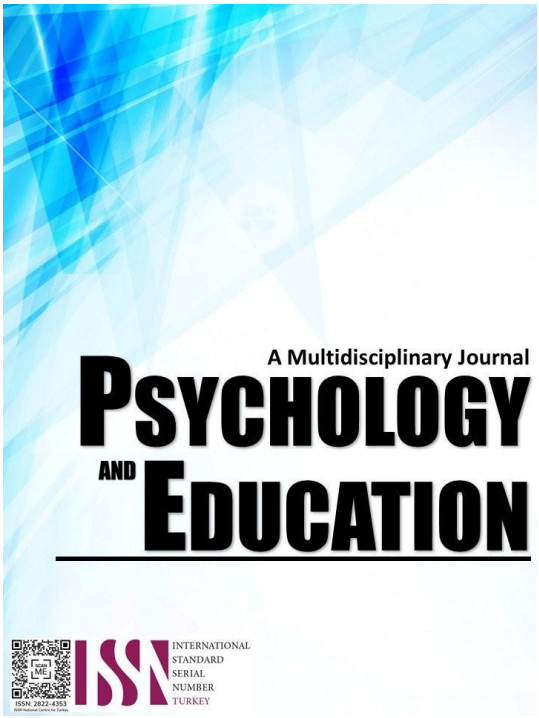
ILLUMINATING THE LENS OF NON-ENGLISH GRADUATES IN ONLINE LANGUAGE TUTORING: A MULTIPLE CASE INQUIRY



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Research Article

Illuminating the Lens of Non-English Graduates in Online Language Tutoring: A Multiple Case Inquiry

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Abstract

This study examines the experiences, challenges, and coping mechanisms of non-English graduates working as online language tutors. Using a multiple-case study approach, data were gathered through in-depth interviews and analyzed using cross-case analysis. Findings reveal that psychological barriers, such as self-doubt due to their non-English academic backgrounds, significantly impact tutors' confidence. Technical challenges, including unstable internet connections and platform glitches, further hinder teaching effectiveness and student engagement. Additionally, cultural awareness is crucial in online tutoring, as differences in cultural norms and sensitivities require tutors to adapt lessons carefully. However, cultural differences also hinder language learning, as certain expressions, gestures, and teaching methods may be misinterpreted or considered inappropriate by students from diverse backgrounds. To navigate these challenges, tutors develop stress-management techniques, engage in self-directed learning, and use online resources and professional development programs. Peer collaboration and mentorship serve as essential support systems, enhancing teaching strategies and boosting confidence. This study highlights the adaptability and resilience of non-English graduates in the online tutoring industry, emphasizing the need for targeted training, institutional support, and improved digital infrastructure to enhance their teaching effectiveness and career sustainability.

Keywords: *online language tutoring, non-English graduates, cross-case analysis, lived experiences, coping strategies, insights*

Introduction

The section introduces the research topic. This includes the rationale, the purpose of the study, the research questions, the significance of the study, the limitations, and the delimitations. Moreover, the theoretical lens and the related literature are provided to give more in-depth information about the study. Additionally, explanations of terms are provided to provide insights into the main concepts used in the study.

Online academic tutoring is an effective tool for teaching EFL worldwide because of its flexibility and accessibility to resources. With the help of technology, online tutoring provides students with personalized learning at an affordable cost while offering essential resources to develop language skills for global communication. Nevertheless, despite these benefits, teachers encounter several challenges, including a lack of innovation, insufficient competency in e-learning tools, economic concerns, and difficulties faced by teachers whose qualifications do not align with their subjects. Such issues can hinder effective instruction (Topping et al., 2022)

Similarly, in Singapore, teachers face multiple obstacles when teaching young learners (YLs) in online English classes. Due to the complexity of cognitive development in younger ages, additional effort is required for practical applications. One effective approach to addressing these challenges is scaffolding, a teaching technique where educators provide guidance and support to help students grasp new concepts and skills. However, several issues persist, including inadequate media skills, unfamiliarity with online platforms, unstable internet connections, a lack of creativity, and poor time management. In addition, teachers teaching subjects outside their field of expertise may struggle due to insufficient competencies (Satria, 2022).

Meanwhile, in the Philippines, online language tutoring has gained momentum amid increasing demand for flexible, accessible education. As a result, many non-English graduates now teach English or tutor students from countries such as China, Japan, Vietnam, Thailand, and South Korea. The growing demand for English proficiency in business, education, and tourism essentially drives this trend. Moreover, foreign language instruction plays a vital role in enhancing intercultural competence through communication (Moorhouse et al., 2020).

Furthermore, the rising global demand for English skills has underscored the need for effective online language tutoring. In particular, online platforms provide learners with flexible, affordable, and personalized language education, which is essential in today's fast-paced, globalized world. In the Philippines, non-English graduates have increasingly tapped into this market. As highlighted by Li et al. (2021), this trend not only provides economic opportunities but also fosters cultural exchange and global communication. Therefore, addressing the challenges faced by non-English graduates in online tutoring is essential for maintaining the quality and sustainability of these services.

Despite the growing interest in this field, there remains a significant gap in research regarding the specific strategies non-English graduates use when transitioning to online tutoring platforms. While studies have explored various online learning models and tools, few have focused on the unique challenges and skill adaptations required by non-English majors. Additionally, the impact of standardized curricula on personalized linguistic strategies remains underexplored. Thus, investigating these aspects can provide

insights into how non-native tutors overcome language and technological barriers, ultimately improving tutor training programs and enhancing online language instruction (Zhou et al., 2022).

To effectively disseminate the findings of this study, the researcher targets a broad audience, including educators, students, parents, and the general public. I use multiple platforms by publishing articles on education-focused websites, online language-learning communities, and social media channels to ensure accessibility and engagement. Furthermore, the researcher presents the findings at educational conferences and workshops, and develops a dedicated website or digital resource hub to provide ongoing access to key insights. In collaboration with online language tutoring companies, I share practical implications of the research and promote the value of effective online tutoring practices. Through these strategic efforts, the study reaches a diverse audience and meaningfully contributes to the growth and innovation of online language education.

The purpose of this study was to explore the experiences of non-English graduates who worked as online language tutors. It aimed to understand how these individuals taught English without specialized teaching degrees and the challenges they faced in the online tutoring field. Likewise, this study sought to uncover the strategies they used to address these challenges. Through their experiences, this study aimed to gain insight into the flexibility, pedagogical practices, and coping mechanisms of non-English graduates in the competitive, globalized tutoring context.

Furthermore, the study employed a qualitative multiple case study methodology to gather in-depth insights from participants who were the primary focus of the research. It aimed to collect and analyze key data using inductive, qualitative methods, including semi-structured interviews and thematic analysis. These methods allowed the researcher to delve into the lived experiences, challenges, and coping strategies of non-English graduates who worked as online language tutors, providing a thorough understanding of their distinctive teaching practices.

Research Questions

In this study, the researchers sought to explore the specific challenges they faced in their roles and the strategies they employed to cope with them. Additionally, the research aimed to gather insights from these tutors that could offer valuable lessons to their peers and co-tutors in the online language tutoring industry. Moreover, the researchers aimed to determine the following research questions:

1. What are the challenges and lived experiences of non-English Graduates in online language tutoring?
2. How do non-English graduates cope up with the challenges faced as online language tutors?
3. What are the insights of non-English graduates on share to their co-tutors and peers in general?

Methodology

Research Design

This study employed a qualitative research design. This research design is designed to explore and understand individuals' experiences, perspectives, and meanings attributed to specific phenomena. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research provides rich, in-depth descriptions and interpretations of human experiences. This approach is beneficial for examining complex social and professional dynamics, such as leadership transitions and school management roles, where subjective insights and contextual factors play significant roles (Hollstein, 2011).

In this study, the qualitative research design was used to capture the lived experiences of non-English graduates in online language tutoring. Through interviews and document analysis, the study aimed to gain a deeper understanding of how these administrators navigated their responsibilities, adapted to challenges, and developed their leadership styles. This approach enabled a more nuanced exploration of their roles, offering insights beyond what numerical data alone could capture.

This study used a multiple-case study approach. A multiple case study is a qualitative research strategy that involves in-depth analysis of multiple cases to identify similarities, differences, and patterns across them. This approach is beneficial when studying individuals or organizations in real-life settings, as it provides a holistic view of the phenomena under investigation. By analyzing multiple cases, the researcher can draw broader conclusions while acknowledging the uniqueness of each participant’s experiences (Grossoehme, 2014).

In this study, the multiple-case study approach enabled a comprehensive exploration of the experiences of non-English graduates in online language tutoring. By examining three distinct cases, the study compared their teaching strategies, challenges, and adaptation techniques in the field. This approach provided a well-rounded perspective on how non-English graduates navigated the demands of online tutoring, ensuring that the findings reflected a diverse range of experiences rather than a single narrative.

Participants

The key participants of this study were non-English graduates working as online language tutors. Three participants were carefully selected for this research endeavor. All three underwent in-depth interviews (IDIs), in which each was interviewed individually by the researcher.

This determined number aligns with Creswell's (2013) suggestion that the ideal number of participants in a qualitative study ranges from 3 to 25. With this set of participants, data saturation was achieved during data collection.

Upon participant selection, purposive sampling was used to ensure that only those who could provide the necessary data participated in the study. This non-probability sampling method ensured the collection of authentic lived experiences. It ensured that participants were closely immersed in or involved with the phenomenon being investigated (Ellis, 2016).

In the recruitment process, the researcher carefully adhered to the following criteria: Firstly, each participant had to be a non-English graduate currently working as an online language tutor. Secondly, participants needed to have relevant experience in teaching or tutoring languages online.

Procedure

The researcher approached data collection with a deep respect for each participant's story, knowing that their voices would shape the heart of this study.

In conducting this study, the first step was to gather valuable insights from non-English-speaking graduates working as online language tutors to explore their challenges, strategies, motivations, and the impact of their work. The data collection process followed ethical standards, ensuring the confidentiality of participants' responses and the accuracy of the information gathered. All information shared was used solely for academic purposes and contributed to a deeper understanding of the experiences of non-English graduates in the online tutoring industry.

To initiate contact, the researcher reached out to participants online, ensuring that ethical guidelines, including informed consent, confidentiality, and voluntary participation, were strictly followed. Throughout the process, all interactions and data collection were conducted respectfully and professionally, in accordance with the standards required for qualitative research.

To collect data, the researcher followed several steps to ensure the ethical soundness and trustworthiness of the findings. First, the manuscript was submitted for a thorough review by the research technical panel. After receiving the panel's approval, the researcher identified the study participants—non-English graduates working as online language tutors—using purposive sampling. To initiate contact, participants were reached online, ensuring that ethical guidelines, including informed consent, confidentiality, and voluntary participation, were strictly adhered to. Throughout the process, all interactions and data collection were conducted respectfully and professionally, in accordance with the standards required for qualitative research.

Additionally, participants were selected based on the following criteria: (1) they had to be non-English graduates currently working as online language tutors, and (2) they needed to have relevant experience in teaching or tutoring languages online, including their experiences and years of work.

Second, the researcher provided participants with adequate information and orientation regarding the study. The process of completing digital informed consent was discussed when participants expressed interest in participating in the IDI. After agreeing to participate voluntarily, they were encouraged to affix their digital signatures to the informed consent form, indicating their voluntary participation and complete understanding of the study's purpose. All these transactions took place via text messaging, Facebook Messenger, and Google Meet.

Third, participants were informed about the study's purpose, its protocol, and their rights and privileges, including confidentiality and the freedom to withdraw from the study at any time. Moreover, they were informed that all collected data would be securely stored in the researcher's Google Drive to ensure that their responses remained confidential and accessible only to the researcher. Following this, the researcher prepared the necessary materials for conducting the IDI, including the Zoom account and link, schedule, tokens, and ancillary questionnaires.

