023) noted that the flexibility of these classes, although beneficial, can lead to procrastination and inconsistent study habits.

Classroom Management

Keeping students engaged and maintaining discipline in an asynchronous environment is difficult without immediate teacher presence. (Lohmann, 2020) pointed out the challenges in managing students when real-time interaction is missing. The teacher mentioned noticing students not logging in regularly or submitting assignments late, reflecting the struggle to ensure active participation and understanding.

Students' Capability

The wide range of student abilities and learning paces in asynchronous settings makes it challenging to cater to everyone's needs. Zimmerman (2002) discussed Self-Regulated Learning (SRL) and how students often struggle with it due to the lack of immediate feedback and structured guidance. Hyytinen et al., (2024) added that managing learning independently can lead to cognitive overload, hindering students' ability to process information effectively.

Deficiency in Strategies

Asynchronous learning environments often leave students without effective strategies to manage their learning. Haliwanda, (2021) emphasized Cognitive Load Theory (CLT), explaining that students may face cognitive overload when navigating complex materials on their own. The teacher found it difficult to teach nuances like formal versus informal language without interactive role-plays, which are challenging to conduct asynchronously.

Lack of Training in CLT

Communicative Language Teaching (CLT), which focuses on interaction as a means of learning, is difficult to implement in asynchronous settings if teachers lack training. Eisenring & Margana (2019) pointed out that insufficient training in CLT can make it hard for teachers to create activities that promote meaningful communication and interaction.

Few Opportunities for Retraining in CLT

Teachers often have limited opportunities for professional development in CLT, especially in the context of asynchronous teaching. Hrastinski (2008) noted that asynchronous communication delays feedback and reduces opportunities for spontaneous language use, which are crucial for CLT. The teacher mentioned finding that professional development workshops often focus on synchronous or face-to-face methods, leaving them underprepared for asynchronous CLT.

Misconceptions about CLT

Misunderstanding about CLT can lead to its ineffective application in asynchronous classes. Richards & Rodgers (2001) clarified that CLT is about creating meaningful communication opportunities, which can still be facilitated through asynchronous tools alluded that authentic communication, a key aspect of CLT, can be achieved through task-based activities and real-world scenarios in asynchronous settings.

Little Time for and Expertise in Material Development

Developing high-quality materials for asynchronous learning is time-consuming and requires specific expertise that many teachers lack. The teacher spent hours creating video lessons but struggled to make them engaging. Without

formal training in instructional design or multimedia production, the resulting materials can be suboptimal, leading to decreased student engagement and learning.

In essence, the teacher's challenges highlight the need for better time management, more effective classroom strategies, tailored student support, proper training in CLT, and expertise in creating engaging materials for asynchronous learning. Addressing these areas is essential for improving the teaching and learning experience in such environments.

Challenges Faced by the Students in Teaching and Learning Process Asynchronously

The challenges faced by students in asynchronous learning are significant, particularly in language acquisition:

Lack of Motivation

Motivation is crucial in second language learning, as it greatly influences proficiency. Lightbown & Spada (2006) and Yan (2018) explain that motivation stems from two main factors: the learner's need for communication and their attitude towards the language. If students see the practical value of speaking a foreign language, whether in social or professional settings, their motivation to learn and improve increases. Additionally, a positive attitude towards the culture and native speakers of the language further fuels their desire to communicate in the target language. Research by Ball emphasizes the vital role motivation plays in language learning.

Lack of Linguistic Knowledge

Students often struggle with three key linguistic components: sentence structure, vocabulary, and pronunciation. Grammar and vocabulary are essential for constructing meaningful sentences, and pronunciation is crucial for clear communication. If students misuse a word or mispronounce it, their message might not be understood. This highlights the importance of having a strong grasp of these linguistic elements to effectively communicate in a foreign language.

Challenges Faced by the Teacher and Students in Synchronous English Teaching and Learning Process

The synchronous English teaching and learning process presents several challenges for both teachers and students:

Technical Issues

A common obstacle in online synchronous learning is technical problems, which include unstable internet connections, software glitches, and hardware malfunctions. When internet connections are unreliable, both teachers and students face disruptions that can cause delays, loss of focus, and hindered communication. Teachers may struggle to maintain the flow of lessons, while students might miss out on key information. Software glitches, often due to bugs or compatibility issues, can interrupt lessons by causing applications to crash or function improperly, adding stress to both teachers and students. Hardware problems, such as malfunctioning microphones or cameras, can severely limit participation, making it difficult for students to engage in the class and for teachers to deliver content effectively.