Then, the researcher conducted the IDI separately with the three participants. It should also be noted that their consent was obtained before recording the interviews on Zoom. Once all the data were gathered, they were transcribed and translated into Standard English. Before initiating data analysis, a member-checking process was conducted to verify the accuracy of the produced transcripts.

After following the previously mentioned steps, the written transcripts were organized based on the research questions. The researcher then analyzed the participants' lived experiences, paying close attention to emerging themes and core ideas from the IDI. These became the results presented in Chapter 3 of this study. Most importantly, trustworthiness and ethical considerations were ensured through adherence to strict, ethically sound measures.

Regarding the collected data, the information provided by the key participants was treated with complete anonymity and utmost confidentiality through discrete coding. The individual identities of the key participants were not used in any reports, presentations, or publications resulting from the research study.

All research data were kept securely in locked files (for physical copies) or in a password-protected folder (for electronic copies). Only the principal investigator had access to these files. After the completion of the research study, the collected data were retained for three (3) years and then destroyed securely to prevent unauthorized access, use, or disclosure, in accordance with legal and ethical standards.

Data Analysis

The collected data from the virtual in-depth interviews were transcribed, translated, and analyzed. The researcher followed the steps outlined by Creswell (2009) for data analysis.

In this research, qualitative data analysis was conducted through coding and thematic analysis. Coding involved indexing or categorizing the text to establish a framework of thematic ideas. It involved identifying passages in the text, searching for and identifying concepts, and finding relationships between them (Gibbs, 2008). Thematic analysis, a flexible data analysis approach, was used to generate themes from the gathered data (Braun & Clarke, 2013).

During data collection, the researcher repeatedly listened to the audio recordings. Then, the recordings were transcribed into a Word document. After transcription, the researcher carefully read the text multiple times to gain a deeper understanding of the data. This was followed by coding to mark key ideas in the data. Similar ideas were then grouped into categories or themes, and finally, relationships between different ideas and themes were established.

Ethical Considerations

This is why the sole purpose of ethics in scientific studies is to govern the predicament of both the participant and the researcher. In a typical qualitative study, analysts note that the interaction between the participant and the researcher during data collection can have moral consequences. As such, there is a need to put in place distinct guidelines to avoid ethical repercussions (Adhabi & Anozie, 2017).

Respect for persons is the ethical principle that concerns the recognition of the autonomy of research participants. The principle of autonomy can be adhered to by providing adequate information about the research study to participants in their information leaflet, in an understandable manner, to enhance informed consent (Kalu & Buwalya, 2017).

The researcher prepares consent forms for participants in advance. The letter informs everyone involved in the study about its purpose and process. All individuals concerned with this research are allowed to provide informed consent to participate.

Consent is formalized to help create research relationships founded on trust and integrity, safeguarding participants' freedom to decide whether to take part in the study. An important criterion for the validity of consent is that an individual's decision is voluntary and based on clear, unambiguous information about what participation in the research entails (Klykken, 2021).

In this study, participants were encouraged to make informed decisions and to engage willingly. The researcher ensures that all research participants are enthusiastic about the project and eager to take part. When gathering data, it is also important to obtain the research participants' permission to record their responses and share their experiences.

Beneficence refers to the researcher's responsibility to guarantee the safety of study participants at all times. This concept is sometimes translated into two maxims: do no harm and do all in one's power to maximize benefits while minimizing harm (Farrugia, 2019).

Participants were protected at all times, and no file of information was left unattended or unprotected. Information was safe and secure, protected from any malicious activity. Regarding what the study includes for participants, there was no direct advantage in the interview.

Confidentiality refers to a researcher's obligation to safeguard entrusted information. Breach of confidentiality can have negative repercussions for participants if other stakeholders identify them. It is also essential to build trusting relationships with participants (Tremblay & Cadieoux, 2018).

Justice refers to the equal treatment of all; this means that everyone has an equal opportunity to share the benefits and burdens of research regardless of their characteristics, such as age, gender, race, religion, socioeconomic status, and so on. The researcher is nonetheless ethically obliged to ensure that her research does not create unfairness or discrimination at any stage, particularly in the selection of research participants, so that no group is excluded from the research (Farrugia, 2019).

During the course of the inquiry, the researcher provided tokens of appreciation to study participants as a gesture of gratitude and recognition for their contributions. This practice acknowledged the importance of each participant's involvement, reinforcing their role in the research process (Creswell & Poth, 2018). By recognizing their contributions, the researcher fostered trust and rapport, which were essential for encouraging open communication and honest dialogue throughout the study. These tokens not only expressed appreciation but also enhanced the overall participant experience, motivating them to share their insights freely. This approach aligned with ethical guidelines in qualitative research, emphasizing the need to value participants' contributions and ensure their voices were heard (Holloway & Galvin, 2017).

Results and Discussion

The study's conduct generated a voluminous amount of data essential to the inquiry at hand. These data were derived from the in-depth interview, recorded by the researcher, and carefully analyzed through meticulous theme categorization.

This is a multiple-case study, and the researcher examined six different scenarios. In each case, informants were asked to respond to

the following questions, which this study sought to answer. Due to the nature of the study, there were six cases, meaning there were also six informants, all of whom met the per-inclusion requirements. All of the informants were non-English graduates working as Online language Tutors.

The qualitative research questions were answered using data collected through in-depth interviews conducted independently for each case. Following that, the themes were generated using both case and cross-case analysis, which were meticulously adhered to in the interest of the research.

This section was divided into the following sections: Part one dealt with data provided by the participants, which was used to generate qualitative data. Part two delved into the data analysis processes and the steps involved in categorizing emergent themes based on the results of in-depth interviews (IDI) for each case. Part three outlined the replies gathered during the data gathering procedure.

Participants

The participants of the study were three (3) non-English graduates working as Online language tutors. They all use pseudonyms to protect their identities. The participants were all Online language tutors. By that, the researcher put her trust on them that they could supply what this study sought to find out.

The interviews took place outside the campus, and the researcher spoke with them about what they preferred to be interviewed. The researcher reached her destination, and the interviewees were pleased with the outcome, leading to a seamless flow and open communication whenever extra or probing questions were needed. Participants had the option of refusing to answer any questions they deemed unprofitable or contrary to their preferences. The data collected during the interviews was kept in strict discretion to guarantee confidentiality, and only the researcher and informants had to any access information that was expressed but not included due to the study's nature.

Table1. *Participants of the study*

In-Depth Interviews (Pseudonyms)	*Occupation*	*Age*	*Gender*	*Code*
CHUBBY	Online Language Tutor	24	Female	P-01
PETITE	Online Language Tutor	38	Female	P-02
GORGEOUS	Online Language Tutor	28	Female	P-03
Total= 3				
Grand Total= 3				

To adhere to the data-collection method, the researcher used her cellphones in place of the required tape recorder to record participants' replies, as well as a notepad to take notes on the sessions' events. The researcher also asked all respondents whether she could capture video or photos during the interviews. However, they politely declined and instead asked the researcher to record the entire conversation. All of them complied with the request, with the exception of one: that their identities be kept anonymous in the research (Boyce & Neale, 2006).

Categorization of Data

The voice-recorded discussions were transcribed, translated, and analyzed once in-depth interviews were completed. The researcher initiated the analysis by coding.

Coding is a technique for organizing resources into chunks of text before conveying meaning. The coding process is used to generate a description of the people in the setting, as well as categories of themes for analysis. These themes were used to shape a general description of the phenomena under investigation.

To categorize the data, the themes were presented in terms of research questions and referred to as central themes. The themes that emerged from the study were thoroughly discussed to provide a vivid description. Then came the drawing of conclusions and verification, the point in the study at which the preliminary ideas and patterns about the findings are developed (Miles & Huberman, 1994).

The researcher considered the constructs of credibility, dependability, transferability, and conformability to enhance the trustworthiness of our study. In addition to the triangulation approach, member verification was done to address credibility. This was achieved by giving participants a copy of the interview transcript so they could provide comments and attest to its accuracy. So far, none of the informants has raised any objections to the transcript or provided any input to the contrary. They all signed the participant's verification form to confirm their affirmative response. The study's triangulation was made possible by the inclusion of more than two sources, specifically readings from related literature and participants (Guba & Lincoln, 1985; Cresswell & Miller, 2003).

The researcher supplied an adult trail to ensure dependability and comparability. It was created to allow the research review panel to confirm our results, assumptions, and conjectures (Carcary, 2009).

In terms of transferability, the researcher stated from the outset that the results could not be generalized because the views were based solely on participants' experiences in the specified localities. Nonetheless, the researcher agreed that when the credibility,

confirmability, and dependability of a qualitative case study are assured, then transferability is addressed as well (Gempes et al., 2009).

Case 1- Chubby

Chubby, not her real name, is a 24-year-old female, a Bachelor of Science in Business Administration (HR) graduate from SMCTI in 2023, with 7 months of experience in Online Language Tutoring. Dragon believed that teaching English without a degree is challenging because of the factors she encountered during her teaching process.

In addition, Chubby mentioned that, despite the challenges brought by the situation, she sought to understand how rewarding and significant teaching is. In the midst of difficulties and struggles that she experienced, she looked forward to helping young learners despite the hindrances towards teaching language to non-native English speakers and without her specialized degree.

What are the challenges and lived experiences of non-English Graduates in online language tutoring?

Based on the first research question, the researcher has identified many themes. The following are the themes that emerged, which are Self-Doubt in Online Tutoring, Technical Issues, and Cultural awareness, in which it was reflected and analyzed.

Self-Doubt in Online Tutoring

The researcher asked Chubby about her journey as a non-English graduate working as an online language tutor.She described it as both challenging and rewarding, facing self-doubt about her qualifications. Her academic background BSBA Major in Human Resources made her question her credibility. She struggled with teaching language, especially since even her grammar was sometimes corrected. Despite these challenges, she remained determined to improve and adapt to her role. She said:

“Ang akong journey as a non-English graduate working as an online language tutor has been both challenging and rewarding. Jud sya, I faced self-doubt about my qualification, especially saakoang academic background, which is BSBA Major in HR, tapos murag korek magtudlo2 ug English nga utro pd rbang need e correct ang grammar no.” (-P-01)

(I faced self-doubt about my qualification especially on my academic background which is BSBA Major in Human Resources and teaching language even my Grammar are the ones also be corrected.)

Cute confirmed that when the online language tutors are first-timers, they will really doubt themselves, especially when their graduate courses do not align with their current work and their teaching skills need a lot of training, especially when teaching a language for her; she experienced all of this when she was also a first-timer. She said:

“Yes jud, pag first timer jud ka maka feel jd kag pag duha-duha labi na imohang gi graduatan nga course is layo ra kaayu saimong gisudlan nga trabaho ma question jud nimo imong self tapos dili ka hanas mo tudlo need pajd ug trainings tapos mag tudlo pajud kag English kani tanan na experience pud ni nako atong bagohan pa pud ko” (IDI-01)

(Yes, when you are a first timer you will really doubt yourself especially when your graduated course doesn’t align with your work you are currently in you can really question yourself, and then you are not that good to teach and needed to be trained more and then you will teach English. I experienced all of this when I was also a First timer.)

Tall also agreed of her response. He stated that it is normal to doubt yourself when you are a first timer, and he thinks all of their co-teachers experienced all of this, and this was the number 1 challenge for them at first on how to teach when their graduated courses are far from their work they are working now. He said:

“Yes..Yes.. doubting yourself at first is just normal, I think tanan man guro namo mga co-teachers naka experience jud ani no and number 1 kaayu ni saamoa nga challenge pinaka una since layo ra kaayu samong gi graduated nga course tapos mao ni amoang trabaho karon.” (IDI-02)

(Yes, yes. Doubting yourself at first is just normal. I think all of my co-teachers experienced all of this and this is the number 1 challenge for us at first since our courses graduated is far from our work we are working now.)

Technical Issues and Poor Internet Connectivity

The researcher also asked Chubby about the notable challenges she faced in online language tutoring.She stated that unstable internet connections worsened her teaching experience. Chubby explained that frequent glitches in online platforms disrupted her lessons. These technical issues distracted both her and her students during class. Chubby found it difficult to maintain engagement and deliver smooth instruction. She said:

“Number 1 !. Technical Issues. kanang Internet .. Internet connectivity ug kanang platform or apps nga among ginagamit kay usahay naay glitches nga maka distract jd sya saamoang klasi” (-P-01)

(That Internet connectivity and some online platforms that we used are having glitches, and it is so very distracting in our class.)

Cute confirmed that internet issues were a significant problem. She stated that slow internet connections disrupted the flow of their classes. When the internet slowed down, it became difficult to conduct lessons smoothly.In some cases, the connection would

completely stop, forcing class interruptions. She emphasized that these issues greatly affected the quality of online tutoring. She said:

"kani jung Internet issues kay mao jd niy pinaka problema saamoa bitaw, di mi makaklasi ug hamloy tungod mokalit rag hinay ang signal nya ma stop nlang jud amoang klase" (IDI-01)

(This Internet issues is one of our major problems , we cannot have smooth classes because the internet suddenly slowed down and it will stop our classes.)

Tall agreed with her, He can feel pressure when his internet is lost since his internet is somewhat problematic because the internet of his students is okay, but since we are living in the Philippines, the Internet is not that good, and with that, it is a waste of time when the Internet starts distracting his class. He said:

"Maka pressure kaayu ning signal usahayaylabi nagakoa permenti ang signal mawala kay sakong students okay man pero kay nagpuyo man ta diri sa Pilipinas dili jud kaayu maayu ang signal and kalas kaayu jud ug oras when ang signal kay mo tukar najud." (IDI-02)

(Internet pressures me sometimes, especially my internet will always be the problem, and our students' Internet is good, since we are living here in the Philippines, so I expected that our Internet here is not that Good, and it is really a waste of time when my Internet is distracting.)

Cultural Awareness

The researcher also asked Chubby about her realizations regarding her current work. She shared that she was not only teaching but also continuously learning. She realized that cultural differences play a significant role in communication. She learned that hand gestures have different meanings in various countries. A thumbs-up in one country might be as offensive as a middle finger in another..She said that:

(For example, hand gestures: there are several hand gestures that have different meanings to them; for example, in 1 country, thumbs-up to them is the same as the middle finger meaning.(-P-01)

Cute confirmed that some countries are sensitive to hand gestures.She explained that certain gestures may have different meanings in other cultures. Unknowingly using them could offend students during lessons.She shared that she had personally experienced such misunderstandings. This made her more cautious about cultural differences in communication. She said:

"bitaw naa bayay mga countries no nga lahi silag tinuhoan and sensitive sila jud usahay example hand gestures like atoa nang gipakita nga hand-gesture pero lahi na diay nagmeaning sailaha na offend ba sila and naka experience jud ko ana." (IDI-01)

(Yes it is, there are several countries that is sensitive example in hand-gestures like we show some hand gestures without knowing they find it in different meaning and I already experience that.)

Tall agreed that cultural awareness is essential in tutoring. He emphasized that tutors must be mindful of students' cultures and religions. Understanding hand gestures and language differences is a significant responsibility. Unintentional mistakes could lead to misunderstandings or offense. He stressed the importance of being cautious and respectful in communication.He said:

"Yes that's right jud, dapat jud ta aware saatoang students nga gina tudloan and mao jd na ang pinaka responisibilidad namo Tutors especially hand gestures or languages nga lahi sailaha ug meaning" (IDI-02)

(Yes, exactly right. We should be aware of our students what we teach and that is the major responsibilities or us Tutors especially in Hnad

How do Non-English Graduates cope with the challenges in Online language Tutoring?

In the second question, Chubby was asked how she coped with the different challenges and difficulties in Online language tutoring. The following themes are seeking growth through professional development, becoming resourceful, and asking for help from peers, which are thoroughly analyzed and carefully reflected on.

Stress Management

In online language tutoring, tutors are prone to stress due to irregular working hours, demanding students, and unstable internet connections. With that, tutors learn to cope with the stresses by tagging absent in the class, taking a break in the class, and not having an online class straight to prioritize their health. Chubby confirmed by tagging absent in the class is one of her strategies to cope with her stress.

"mag tag nlang kog absent sakong klase kaysa mag sge kog panguy-ab atubangan sakong students"(-P-01)

(I tag absent in my class rather than always yawning in my class.)

Cute confirmed this by stating that taking a break is one of her strategies to manage stress in online language tutoring. Tutors often experience stress due to irregular working hours, demanding students, and unstable internet connections. To cope with these challenges,

they adopt strategies such as tagging absent in class, taking breaks, and avoiding consecutive online sessions to prioritize their well-being.

“I also do the same thing. When I feel too exhausted, I prefer to take a break instead of forcing myself to teach. It helps me recharge and provide better lessons for my students." (IDI-01)

Tall confirmed this by stating that skipping a class when extremely tired is sometimes necessary to maintain teaching quality. Tutors often experience stress due to irregular working hours, demanding students, and unstable internet connections. To cope with these challenges, they adopt strategies such as tagging absent in class, taking breaks, and avoiding consecutive online sessions to prioritize their well-being.

"Skipping a class when extremely tired is sometimes necessary. If I push myself too much, it affects the way I teach, and my students can sense it. Taking a break allows me to come back more focused and engaged. (IDI-02)

Becoming Resourceful

In connection to the previous question, Chubby stated that she coped with the challenges of online language tutoring by becoming more resilient and resourceful. She emphasized the importance of improving her teaching skills. She relied on various support systems, such as online courses. She explained that they watched videos, including walk-through seminars, to enhance their knowledge.

“I rely on various support system or resources like online courses we need to watch a video kani sya is Walk through seminar Walk through kani sya naa miy dghan tanawn nga videos dghan” (-P-01)

(I rely on various support systems or resources, like online courses. We need to watch a video, like a walk-through seminar.)

Cute confirmed that seminars and training sessions were invaluable for them. These sessions provided various techniques, strategies, and apps for teaching. She emphasized that such resources were highly beneficial for tutors. They greatly supported their professional development and teaching effectiveness. She said:

“Naa jud naa juy seminars or trainings nga makatabang jud saamoa kanang seminar nga magahatag ug techniques, mga strategies ug apps nga gamit jud kaayu saamoa mga tutors and very makatabang jud sya.” (IDI-01)

(There are seminars or trainings that is very helpful for us since it presented many techniques, strategies and apps that is veru useful for us tutors and it is very helpful.)

Tall agreed with her that being resourceful also meant being creative in handling classes. He emphasized the importance of having various strategies and finding useful apps. He added that this was why they attended seminars introducing different teaching applications. These resources helped improve their tutoring effectiveness.He said:

“Becoming reseourceful , is also being creative jud naa kay imohang strategies ug unsaon nimo pag handle ana nga klase and also finding more apps to use, mao bitaw naa miy seminars ba nga mag present ug nagka daiya iyang apps jud nga magamit namo.” (IDI-02)

(Becoming resourceful is also being creative and you had your own strategy on how to handle your class and finding more apps that is useful, that’s why we had seminars that presents different apps that is useful.)

Seeking Peer Support

In this challenging time, seeking peer advice and assistance is one of the techniques and strategies to handle difficult tasks in Online language Tutoring. According to Chubby, consulting more knowledgeable people when tackling difficult tasks is one of her strategies. She said that

“Okay joining professional gc’s naa miy gc among ginagamit to attend seminars. Mao niy pinaka advantage ani nga company compared to other ESL company.kaning gc namo naa miy coach naa miy leader tapos dghan kaayu mi.” (-P-01)

(Joining professional GCs, we had GCs to use to attend seminars. That is the biggest advantage for us since we had coaches and leaders who are very knowledgeable and ready to help us, not just by them but also other tutors.)

Cute confirmed that asking peers for help was helpful. She stated that they supported each other whenever someone had a problem. Their team leader also assisted when needed. She said they worked together to solve issues and guide one another.

“Oo uy mag tinabangay jud mi tahay naay isa mangutana replyan jud namo base samong nahibal-an then naa pd miy mga leaders nga mo tabang pd jud.” (IDI-01)

(Yes, we helped each other if someone asked some questions we will respond and help them. We also had a leader who will also help us.)

Tall agreed that asking peers for help was important. He mentioned that it was okay to seek assistance from co-tutors or leaders when

faced with difficulties. They helped each other out and worked together to solve problems. This collaborative approach made their work smoother and more efficient. He said:

"True the fire! Okay raman mangayog tabang jud sa kauban kami ga tinabangay man mi ani nila or sa leaders ba mangayog tabang if naay mga problema , kami maga tinabangay jud mi"(IDI-02)

(True the fire! Its okay to ask help from their co-tutors or leaders like us were helping each other if there are problems, we helped each other.)

Case 2 - Petite

Petite, not her real name, is a 38-year-old who lives in Sto. Tomas, Davao Del Norte. A graduate of Bachelor Of Secondary Education Home Economics at Mindanao State University- Iligan Institute of Technology and Graduated on April 4, 2007.

Petite, a non-English graduate with two years of experience in online language tutoring, initially felt hesitant about her role due to self-doubt and uncertainty. However, as months passed, she gradually adapted to the challenges, gaining confidence in her teaching skills.

What are the challenges and lived experiences of non-English Graduates in online language tutoring?

Based on the first research question, there are many themes that were found, and these are the following themes that emerged: Growth and Adaptation in Teaching, Lack of Engagement, and Personal Growth and Fulfillment in Teaching.

Growth and Adaptation in Teaching

Petite described her experience as a non-English graduate working as an online language tutor as a roller coaster. She expressed feeling nervous at the start, unsure of how to begin or what to expect from online classes. It was a challenging yet rewarding experience. Over time, she became more comfortable with the process.. She said that:

" It was like a roller coaster experience.. at first I was so nervous as what to begin, what is the scenario of online classes." (-P-02)

Short Hair confirmed Petite's response, agreeing that it's normal to feel nervous as a first-timer. She recalled feeling the same way on her first day of online language tutoring. She mentioned that this nervousness becomes one of the most unforgettable parts of the journey. Over time, however, you grow more comfortable and become as skilled as you hoped to be.. She said:

"Its normal to feel nervous when youre a first timer, ako sauna tong first day pajud nako mo klase kulba jud and siguro mao jud ni ang unforgettable part samong journey ang among first day but at the long run masanay rajud ka kadugayan maayu na kaayu ka like how you expect to yourself." (IDI-03)

(Its just normal to feel nervous when you are a first timer , Like me before on my first day of my class and I think that will be the most unforgettable part of our journey, Our first day of class. But at the long run you will get used to it and you will be so good like how you expect to yourself.)

Pretty also confirmed her response, saying she felt the same as Petite because they had applied to the company together. Their journey has been unforgettable, especially their first day. She shared, "We had the same experience since we were together when applying for this company. Our journey together is unforgettable, especially on our first day. She said:

"pariha kaayu mi ug kaagi ani niya kay sabay man jud mi nangapply ani niya ani nga trabaho. And among journey jud is unfoorgettable labi na atong first day namo." (IDI-04)

(We had the same experience since we are together when applying on this company . Our journey together is unforgettable especially on our first day.)