Engagement and Interaction

Engaging students in an online environment is more challenging compared to traditional in-person classes. Teachers often encounter difficulties with students turning off their cameras, which limits visual feedback and makes it harder to gauge student understanding and engagement. Some students might be reluctant to participate due to shyness or technical issues, leading to a more passive learning experience. Additionally, the home environment can be full of distractions, such as family members, pets, or the temptation to multitask, further reducing student engagement. The lack of physical presence and the anonymity that online classes can offer may also lead to reduced accountability and participation.

Demand for High Quota

The demand for high-quality asynchronous learning opportunities has grown, especially as students seek more flexible and self-paced learning options. This is particularly important for those with busy schedules or other commitments. Asynchronous learning allows students to study at their own pace, from any location, and at any time. The availability of digital tools and online platforms has made this mode of learning more accessible and effective. However, the increased demand for high-quality content, such as interactive media and comprehensive learning modules, can be challenging for both students and teachers to create and utilize effectively. These challenges underscore the complexities of synchronous online learning, where technical issues, engagement difficulties, and the need for high-quality asynchronous content all play a significant role in shaping the educational experience.

The Suggested Solutions to Overcome the Problems Faced by the English Teachers and Students

This section will elaborate some suggested solutions to the problems experienced by the English teachers and students both in asynchronous learning mode and in synchronous learning mode.

The Suggested Solutions to Overcome the Problems Faced by the English Teachers and Students in Asynchronous Learning Mode

Asynchronous learning requires well-designed course materials to ensure clarity and engagement. Moller (1998) stresses the need for modular content, which breaks down complex information into smaller, self-contained units, allowing students to learn at their own pace. Each module should focus on a specific topic, using consistent formatting and a standard template to aid navigation and reduce cognitive load. Incorporating a variety of instructional materials, such as videos, readings, and interactive activities, accommodates different learning styles and maintains student engagement. Clear learning objectives and detailed assessment criteria help guide students and reduce anxiety, creating a structured and effective learning environment.

Teachers in asynchronous settings often encounter challenges with technology integration and usability. Kumar et al., (2024) advise selecting user-friendly platforms that align with course objectives and are accessible to all students, including those with disabilities. These platforms minimize the learning curve, enabling a greater focus on content. To ensure effective participation, teachers should choose platforms based on ease of use, device compatibility, and accessibility features. Additionally, providing comprehensive user guides, step-by-step tutorials, and a centralized help desk is crucial for addressing technical difficulties in asynchronous learning.

Maintaining student motivation and engagement in asynchronous environments can be challenging due to the absence of real-time interaction. Northey et al., (2015b) recommends using interactive elements such as discussion forums, peer reviews, and regular feedback. Discussion forums facilitate peer interaction and deeper exploration of content, helping to build a sense of community. Peer reviews offer diverse perspectives and constructive criticism, enhancing students' understanding and critical thinking skills. Regular, timely, and constructive feedback from instructors is crucial for helping students track their progress, improve, and stay motivated, especially in asynchronous learning where direct interaction is limited.

In asynchronous learning, delays in feedback can hinder student progress. (Hanafi et al., 2023) emphasizes using automated feedback tools and regular check-ins to address this challenge. Automated tools provide instant responses on quizzes and assignments, helping students understand their mistakes in real-time. Establishing a feedback schedule, such as grading within a week, helps students plan and reduces anxiety. Open communication channels, like email and discussion boards, ensure timely help, while regular updates keep students informed about their progress and deadlines. Combining these strategies creates a supportive learning environment, aiding student success in asynchronous settings.

Asynchronous learning can lead to student isolation. (Ghufron et al., 2023) suggest creating opportunities for interaction to build a sense of community. Effective strategies include virtual study groups for discussing course material and collaborative projects that enhance understanding through peer perspectives. Instructors can facilitate group tasks and regular discussions to promote engagement. Virtual meetings or live Q&A sessions with instructors provide real-time interaction and immediate feedback, bridging the gap between students and teachers. Developing peer support networks and encouraging study partnerships or mentoring relationships further supports student connection. These approaches foster a supportive, connected learning environment, reducing isolation and enhancing student success.

The Suggested Solutions to Overcome the Problems Faced by the English Teachers and Students in Synchronous Learning Mode

In synchronous online learning, teachers face challenges such as adapting to new technologies, maintaining student engagement, and managing virtual classrooms. The shift to digital education requires significant professional development and support. Effective strategies include using interactive multimedia, breakout rooms for group discussions, and innovative classroom management techniques. Clear rules, positive reinforcement, monitoring tools, differentiated instruction, and adaptive learning technologies are essential for addressing diverse student needs and creating a structured, inclusive online learning environment.