Lack of Engagement

Petite also admitted that she has difficulty keeping the students engaged in class, especially when they are beginners or when they are distracted by their environment. She said, "When the students are beginners, it is difficult to let them follow you, especially if the learners are being distracted in their environment. She said:

"when the students are beginners, it was difficult to let them follow you.. especially if the learners are being distracted in their environment" (-P-02)

As we continued the interview, she added that meanwhile she used some strategies just to get their attention. She said that:

"but meanwhile.. I used some strategies and even paraphernalia's just to get their attention." (-P-02)

Short Hair confirmed her response. She said that It is true that in Online the engagement of the students are not that exciting especially when they are distracted on their surroundings or because of the internet connection or some of them are easily get bored. And it is very challenging for them. She said:

"This is true jud makuwang jud ug engagement ang mga bata basta Online lang nga klasi dili kaayu sila ma excite well depende nlang jud sa pag handle sa teacher but sometimes ma distract man gd ang mga students sailang palibot or sa Internet connection and ang uban dali rajud kaayu ma bored and Challenging kaayu ni saamoa." (IDI-03)

(This is true, there is a lack of engagement of our students if the class are only in Online they are not that excited maybe it depends on how the tutor will handle it class but sometimes the students might get distracted by their surroundings or by the Internet connection and others are easily get bored and this is very challenging for us.)

Pretty also confirmed this. She said that it is very challenging for them to get their students engaged in their class, especially since some of them easily get bored or tired, since some of their sessions are evening, and some of the students have already fallen asleep. She said:

"Challenging kaayu saamoa jud kanang buhaton tanan para ma engage jud among students samong klasi kay ang uban dali rajud ma bored or gipangkapoy na kay uban sessions jud namo is gabii so ang uban nikalit nalang ug katulog luoy kaayu" (IDI-04)

(This is very challenging to us, keeping our students engage in our class because some of them are easily get bored or tired since some of our sessions are evening so some of them are already sleeping.)

Personal Growth and Fulfillment in Teaching

The researcher also asked her what are her realizations on the nature of work she are currently in. Petite stated that it was a great honor for me to serve her students , imparting them knowledge that are essentials to their day to day experiences.She said that:

"At first, i was just trying to have an experience on what are the basic in teaching online classes, but later on.. it was a great honor for me to serve my students , imparting them knowledge that are essentials to their day to day experiences." (-P-02)

Short Hair seconded her response. She said that It's true that teaching Online is not just about delivering lessons, it also shapes the tutors. While there are several challenges, the joy of seeing their students learn and grow makes it all worth it. She said:

"True jud. Dili lang kay deliver deliver lang jud kag lessons pero di nimo mamalayan it slowly shaped us tutorers maskin daghag struggles makakita ka saimong students nag learn ug grow worth it kaayu tanan kakapoy." (-P-03)

(Its true, You are not just delivering lessons but unconsiously it slowly shaped us tutorers, behind every struggles when you see your students learn and grow , all of the tiredness are all worth it.)

Pretty agreed with her. She said that teaching online is not always easy, but knowing that they help students learn and grow makes it all worthwhile, despite the struggles. She said, "It's not easy to teach, but knowing you're helping your students to learn and grow despite all the struggles, it makes it all worthwhile.. She said:

"Dili jud sayon mag tudlo diay, but knowing nga nakatabang ka saimong mga students makita sila nagatuon ug naga grow despite the struggles it makes all worthwhile." (IDI-04)

(Its not easy to teach, but knowing you are helping your students to learn and grow despite all the struggles, it makes all worthwhile.)

How do non-English Graduate cope with the challenges in Online language Tutoring?

In the second question, Petite was asked how she coped with the various challenges and difficulties of online language tutoring. The following themes are Adapting to Advanced Learners, Enhancing Teaching Skills Through Training, and Seeking Mentorship, which are thoroughly analyzed and carefully reflected.

Adapting to Advanced Learners

The researcher asked Petite how she handled difficulties in online language tutoring. She emphasized the importance of adapting to students' learning levels. When teaching advanced students, she found some lessons too easy for them.To address this, she researched additional questions to challenge their thinking.This strategy helped expand the learners' ability to engage and respond effectively..She said that:

"Well, there are times that I was faced with some advance students and the lesson was too easy for him/her, so I try to research some questions that might expand the learners ability to answer it. (-P-02)

Short Hair supported her, highlighting the need for flexibility in online tutoring. She mentioned that adjusting teaching strategies based on the students' level ensures effective learning. She said:

"Some of the students jud dali ra kaayu mo grasp ug butang, so e make sure namo jud nga mag prepare mi ug additional discussion or exercises to keep them motivated and e push pa namo ilang learning further." (IDI-03)

(Some students grasp the material quickly, so we make sure to prepare additional discussion or exercises to keep them motivated and push their learning further.)

Pretty agreed with her approach, emphasizing the importance of adapting lessons to suit advanced learners. She shared that providing more challenging activities and engaging discussions helps maintain student interest and encourage deeper learning. She said:

"Tinuod jud ni, naa juy ubang students nga advanced kaayu ug pangutok and easy lang sailaha ang lessons so akong ginabuhat ga introduce kog more complex topics or asks them open-ended questions to challenge their thinking and keep them engage." (IDI-04)

(This is true, I encountered advanced students and the lessons are easy for them so what I do is I introduce more complex topics or asks them opn-ended questions to challenge their thinking and keep them engage.)

Enhancing Teaching Skills Through Training

In connection to the previous question, Petite also mentioned how she copes with challenges and difficulties she encountered in Online Language Teaching by Attending Seminars, Webinars and Training to improve their teaching skills and strategies. She said that:

"There are seminars, webinars, and online trainings which are required during teaching." (-P-02)

As we continued the interview, she added that by attending Seminars and Webinars this can strengthen or this can improve their Language teaching skills and strategies. She said that:

"This will help the teachers to improve their teaching skills and strategies for better learning" (-P-02)

Short Hair supported her statement, emphasizing that ongoing training is essential for professional growth. She mentioned that attending seminars and webinars helps tutors stay updated with new teaching strategies and methodologies. She said:

"If mag attend jud kag training and seminars daghan jud kag mahibal'ang new techniques and improve the way we teach, nga makatabang saimoha for effectively deliver the lessons." (IDI-03)

(If youre attending trainings and seminars you will get a lot of new teachniques and improve the way you teach,and helpful for effectively deliver the lessons.)

Pretty agreed with this, emphasizing that professional development boosts confidence and competence.She stated that training programs help improve their teaching skills.These sessions also provide strategies for handling different types of learners.She highlighted that training helps them navigate challenges in online tutoring.Continuous learning allows tutors to become more effective and adaptable. She said:

"kaning mga training nga amoang gina apilan is maka improve sya samong teaching skills and also makatabang jud how to handle different learners , mga challenges in online tutoring." (IDI-04)

(These training improve our teaching skills and helps us handle different learners and challenges in online tutoring.)

Seeking Mentorship

During challenging times, seeking peer advice and assistance is a key strategy for managing difficult tasks in online language tutoring. Petite stated that she always try to consults or reach with their Team leaders for a guidance. She stated that:

"There are platform where we are connected to some of our Team leaders to seek guidance and mentor-ship. Most of the times, we have one on one coaching with them." (-P-02)

At that moment, I also asked Petite a follow-up question about what their Team Leader will do when they are in a one-on-one session, and Petite said that their Team Leaders evaluate them, pinpoint their mistakes, and correct their Grammar. She said that:

Short Hair confirmed her response, emphasizing the need to evaluate how their members teach and help them improve. They always conduct one-on-one demonstration sessions. She said:

"Yes as team leader, we always have online demonstration. One on one mi tapos e evaluate namo sila gina correct namo sila, and gina motivate, gina hatagag friendly advice and ofcourse so that mag improve pa sila." (IDI-03)

(Yes, as team leader, we always had online demonstration sessions one on one, And then we evaluate them , we correct them , motivate them and give them friendly advice and ofcourse in that way they will improve more.)

"Naay mga platform nga maka connect mi saamong team lader para mangayog tabang and mentors. Yes tama pd naa ouy higayon nga mag one-on-one coach mi ani nila"(IDI-04)

Pretty agreed, emphasizing that seeking peer advice and assistance is a key strategy for managing complex tasks in online language tutoring. Petite mentioned that she always tries to consult or reach out to their team leaders for guidance. She stated:

"There are platforms where we can connect with our team leaders to seek guidance and mentorship. Most of the time, we have one-on-one coaching with them."

Case 3- Gorgeous

Gorgeous, not her real name, is a 28-year-old, lives in Sto. Tomas, Davao Del Norte. A graduate of Bachelor of Secondary Education Major in Science at USEP and graduated in 2019.

Gorgeous, a non-English graduate with 5 years of experience in online language tutoring, Gwapa believed that Non-English graduates working as online language tutors face a unique set of challenges and opportunities. They must overcome self-doubt, and technical issues while adapting to diverse cultural contexts and student needs.

What are the challenges and lived experiences of non-English Graduates in online language tutoring?

Based on the first research question, the researcher has identified many themes. The following are the themes that emerged: Self-improvement, Technical Challenges, and Cultural Awareness, which were reflected and analyzed.

Self-improvement

In the first question, the researcher asked Gorgeous about her journey as non-English Graduate and worked as Online language tutor. Gorgeous stated that her journey would be marked by overcoming initial hurdles like improving English Proficiency and developing her Teaching skills.. She said that:

"As a Non-English graduate turned online language tutor, my journey would be marked by overcoming initial hurdles like improving English proficiency and developing teaching skills." (-P-03)

Gorgeous agreed with her experience, emphasizing that adapting to the role of an online language tutor requires continous learning and effort. He shared that enhancing language proficiency and teaching techniques is essential for success. He said:

"Being an online tutor without English degree is challenging jud siya, but.. but through practice and learning, We able to improve our skills and gain confidence in teaching" (IDI-05)

(Being an online tutor without an English degree is challenging, but through practice and learning, We able to improve our skills and gain confidence in teaching.)

Mestiza supported this by emphasizing the importance of self-improvement.She highlighted that dedication is essential in developing language and teaching skills.At first, she doubted herself, feeling she lacked the qualities of a "real" teacher.However, through persistence, she gradually improved and gained confidence.She believed that continuous effort leads to growth and effectiveness as a tutor. She said:

"Yes, yes . kuan it takes dedication para ma develop both language and teaching skills, sauna mag duha-duha jud ko kay I didn't possess something that Real teachers has pero with persistice, kuan jud growth becomes possible." (IDI-06)

(Yes, it takes dedication to develop both language and teaching skills, way back then, I was hesitant because I didn't pos-sess something that real Teachers hasbut with persistence, growth becomes possible.)

Technical Challenges

Gorgeous admitted that teaching English to non-native speakers online comes with many challenges.She mentioned that technical issues often disrupt the learning process.Poor internet connectivity can cause delays and miscommunication.Low video quality makes it harder for students to engage effectively.These challenges hinder smooth and effective online instruction.She said that:

"Teaching English to non-native speakers on an online platform is many challenges like Technical issues, such as internet connectivity problems and poor video quality, can hinder the learning experience." (-P-03)

Gorgeous also stated that when having technicalities, the classroom is no longer engaging , and its too hard for her to handle since there are glitches, "and when technicalities occurs, my class is no longer engaging" (-P-03)

Handsome agreed with her, emphasizing that technical issues can greatly affect the flow of online classes. She shared that poor connectivity and glitches make it difficult to maintain student egagement. He said:

"Technical problems yes jud yes like pariha anang mag lagg ra ug kalit then naa kay e present videos sa ilaha kay dili kaayu nila ma klaro tungod ga pilit pilit or hanap tungod sa signal, hangtud di na jud sila ma engage." (IDI-05)

(Techincal problems like it will suddenly lag when you are presenting a video they cannot see it well because of the signal its having glitches, and they cannot engage well.)

Mestiza agreed and added that these challenges impact both students and tutors.She explained that technical issues often force her to repeat explanations.She also needed to adjust her teaching pace to accommodate disruptions.Finding new ways to keep the class interactive became an additional task.These difficulties added to her workload but were necessary for effective teaching.She said:

"When issues 5arise, akoa napud balikon ang mga explanations, adjust my pace and mangita pagyud ug ways just to keep class

interactive despite the distruptions." (IDI-06)

(When issues arise, I have to repeat explanations, adjust my pace and find ways to keep the class interactice despite the distruptions.)

Culture awareness

Gorgeous also acknowledged that teaching English to non-native speakers requires sensitivity to cultural differences. She mentioned that some topics, idioms, or examples in learning materials may not be suitable for all students and must be carefully adapted. She said:. She said that:

"Another is their culture Some topics, idioms, or examples in learning materials may be inappropriate or offensive in certain cultures, requiring careful adaptation.(-P-03)

Handsome agreed with her, emphasizing the importance of cultural sensitivity. He mentioned that being mindful of students backgrounds helps crate a more inclusive learning environment. He said:

"Kani jud, we always consider our students cultures when teaching because some words jud or examples is usahay dili appropriate sailaha." (IDI-05)

(We always consider my students cultures when teaching because some words or examples might not be appropriate for them.)

Mestiza supported this, highlighting the need to adjust teaching materials. She emphasized that adapting lessons carefully helps prevent misunderstandings. Ensuring that students feel comfortable while learning is a top priority. She explained that modifying content improves lesson clarity and engagement. This approach allows tutors to create a more inclusive and effective learning environment. She said:

"in this situation jud importante jud to adapt lessons carefully to avoid misunderstandings and to be sure ang mga students ma komportable while ga tuon." (IDI-06)

(In this situation, Its important to adapt lessons carefully to avoid misunderstandings and ensure students feel comfortable while learning.)

How do non-English Graduates cope with the challenges in Online language Tutoring?

In the second question, Gorgeous was asked how she coped with the different challenges and difficulties towards Online language tutoring. The following themes are Problem-solving and Adaptability, Continuous Learning and Improvement in Online Tutoring, and Seeking Mentorship which is thoroughly analyzed and are carefully reflected.

Problem-Solving and Adaptability

In this part, the researcher asked GORGEOUS how she handles difficulties in Online language tutoring. She really emphasized that she acknowledged that it's normal to encounter challenges and that self-awareness is key to overcoming them.She said that:

" I employ a multifaceted approach to handle the difficulties. I acknowledge that it's normal to encounter challenges and that self-awareness is key to overcoming them. When confronted with a difficult situation, I take a step back to assess the issue, identify the root cause, and brainstorm potential solutions."(-P-03)

Handsome agreed with this emphasizing that staying calm and analyzing the situation helps in overcoming challenges. He mentioned that finding solutions instead of dwelling on problems is essential in online tutoring. He said:

"If you face difficulties jud pariha saamoa jud , we try to stay calm and among sabton ang mga issues and of course pangitaan jud namo ug pamaagi unsaon na pag resolve."(IDI-05)

(When you face difficulties like us, we try to stay calm, understand the issue and ofcourse we always think of the best way to resolve it.):

Mestiza, Gorgeous co-tutor supported this, highlighting the importance of flexibility in handling unexpected situations. She said:

"sa kani I adapt by adjusting my teaching approach or mangayo ko ug idea sakong kauban and yeah continously improving my strategies to handle challenges effectively." (IDI-06)

(In this I adapt by adjusting my teaching approach, seeking advice from peers, and continously improving my strategies to handle challenges effectively.)

Continuous Learning and Improvement in Online Tutoring.

In connection with the previous question, Gorgeous also mentioned how she copes with the challenges and difficulties she encounters in Online Language Teaching by using online resources such as teaching blogs and educational podcasts. She said that:

"I utilize online resources such as teaching blogs, educational podcasts, and YouTube channels to stay informed about innovative

teaching approaches, tools, and techniques." (-P-03)

s we continued the interview, she added that she also draw upon feedback from students, peers and mentors to identify ares for improvement. She said that:

"I also draw upon feedback from students, peers, and mentors to identify areas for improvement and implement changes to my teaching practice." (-P-03)

Handsome agreed with this emphasizing that using online resources is essential for staying updated with effective teaching strategies. He mentioned that learning from various platforms help improve lesson delivery. He said:

"Me and my wife sabay mi ani niya mag tan-aw tan-aw ug teaching blogs ug mga videos to find new techniques, Effective ra ba siya naa koy natun-an isa ka vocabulary game from a blog, then nalingaw pud raba ang mga students."(IDI-05)

(Me and my wife explore teaching blogs and videos to find new techniques and It is so very Effective because I once new a Interactive vocabulary game from a blog, which made fun for my students.)

Mestiza supported this, highlighting the value of feedback in professional growth. She emphasized that receiving feedback from peers and students helps her improve. Student input helps her identify areas of her teaching that need adjustment.She shared that one student preferred real-life examples, prompting her to adapt. By incorporating feedback, she refined her teaching methods for better engagement. She said:

"feedback from peers or students yes. ganahan kaayu ko ug naay feedback akong students saakoa kay aron makabalo ko ug asa pako dapat mag improve or adjust. Naay ika isa nga akong students gusto siyag mga real-life examples so I started presenting real-life examples."(IDI-06)

(Feedback from peers or students yes. I like it when my students give a feedback so that I know where ares are needed to be improve and to be adjusted. One student mentioned that she likes real-life examples so I started presenting Real-life examples.)

Seeking Mentorship

In online language tutoring, reaching out to peers for guidance and support helps navigate challenging situations effectively. Petite stated that she always tries to consult or reach out to their Team leaders for guidance. She stated that:

"I actively seek guidance and mentor-ship from various sources. From Experts, peers, and to our Team leader." (-P-03)

Handsome agreed, emphasizing that guidance from experienced tutors helps in overcoming challenges. He shared that asking for advice allows him to improve his teaching strategies. He said:

Whenever I faced difficulties, usahay gina reach nako akong co-tutors or to our leader like maka encounter kog ulawon kaayu nga student mangayo kog suggestions sa akong kauban then ana sila mag present padaw ko ug interactive questions, which really helped." (IDI-05)

(Whenever I faced difficulties, sometimes I reach out to my co-tutors or to our leader like I encountered shy student I asked suggestions to them and they said that I should present more interactive questions, which really helped.)

Mestiza supported this, emphasizing the value of mentorship for growth. She noted that learning from others' experiences greatly helps in teaching. A colleague shared a time management technique that improved her lessons. Applying it allowed her to complete sessions more efficiently. She recognized mentorship as key to enhancing teaching strategies. She said:

"ug mag learn ka sa mga experiences sa ubang tao makatabang jud sya. Naa koy isa ka kauban nag share sya saiyang techniques how to manage time better inig sessions. And yes nag improve akong flow sakong lessons ma human nanako ang isa ka lessons in one session." (IDI-06)

(Learning from others' experiences makes a big difference. A peer once shared a technique for managing time better in sessions, and applying it improved my lesson flow)

Cross-Case Analysis

Multiple case studies offer an opportunity to examine the phenomenon of non-English-speaking graduates in online language tutoring and to explore the similarities and differences in their experiences. It allows researchers to look beyond individual cases and gain deeper insights into the field. In this study, multiple case inquiry helps uncover the real challenges, strategies, and adaptations of these tutors—perspectives that only the participants and informants can truly reveal. The cases provide an opportunity to examine by bringing the findings from individual case experiences to the research questions and to make observations about events occurring together (Baxter, 2008).

Furthermore, case studies are widely used in the social sciences and have proven particularly useful in practice-oriented areas (such as education, management, public administration, and social work). This case study design is considered a proper way to reflect the

realities participants face in their daily lives, enabling a better understanding of contemporary psychological phenomena. Thus, interviews enable researchers to address the phenomena in depth, by giving a platform for informants to describe their experiences in detail, as closely as possible to reality. It is to grasp the core of the shared experience among participants on a common platform. As a result, participants will express both subjective and objective experiences. (Mills et. al. 2010).

What are the challenges and lived experiences of non-English Graduates in online language tutoring?

Table 2. *The lived experiences of non-English Graduates in online language tutoring*

Emerging Themes	*Core Ideas*
Facing Psychological Barriers in Online Language Tutoring	• Another is I don't know what is the scenario of online classes. (P-02) • Being an online tutor without an English degree is challenging, but through practice and learning, We able to improve our skills and gain confidence in teaching.(IDI-05) • I faced self-doubt about my qualification Especially with my academic background.Which is a Bachelor of Science and Business Administration Major in Human Resources Then teaching English when I'm also the One who needs to be corrected with my Grammar. (P-01) • It was like a roller coaster experience.. At first I was so nervous as what to begin since I don't know how to teach. (P-02) • Its normal to feel nervous when youre a first timer , ako sauna tong first day pajud nako mo klase kulba jud and siguro mao jud ni ang un-forgettable part samong journey ang among first day but at the long run masanay rajud ka kadugayan maayu na kaayu ka like how you expect to yourself." (IDI-03) • My journey would be marked by overcoming initial hurdles like improving English proficiency since I still don't know how to teach English like Grammars and that makes me doubt. (P-03) • We had the same experience since we are together when applying on this company . Our journey together is unforgettable especially on our first day (IDI-04) • Yes, when you are a first timer you will really doubt yourself especially when youre graduated course doesn't align with your work youre currently in you can really question yourself, and then youre not that good to teach and needed to be trained more and then you will teach English. I experienced all of this when I was also a first timer.(IDI-01) • Yes.. Yes.. Doubting yourself at first is just normal. I think all of my co-teachers experienced all of this and this is the number one challenge for us at first since our courses graduated is far from our work we are working now (IDI-02) • Yes, it takes dedication to develop both language and teaching skills, way back then, I was hesitant because I didn't posess something that real Teachers has but with persistence, growth becomes possible. (IDI-06)
Impact of Technical Barriers on Student's Engagement	• For example, hand gestures: there are several hand gestures that have different meanings to them; for example, in 1 country, thumbs-up to them is the same as the middle finger meaning.(P-01) • Internet pressures me sometimes especially my internet will always the problem and our students Internet is good, since we are living here in Philippines so expected that our Interent here is not good and it is really a waste of time when my internet will distract. (IDI-02) • That Internet connectivity and some online platforms that we used are having glitches, and it is so very distracting in our class.(P-01) • This Internet issues is one of our major problems, we cannot have smooth classess because the internet suddenly slowed down and it will stop our classes. (IDI-01) • Teaching English to non-native speakers on an online platform is many challenges like technical issues, such as internet connectivity problems and poor video quality, can hinder the learning experience.(P-03) • Technical problems like it will suddenly lag when you are presenting a video they cannot see it well because of the signal its having glitches, and they cannot engage well. (IDI-05) • When issues arise, I have to repeat explanations, adjust my pace and find ways to keep the class interactive despite the distruptions. (IDI-06)
Role of Cultural Awareness in the Teaching Experiences	• Another is their culture Some topics, idioms, or examples in learning materials may be inappropriate or offensive in certain cultures, requiring careful adaptation.(P-03) • In this situation, Its important to adapt lessons carefully to avoid misunderstandings and ensure students feel comfortable while learning.(IDI-06) • We always consider our students cultures when teaching because some words or examples might not be appropriate for them. (IDI-05) • Yes it is, there are several countries that is sensitive example in hand-gestures like we show some hand gestures without knowing they find it different meaning and I already experience that. (IDI-01) • Yes, exactly right. We should be aware of our students what we teach and that is the major responsibilities of us tutors especially in Hand gestures or language that has different meaning to them. (IDI-02)

The Psychological Barriers of Non-English Graduates in Online Tutoring

All three cases admitted that they experience self-doubt when they self-doubt themselves, since they are non-English graduates or graduated from other courses. Chubby said that it is challenging for her, she faced self-doubt when she started working as an Online

language tutor since she graduated with a Bachelor of Science and Business Administration Major in Human Resources.