In synchronous online learning, teachers often struggle with technological proficiency. Chai et al., (2011) highlight that professional development programs focused on digital literacy are essential for boosting teachers' confidence and effectiveness. Koehler et al., (2014) stress the need for ongoing technical support to handle issues during live sessions, recommending dedicated support teams to address problems swiftly. Kristina & Yunita (2020) suggest that user-friendly platforms with intuitive interfaces and comprehensive help resources reduce the technical burden on teachers. Additionally, Trust (2020) emphasize the value of peer support networks, where collaboration and shared practices help improve technological skills and alleviate feelings of isolation.

Engaging students in a virtual classroom involves several strategies. Martin & Bolliger (2018) suggest using interactive multimedia resources, such as videos and simulations, to make learning more dynamic and cater to various learning styles. Gillett-Swan (2017) recommends using breakout rooms for small group discussions to increase interaction, provide personalized attention, and foster a sense of community. Alqurashi (2019) highlights the effectiveness of regular formative assessments, like quizzes and polls, for maintaining student involvement and providing immediate feedback. Borup et al. (2012) stress the importance of timely communication through multiple channels to address queries and support students' academic and emotional needs.

Maintaining discipline in online classrooms presents challenges. Demir et al. (2023) emphasizes the importance of setting clear rules and expectations from the start, with regular reminders and consistent enforcement to create a structured environment. Kerr et al. (2020) suggest that a reward system, such as digital badges or certificates, can motivate students by recognizing good behavior and participation. Caballé et al. (2011) highlights the use of monitoring tools, like attendance trackers and real-time monitoring software, to manage student engagement and address issues promptly. Bubb & Jones (2020) stress the role of parental involvement, recommending regular updates and conferences to support discipline and align efforts between parents and teachers.

Catering to diverse learning needs in synchronous online settings presents challenges. Ruben Prabbath, et al. (2022) emphasize the importance of differentiated instruction, using various teaching strategies and tools to accommodate different learning styles. Meyer (2014) suggest employing Universal Design for Learning (UDL) principles to create flexible environments with multiple means of representation, engagement, and expression. Contrino et al. (2024) highlight the benefits of adaptive learning technologies that adjust content based on student performance. Nicol & Macfarlane-Dick (2006) stress the role of regular feedback and formative assessments in helping students understand their progress and improve. Addressing these aspects—technological proficiency, engagement strategies, classroom management, and catering to diverse needs—can help create effective online learning environments. Ongoing research and adaptation are crucial for continuous improvement in digital education.

To sum up the challenges faced by teachers and students when joining asynchronous and synchronous learning modes, take a look the following Table 1.

Table 1. The Stocktaking of Instructional Challenges and Solutions

| Teaching Modes | Teacher's Problems | Students' Problems | Solutions |
|----------------|---|------------------------------|---|
| Asynchronous | Time management | Lack of motivation | <ul style="list-style-type: none">- Preparing modular content- Selecting user friendly learning platforms- Maintaining students' motivation and engagement- Using automated feedback tools- Creating opportunities for interaction to build a sense of community. |
| | Classroom management | Lack of linguistic knowledge | |
| | Students' capability | Delay in feedback | |
| | Deficiency in strategies | | |
| | Lack of training in CLT | | |
| | Few opportunities for retraining in CLT | | |
| | Misconception about CLT | | |
| | Little time for and Expertise in material development | | |
| Synchronous | Teacher's and Students' Problems | | <ul style="list-style-type: none">- Adapting new technologies- Managing and engaging virtual classroom- Maintaining discipline- Emphasizing differentiated learning |
| | Technical Issues | | |
| | Engagement and interaction | | |
| | Demand for high quota | | |

Conclusion

also, distinct dynamics, with a shared emphasis on enhancing speaking skills. In online learning, digital platforms like Zoom and Microsoft Teams are used, but they come with limitations in interaction and instructional flexibility. In contrast, offline learning provides more opportunities for creative and innovative teaching methods, leading to richer interactions among students and between teachers and students. As a result, offline learning typically offers a more engaging and interactive educational experience.

Teachers and students face various challenges in both online and offline learning, including technical issues such as unstable internet connections, inadequate devices, and varying levels of technological proficiency. Non-technical challenges also arise, particularly in maintaining student motivation and engagement in online settings, where the lack of face-to-face interaction can diminish the classroom atmosphere. To address these issues, proposed solutions include enhanced course design, effective use of technology, fostering student engagement, timely feedback, and creating a sense of community. For offline learning, maintaining a safe and conducive environment is also prioritized, with suggestions for smaller class sizes and strict health protocols. These solutions reflect a commitment to adapting educational practices to meet the evolving needs of students in both contexts.

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