Cute shared that when the online language tutors are first-timers, they will really doubt themselves, especially when their graduated courses do not align with their current work and their teaching skills need a lot of training, especially when teaching a language for her, she experienced all of this when she was also a first-timer. She said:

“I faced self-doubt about my qualifications, especially akoang academuc background Which is BSBA major in HR tapos murag Korek nag tudlo-tudlo ug English nga utro Pud rabang need e correct ang grammar”(-P-01)

I faced self-doubt about my qualification, especially with my academic background. Which is a Bachelor of Science and Business Administration Major in Human Resources Then teaching English when I'm also the One who needs to be corrected with my Grammar)

“Yes jud, pag first timer jud ka maka feel jud ka ug pag duha-duha labi na imohang gi graduatan nga course is layo ra kaayu saimong gisudlan nga trabaho ma question jud nimo imong self tapos dili kahanas mo tudlo pajud ug English kani tanan na experience pud ni nako atong bagohan pa pud ko.” (IDI-01)

(Yes, when you are a first timer you will really doubt yourself especially when youre graduated course doesn’t align with your work youre currently in you can really question yourself, and then youre not that good to teach and needed to be trained more and then you will teach English. I experienced all of this when I was also a first timer.)

Tall also shared that it is normal to doubt themselves when they are first timers, and he thinks all of their co-teachers experienced all of this, and this was the number 1 challenge for them at first, on how to teach when their graduated courses are far from their work they are working now. He said:

“Yes.. Yes.. doubting yourself at first is just normal,I think tanan man guro namo mga co-teachers naka experience jud ani no and number 1 kaayu ni saamoa nga challenge pinaka una since layo ra kaayu samong gi graduatan nga course tapos mao ni amoang trabaho karon.” (IDI-02)

(Yes.. Yes.. Doubting yourself at first is just normal. I think all of my co-teachers experienced all of this and this is the number one challenge for us at first since our courses graduated is far from our work we are working now.)

Petite seconded the same thing about self-doubting and she said it was a roller coaster experience because at first she experience nervousness since she don’t know how to teach well especially Language. She said:

“It was like a roller coaster experience. At first I was so nervous as what to begin since I don’t know how to teach well especially language.” (-P-02)

She also added that she also don’t know the scenario of Online classes.

“Another is I don’t know what is the Scenario of online classes.” (-P-02)

Short Hair shared her experience. That being a first timer is normal to feel nervous like her when she first entered Online language tutoring and that will be the most unforgettablenpart on their journey, their first day of the class and at the long run everything will be more as Good as expected. She said:

“Its normal to feel nervous when youre a first timer , ako sauna tong first day pajud nako mo klase kulba jud and siguro mao jud ni ang unforgettable part samong journey ang among first day but at the long run masanay rajud ka

kadugayan maayu na kaayu ka like how you expect to yourself.” (IDI-03)

(Its normal to feel nervous when youre a first timer, Way back on my first day of my class and I think that was the most unforgettable part in our journey our first day but at the long run you will get use to it you will be more as good as expected.)

Pretty also shared her experience. She said that she felt the same as Petite since they applied to the company together. Their journey is unforgettable, especially their first day. She said, "We had the same experience since we are together when applying for this work, and our journey is unforgettable, especially on our first day.". She said:

“Pariha kaayu mi ug kaagi niya kay sabay man jud mi nangapply ani niya ani nga trabaho and among journey jud is unforgettbale labi na atong first day namo.”(IDI-04)

(We had the same experience since we are together when applying on this work and our journey is unforgettable especially on our first day.)

The same was true for Gorgeous; she stated that her journey was marked by overcoming hurdles, such as improving her English proficiency, even though she still did not know how to teach English grammar, which made her doubt herself. She said, "My journey would be marked by overcoming initial hurdles like improving English proficiency since I still don’t know how to teach English grammar, and that makes me doubt.. She said:

"my journey would be marked by overcoming initial hurdles like improving English proficiency since I still don't know how to teach English like Grammars and that makes me doubt. "(-P-03)

Handsome shared his journey, emphasizing that adapting to the role of an online language tutor requires continuous learning and effort. He said, "Being an online tutor without an English degree is really challenging, but through practice and learning, we were able to improve our skills and gain confidence in teaching. He said:

"Being an online tutor without English degree is challenging jud siya, but.. but through practice and learning. We able to improve our skills and gain confidence in teaching." (IDI-05)

Mestiza supported this and also shared her experience, highlighting that self-improvement is a key factor in becoming an effective tutor. She said, "Yes, yes. It takes dedication to develop both language and teaching skills. Back then, I was hesitant because I didn't possess what real teachers have, but with persistence, growth became possible. She said:

"Yes, yes . kuan it takes dedication para ma develop both language and teaching skills, sauna mag duha-duha jud ko kay I didn't possess something that Real teachers has pero with persistice, kuan jud growth becomes possible." (IDI-06)

(Yes, yes. It takes dedication to develop both language and teaching skills, way back then I was hesitant because I didn't Posess something that real teachers has but with persistence, Growth become possible.)

Impact of Technical Barriers on Student Engagement

Technical issues are one of the significant challenges teachers face in an online classroom setting. Unstable internet connections can cause delays and interruptions in lessons. Glitches in online platforms may disrupt class activities and student engagement. These issues create frustration for both tutors and learners, affecting learning outcomes. Ensuring access to stable internet and reliable platforms is crucial for smooth instruction.

It is approved by Chubby, stating that internet issues and platform glitches disrupt classes. She emphasized that unstable connections make it difficult to conduct lessons. Frequent glitches distract both tutors and students. These interruptions affect lesson flow and engagement. She stressed the need for stable platforms for smooth sessions. She said:

Cute confirmed that internet issues are one of the major problems. She said, "This internet issue is one of our major problems; we cannot have smooth classes because the internet suddenly slows down, and it will stop our classes.She said:

"kani jung Internet issues kay mao jud niy pinaka problema saamoa bitaw, di mi maka klasi ug hamloy tungod mokalit rag hinay ang signal nya ma stop nlang jud amoang klase."(IDI-01)

(This Internet issues is one of our major problems, we cannot have smooth classess beca use the internet suddenly slowed down and it will stop our classes.)

Tall agreed with her. He can feel pressure when his internet is lost since his Internet is somewhat problematic because the Internet of his students is okay, but we are living in the Philippines, and the Internet is not that good, and with that, it is a waste of time when the Internet starts distracting his class. He said:

"maka pressure kaayu ning signal usahay ay labi nag akoa permenti ang signal mawala kay sakong students okay man pero kay nagpuyo man ta diri sa Pilipinas dili jud kaayu maayu ang signal and kalas kaayu jud ug oras when ang signal kay mo tukar najud." (IDI-02)

(Internet pressures me sometimes especially my internet will always the problem and our students Internet is good, since we are living here in Philippines so expected that our Internet here is not good and it is really a waste of time when my internet will distract.)

The same thing with Gorgeous, she stated that Teaching English to non-native speakers on an online platform had many challenges like technical issues, and this can hinder the learning experience. She said:

"Teaching English to non-native speakers on an online platform Is many challenges like technical Issues, such as internet connectivity problems and poor video quality, can hinder the learning experience (-P-03)

Handsome agreed with this and shared his experience, emphasizing that technical issues can greatly affect the flow of online classes. She shared that poor connectivity and glitches make it difficult to maintain students engagement. He said:

"Technical problems yes jud yes like pariha anang mag lag ra ug kalit then naa kay e present videos sa ilaha kay dili kaayu nila maklaro tungod ga pilit pilit or hanap tungod sa signal, hangtud dili na jud sila ma engage."(IDI-05)

(Technical problems like it will suddenly lag when you are presenting a video they cannot see it well because of the signal its having glitches, and they cannot engage well.)

Mestiza agreed and added that these challenges affect both students and tutors. She explained that technical issues often force her to repeat explanations. She has to adjust her teaching pace to accommodate disruptions. Finding new ways to keep the class interactive adds to her workload. Despite the difficulties, she remains committed to ensuring practical lessons. She said:

"When issues arise, akoa napud balikon ang mga explanations, adjust my pace and mangita pagyud ug ways just to keep class interactive despite the distruptions." (IDI-06)

When issues arise, I have to repeat explanations, adjust my pace and find ways to keep the class Interactive despite the distruptions.

The Role of Cultural Awareness in the Teaching Experiences of Non-English Graduate Tutors

Cultural awareness is a challenge for non-English graduates in online language tutoring because they may lack exposure to diverse cultural norms, idioms, and communication styles essential for effective teaching.

Chubby stated that culture is a challenge in online tutoring, emphasizing differences in hand gestures. She explained that certain gestures can have varying meanings across cultures. For example, a thumbs-up in one country may be as offensive as a middle finger in another. These misunderstandings can lead to discomfort or miscommunication with students. She highlighted the importance of cultural awareness in avoiding unintentional offense.

"For example, hand gestures: there are several hand gestures that have different meanings to them; for example, in 1 country, thumbs-up to them is the same as the middle finger meaning."(P - 01)

Cute confirmed that some countries are very sensitive since there are several hand gestures that we make and not knowing it is offensive or had different meaning to them, She said that she experienced a lot of it. She said:

"bitaw naa bayay mga countries no nga lahi silag tinuohan and sensitive sila jud usahay example, hand gestures like atoa nang gipa-kita nga hand-gesture pero lahi na diay nag meaning sailaha na offend ba sila and naka experience jud ko ana." (IDI-01)

(Yes it is, there are several countries that is sensitive example in hand-gestures like we show some hand gestures without knowing they find it different meaning and I already experience that.)

Tall agreed with this and shared his experience. He stated that they must be aware of their students culture and religions and that is the tutor's major responsibility especially in hand gestures or languages that has different meanings to them. He said:

"Yes that's right jud, dapat jud ta aware sa atoang students nga gina tudloan and mao na ang pinaka responsibilidad namo tutors especially hand gestures or languages nga lahi sailaha ug meaning." (IDI-02)

(Yes, exactly right. We should be aware of our students what we teach and that Is the major responsibilities of us tutors especially in Hand gestures or language that has different meaning to them.)

Gorgeous also had the idea that they should be aware of their students culture highlighting that Online language tutors need to carefully adapt their teaching content to respect cultural differences and avoid misunderstandings. She said:

Another is their culture Some topics,Idioms, or examples in learning materials may be inappropriate or offensive in certain cultures, requiring careful adaptation.(-P-03)

Handsome agreed with this and shared his experience, emphasizing the importance of cultural sensitivity. He mentioned that being mindful of students backgrounds helps create a more inclusive learning environment. He said:

"Kani jud, we always consider our students cultures when teaching because some words jud or examples is usahay dili appropriate sa ilaha." (IDI-05)

(We always consider our students cultures when teaching because some words or examples might not be appropriate for them.)

Mestiza supported this and shared her experience, highlighting the need to adjust teaching materials.She emphasized the importance of adapting lessons to prevent misunderstandings.Careful adjustments help ensure clarity and cultural sensitivity in teaching.She stressed that making students feel comfortable enhances their learning experience.By modifying lesson content, tutors can create a more inclusive learning environment. She said:

"In this situation jud importante jud to adapt lessons carefully to avoid misunderstandings and to be sure ang mga students ma komportable while ga tuon." (IDI-06)

(In this situation, Its important to adapt lessons carefully to avoid misunderstandings and ensure students feel comfortable while learning)

How do non-English graduates cope up with the challenges faced as online language tutors?

Based on the data the researcher gathered, the researcher identified three emerging themes: Stress management, Coping through Preparation, and Seeking mentorship and peer advice.

Stress Management Strategies Among Non-English Graduates in Online Language Tutoring

In online language tutoring, tutors are prone to stress due to irregular working hours, demanding students, and unstable internet

connections. With that, tutors learn to cope with the stresses by tagging absent in the class, taking a break in the class, and not having an online class straight to prioritize their health. Chubby confirmed by tagging absent in the class is one of her strategies to cope with her stress.

“mag tag nlang kog absent sakong klase kaysa mag sge kog panguy-ab atubangan sakong students” (P-01)

(I tag absent in my class rather than always yawning in my class.)

Petite admitted that skipping class was her way of coping with stress. She found continuous online classes overwhelming, so she took breaks instead. This adjustment helped her manage academic pressure more effectively. Her experience highlights how students develop different coping strategies. She said:

“So, I learned to manage my stress by not having my online class straight.”(P-02)

Short Hair confirmed this by sharing a similar experience. They stated that taking breaks between classes helped prevent burnout. This strategy also allowed them to stay more focused while teaching. Their experience highlights the importance of balancing workload and well-being.

"I also do the same thing. Taking breaks between my classes helps me avoid burnout and stay more focused when I do teach." (IDI-003)

Pretty shared the same sentiment, agreeing that breaks were beneficial. She explained that spacing out her schedule gave her time to recharge. This, in turn, made her more effective as an online tutor. Her experience emphasizes the value of rest in maintaining productivity.

“Yes, I agree. Sometimes, spacing out my schedule gives me time to recharge, which makes me more effective as an online tutor."(IDI-004)

Table 3. *Themes and Core Ideas on coping the Challenges in Online language tutoring.*

Emerging Theme	*Core Ideas*
Foestering Stress Management Strategies	• I tag absent in my class rather than always yawning in my class. (P-01) • When I feel to exhausted. I prefer to take a break instead of forcing myself to teach. It helps me rechare and providde better lessons for my students. (IDI-01) • Skipping a class when exptremely tured is sometimes necerssary. If I push myself too much, it affects the way I teach, and my students can sense it. Taking a break allows me to come back more focused and engaged. (IDI-02) • So, I learned to manage my stress By not having my online class straight. (P-02) • "I also do the same thing. Taking breaks between my classes helps me avoid burnout and stay more focused when I do teach." (IDI-003) • “Yes, I agree. Sometimes, spacing out my schedule gives me time to recharge, which makes me more effective as an online tutor."(IDI-004)
Adaptive Coping Strategies	• I rely on various support systems or resources, like online courses. We need to watch a video, like a walk-through seminar. (P-01) • There are seminars or trainings that is very helpful for us since it presente many techniques, strategies and apps that is veru useful for us tutors and it is very helpful.) (IDI-01) • Becoming resourceful is also being creative and you had your own strategy on how to handle your class and finding more apps that is useful, that’s why we had seminars that presents different apps that is useful. (IDI-02) • There are seminars, webinars, and online trainings which are required during teaching.” (-P-02) • This will help the teachers to improve their teaching skills and strategies for better learning” (-P-02) • If youre attending trainings and seminars you will get a lot of new teachniques and improve the way you teach, and helpful for effectively deliver the lessons. (IDI-03) • These training improve our teaching skills and helps us handle different learners and challenges in online tutoring. (IDI-04) • I utilize online resources such as teaching blogs, educational podcasts, and YouTube channels to stay informed about innovative teaching approaches, tools, and techniques.” (-P-03) • Me and my wife explore teaching blogs and videos to find new techniques and It is so very Effective because I once new a Interactive vocabulary game from a blog, which made fun for my students.(IDI-05) • I really like using different methods to help my students understand better. One of my students preferred real-life examples, so I started incorporating them. student mentioned that she likes real-life examples so I started presenting Real-life examples, cite some available resources or watch videos (IDI-06)
Becoming Resourceful	• If youre attending trainings and seminars you will get a lot of new teachniques and improve the way you teach, and helpful for effectively deliver the lessons.(IDI-03) • “I also draw upon feedback from students, peers, and mentors to identify areas for improvement and implement changes to my teaching practice.” (-P-03)

- Me and my wife explore teaching blogs and videos to find new techniques and It is so very Effective because I once new a Interactive vocabulary game from a blog, which made fun for my students.(IDI-05)
- I really like using different methods to help my students understand better. One of my students preferred real-life examples, so I started incorporating them. student mentioned that she likes real-life examples so I started presenting| Real-life examples, cite some available resources or watch videos(IDI-06)

Adaptive Coping Strategies in Online Tutoring

In connection to the previous question, Chubby also stated that in coping with the challenges and difficulties she encountered in Online language tutoring, she practiced to be more resilient and resourceful in the development and improvement of Teaching language. She said that:

"I rely on various support system or resources like online courses we need to watch a video kani sya is Walk through seminar Walk through kani sya naa miy dghan tanawn nga videos dghan" (-P-01)

(I rely on various support systems or resources, like online courses. We need to watch a video,like a walk-through seminar.)

Cute confirmed this and stated that there are several seminars that is very helpful for them , there are seminars or trainings that presents various techniques, strategies, apps to use in teaching and it is really helpful for us. She said:

"Naa jud naa juy seminars or trainings nga makatabang jud saamoa kanang seminar nga magahatag ug techniques, mga strategies ug apps nga gamit jud kaayu saamoa mga tutors and very makatabang jud sya." (IDI-01)

(There are seminars or trainings that is very helpful for us since it presented many techniques, strategies and apps that is very useful for us tutors and it is very helpful.)

Tall agreed with her that becoming resourceful is also being creative, like having a lot of strategies in handling a class and finding more apps that are useful. That's why they had seminars presenting a lot of applications that are very useful. He said:

"Becoming reseourceful , is also being creative jud naa kay imohang strategies ug unsaon nimo pag handle ana nga klase and also finding more apps to use, mao bitaw naa miy seminars ba nga mag present ug nagka daiya iyang apps jud nga magamit namo." (IDI-02).

(Becoming resourceful is also being creative and you had your own strategy on how to handle your class and finding more apps that is useful, that's why we had seminars that presents different apps that is useful.)

Petite also had the same coping strategies as Dragon. She also mentioned how she copes with challenges and difficulties she encountered in Online Language Teaching by Attending Seminars, Webinars, and Training to improve their teaching skills and strategies. She said that:

"There are seminars, webinars,and online trainings which are required during teaching." (-P-02)

As we continued the interview, she added that by attending Seminars and Webinars this can strengthen or this can improve their Language teaching skills and strategies. She said that:

"This will help the teachers to improve their teaching skills and strategies for better learning" (-P-02)

Short Hair supported her statement, emphasizing that ongoing training is essential for professional growth. She mentioned that attending seminars and webinars helps tutors stay updated with new teaching strategies and methodologies. She said:

"I utilize online resources such as teaching blogs, educational podcasts, and YouTube channels to stay informed about innovative teaching approaches, tools, and techniques." (-P-03)

Pretty agreed, emphasizing that professional development boosts confidence and competence. She stated that training programs help improve their teaching skills. These sessions also provide strategies for handling different types of learners. She highlighted that training helps them navigate challenges in online tutoring. Continuous learning allows tutors to become more effective and adaptable. She said:

"kaning mga training nga amoang gina apilan is maka improve sya samong teaching skills and also makatabang jud how to handle different learners , mga challenges in online tutoring." (IDI-04)

(These training improve our teaching skills and helps us handle different learners and challenges in online tutoring.)

Becoming Resourceful

Online language tutors show resourcefulness by using different tools and strategies to solve problems.Gorgeous find ways to adjust their teaching when challenges arise. They use various materials to make lessons more effective. Gorgeous mentioned how she copes with the challenges and difficulties she encounters in Online Language Teaching by using online resources such as teaching blogs and educational podcasts. She said that:

"If mag attend jud kag training and seminars daghan jud kag mahibal'ang new techniques and improve the way we teach, nga makatabang saimoha for effectively deliver the lessons." (IDI-03)

(If youre attending trainings and seminars you will get a lot of new teachniques and improve the way you teach, and helpful for effectively deliver the lessons.)

As we continued the interview, she added that she also draw upon feedback from students, peers and mentors to identify ares for improvement. She said that:

"I also draw upon feedback from students, peers, and mentors to identify areas for improvement and implement changes to my teaching practice." (-P-03)

Handsome agreed, emphasizing that using online resources is essential for staying updated with effective teaching strategies. He mentioned that learning from various platforms help improve lesson delivery. He said:

"Me and my wife sabay mi ani niya magtan-aw tan-aw ug teaching blogs ug mga videos to find new techniques, Effective ra ba siya naa koy natun-an isa ka vocabulary game from a blog, then nalingaw pud raba ang mga students."(IDI-05)

(Me and my wife explore teaching blogs and videos to find new techniques and It is so very Effective because I once new a Interactive vocabulary game from a blog, which made fun for my students.)

Mestiza highlighted the importance of being resourceful in professional growth. She shared how she finds creative ways to improve her teaching by adapting to students' needs using available resources. When a student expressed a preference for real-life examples, she adjusted her approach by incorporating relevant scenarios to make lessons more engaging. By thinking on her feet and making the most of what she has, she ensures effective learning experiences. She said:

"Ganahan kaayu ko maggamit ug lain-laing pamaagi para mas masabtan sa students. Naay usa ka student nga gusto siyag real-life examples, so I started presenting real-life examples, cite some available resourcess or watch videos (IDI-06)

(I really like using different methods to help my students understand better. One of my students preferred real-life examples, so I started incorporating them. student mentioned that she likes real-life examples so I started presenting| Real-life examples, cite some available resources or watch videos)

Strength in Support Through Mentorship and Peer Collaboration in Online Language Tutoring

Seeking mentorship and asking peers for help are among the strategies Online language tutors use to gain more knowledge and cope with the challenges they face. Chubby, Petite, and Gorgeous seek mentorship and ask for advice or help from peers as their coping mechanism. Chubby shared:

"naa miy leader tapos dghan kaayu mi sa isa ka gc 200+ mi kabook tas dghan kaayu mig concern maygani ma isa isa niyag answer mao na iyang Role." (-P-01)

(We had a leader in our Group chat and we are all 200+ members In our group chat, and we had many concerns and Thankfully he can approach us One by one.)

Cute confirmed that asking help from peers is helpful. She stated that they helping each others when someone raise a problem they helped it each other and also their team leader will also help. She said:

"Oo uy mag tinabangay jud mi tahay naay isa mangutana replyan jud namo base samong nahibal-an then naa pd miy mga leaders nga mo tabang pd jud." (IDI-01)

(Yes, we helped each other if someone asked some questions we will respond and help them. We also had a leader who will also help us.)

Tall agreed with asking help from peers. He said that Its okay to ask help from their co-tutors or Leaders especially when having some problems , they helped each other genuinely. He said:

"True the fire! Okay raman mangayog tabang jud sa kauban kami ga tinabangay man mi ani nila or sa leaders ba mangayog tabang if naay \mga problema , kami maga tinabangay jud mi"

(IDI-02)

(True the fire! Its okay to ask help from their co-tutors or leaders like us were helping each other \if there are problems, we helped each other.)

Petite agreed on the importance of seeking mentorship and peer advice. She mentioned that certain platforms connected them with team leaders for guidance. She also highlighted the value of one-on-one coaching sessions. This support system helped tutors improve their skills and confidence.

There are platform where we are connected to some of our Team leaders to seek guidance and mentorship. Most of the times, we have one on one coaching with them." (P-02)

Hair confirmed her response, emphasizing the need to evaluate how their members teach and help them improve. They always conduct one-on-one demonstration sessions. She said:

"Yes as team leader, we always have online demonstration. One on one mi tapos e evaluate namo sila gina correct namo sila, and gina motivate, gina hatagag friendly advice and ofcourse so that mag improve pa sila." (IDI-03)

(Yes, as team leader, we always had online demonstration sessions one on one, And then we evaluate them , we correct them , motivate them and give them friendly advice and ofcourse in that way they will improve more.)

The same thing was also true for Gorgeous. Gorgeous convinced me that seeking mentorship and asking help in peers have a sense of fullfillment. She said:

"I leverage online communities and forums dedicated to online teaching, where I connect with experienced educators and share my concerns."(-P-03)

Handsome agreed, emphasizing that guidenace from experienced tutors helps in overcoming challenges. He shared that asking for advice allows him to improve his teaching strategies. He said:

"Whenever I faced difficulties, usahay gina reach nako akong co-tutors or to our leader like maka encounter kog ulawon kaayu nga student mangayo kog suggestions sa akong kauban then ana sila mag present padaw ko ug interactive questions, which really helped." (IDI-05)

(Whenever I faced difficulties, sometimes I reach out to my co-tutors or to our leader like I encountered shy student I asked suggestions to them and they said that I should present more interactive questions, which really helped.)

Mestiza supported this, emphasizing the value of mentorship for growth.She noted that learning from others' experiences greatly helps in teaching.A colleague shared a time management technique that improved her lessons.Applying it allowed her to complete sessions more efficiently.She recognized mentorship as key to enhancing teaching strategies. She said:

"ug mag learn ka sa mga experiences sa ubang tao makatabang jud sya. Naa koy isa ka kauban nag share sya saiyang techniques how to manage time better inig sessions. And yes nag improve akong flow sakong lessons mahuman nanako ang isa ka lessons in one session." (IDI-06)

(Learning from others' experiences makes a big difference. A peer once shared a technique for managing time better in sessions, and applying it improved my lesson flow)

Discussion

This section discusses the central themes drawn from the research questions.

As this study has indicated, its purpose was to know the experiences of non-English graduates in Online language tutoring. It aims to go deeper into the core of the experiences to bring the participants' insights to the surface and to identify which construct may be derived from the findings.

In this context, the researcher used the qualitative research method in my investigation. I accentuated that theoretical Framework and involved understanding and explaining the causes of non-English graduates working as Online language tutors. It is widely believed that Teaching Language to Non-native English speakers Online requires a strong understanding of the teacher and a love for their work. The data show that Online Language tutoring is not easy, and it requires great patience and compassion to teach. However, it is a self-fulfilling prophecy for Online language Tutors to teach children. The data also show that Online Language tutors lack proper training/workshops, as they are non-English graduates, which makes it difficult for them to teach Non-native English-speaking children.

Experiences of Online Language Tutors

From the data collected, interviews with the participants revealed the experiences of non-English graduates in online language tutoring: dealing with self-doubt in their teaching abilities, overcoming technical challenges, and developing cultural awareness.

Non-English graduates who became online language tutors often struggled with self-doubt, questioning their qualifications and their effectiveness as teachers of a foreign language. Many felt insecure about their pronunciation, grammar knowledge, and overall teaching strategies, leading to concerns about their credibility. This lack of confidence sometimes affected their ability to deliver lessons smoothly, making them hesitant in their interactions with students. Some tutors constantly compared themselves to native speakers or formally trained educators, further deepening their insecurities. These doubts created a cycle of anxiety, making it difficult for them to fully engage with their students and establish authority in their teaching.

This is supported by Reves and Medgyes (1994), who found that non-native English-speaking teachers often experience self-doubt

regarding their qualifications and teaching effectiveness. Their study revealed that many NNESTs/ESLs feel insecure about their language proficiency, particularly in pronunciation and grammar, which undermines their classroom confidence. These insecurities often lead to hesitation in teaching and interactions with students, reinforcing feelings of inadequacy. Additionally, tutors frequently compare themselves to native speakers, which deepens their anxieties and affects their professional identity. This cycle of self-doubt creates significant emotional and professional challenges, making it difficult for them to assert their authority as language educators.

The findings align with those of Zhang et al. (2020), who explored learners' satisfaction with the competence of native and non-native English-speaking teachers and its impact on learning motivation. Their research indicated that while non-native English-speaking teachers may experience self-doubt about their teaching abilities, learners' satisfaction was only minimally influenced by the teachers' native or non-native status. This suggests that despite their insecurities, non-native tutors can achieve effective teaching outcomes, mainly when they focus on enhancing their teaching competence. The study underscores the importance of professional development and self-confidence for non-native English-speaking tutors to mitigate feelings of self-doubt and enhance their teaching effectiveness.

Non-English graduates transitioning into online language tutoring encountered numerous challenges related to technical issues and Poor Internet connectivity in their new roles. As they adapted to virtual teaching, they faced difficulties with unstable internet connections, unfamiliar digital platforms, and technical glitches that disrupted their lessons. These challenges required them to quickly develop troubleshooting skills while maintaining student engagement in an online setting. Many tutors reported struggling to manage multiple teaching tools simultaneously, such as video conferencing software, interactive whiteboards, and learning management systems. The demand for technological proficiency became a crucial aspect of their teaching responsibilities, adding another layer of complexity to their role as online educators.

This study is similar to that of Janardhan (2024), which found that non-native English-speaking tutors often face significant technical challenges when transitioning to online teaching. Janardhan highlighted that limited exposure to authentic English language contexts and a lack of supportive learning environments can hinder language acquisition and fluency development. These issues are compounded by technological barriers, such as unreliable internet connections and unfamiliarity with digital teaching tools, which can impede effective instruction. Consequently, tutors must develop new competencies in managing virtual classrooms and troubleshooting technical issues to ensure a seamless learning experience for their students.

According to Bawa's (2016) research, overcoming technical challenges in online language tutoring is significantly enhanced by comprehensive professional development and mentoring. Bawa emphasized that educators participating in Massive Open Online Courses (MOOCs) for professional development often face technological barriers that impede their learning and teaching effectiveness. The study highlighted that without adequate support and training, educators struggle to navigate online platforms and integrate digital tools into their teaching practices. Conversely, those who engage in well-structured professional development programs acquire the necessary skills to manage technical issues, leading to increased confidence and improved instructional delivery in virtual environments.

Non-English graduates transitioning into online language tutoring experienced a need for cultural awareness in their teaching experiences as they engaged with students from diverse backgrounds. As they adapted to their roles, they recognized the importance of understanding different cultural norms, communication styles, and learning preferences. The transition required them to go beyond language instruction and develop intercultural competence to foster effective teacher-student relationships. They realized that sensitivity to cultural differences was crucial in creating an inclusive and engaging learning environment. This awareness encouraged many tutors to continuously educate themselves on global communication practices to enhance their teaching effectiveness.

The findings are in congruence with Hofstede (2001), who emphasized that cultural differences significantly impact language learning, particularly in understanding idiomatic expressions, social conventions, and pragmatic language use. Due to the close relationship between language and culture, non-native speakers may struggle with common English expressions that do not translate directly into their native languages. For example, phrases like "How are you?" are often used as greetings rather than genuine inquiries, which can be misinterpreted by learners from cultures with different politeness and formality norms. Recognizing these cultural barriers is essential in designing effective language instruction that bridges these gaps and facilitates smoother communication.

This resonates with Hofstede's theory of cultural dimensions, which explains how power distance and individualism-collectivism influence classroom dynamics and learning approaches. In certain cultures, students are taught to respond only when directly addressed by teachers, whereas Western educational models encourage active participation and group discussions. This adjustment can be challenging for non-native speakers, requiring teachers to introduce more interactive learning methods gradually. Understanding these cultural differences allows educators to foster inclusive classroom environments, helping students adapt to new expectations while maintaining respect for their cultural backgrounds.

Coping Mechanisms of Non-English Graduates in Online Language Tutoring

From the data collected, interviews with participants revealed the coping mechanisms of non-English graduates as they transitioned into online language tutoring: managing stress effectively, preparing thoroughly for lessons, seeking mentorship, and asking peers for help.

As non-English graduates transitioned into online language tutoring, one of the key coping mechanisms they adopted was effective in Stress management. These tutors understood that navigating the challenges of online teaching required maintaining a balanced mindset and developing strategies to manage pressure. The unpredictability of technical issues, demanding student expectations, and self-doubt often led to heightened stress levels, making it essential for them to establish coping techniques. Many engaged in activities such as setting clear work boundaries, practicing relaxation techniques, and maintaining a positive outlook to prevent burnout. Some tutors also opted to tag themselves absent from classes when they felt mentally or physically unwell, recognizing that pushing through exhaustion could negatively impact their teaching quality and student interactions. They recognized that managing stress effectively not only improved their well-being but also enhanced their teaching performance and overall job satisfaction.

The findings align with Alcanzo, Buhain, and Del Rosario (2023), who explored stress management strategies among senior English language teachers engaged in online pedagogy. Their study identified several challenges educators face in virtual teaching environments, including digital stress and the need for virtual breaks. To cope with these stressors, teachers participated in webinars, training sessions, and sought personal coaching from colleagues and relatives. This underscores the importance of implementing effective stress management techniques to maintain teaching quality and personal well-being in online education.

This is confirmed by Kabat-Zinn (1990), who introduced the Mindfulness-Based Stress Reduction (MBSR) program, demonstrating its effectiveness in reducing stress and anxiety among educators, thereby contributing to a more productive teaching environment. Jennings and Greenberg (2009) also emphasized that teachers who engage in self-care practices and stress management techniques experience improved well-being and teaching effectiveness. Their research highlights the importance of maintaining a balanced mindset and implementing coping strategies to enhance job performance. By adopting similar approaches, non-English graduates in online language tutoring can better manage stress and improve their instructional quality. These findings reinforce the need for structured stress management techniques to maintain both educator well-being and student engagement.

As non-English graduates transitioned into online language tutoring, they relied on resourcefulness as a key coping mechanism to navigate challenges. Faced with irregular schedules, demanding students, and technical issues, these tutors adapted by finding creative solutions to maintain effective teaching. They improvised when encountering internet disruptions, using mobile data or pre-recorded materials to continue lessons. To keep students engaged, they diversified their teaching approaches, incorporating multimedia resources and interactive activities tailored to different learning styles. Some tutors sought free or low-cost tools to enhance their lessons, while others leveraged peer networks to share strategies and offer support. By being adaptable and maximizing available resources, they not only managed stress but also ensured a productive and engaging learning experience for their students.

The findings highlight the role of adaptive coping strategies and resourcefulness in online tutoring. Castillo (2023) found that ESOL teachers effectively used specific strategies to navigate challenges in virtual classrooms, enhancing their teaching effectiveness. Similarly, Cahapay and Rotas (2022) emphasized that adaptive coping mechanisms helped students manage stress and improve academic performance in remote learning. Diesta and Ferolino (2021) also noted that students relied on personal, peer, and environmental factors to cope with modular distance learning. These studies underscore that developing and implementing effective coping strategies fosters resilience and success in online education.

The findings align with Almadhi (2024), who investigated the challenges and coping strategies of non-native English-speaking teachers (NNESTs) in Saudi Arabia. The study revealed that NNESTs often employed meticulous planning and resilience as coping mechanisms to navigate professional challenges. By adapting strategies to maximize available resources and creatively addressing classroom needs, these educators enhanced their teaching effectiveness and built confidence. This proactive approach not only improved their instructional delivery but also contributed to a more engaging and productive learning environment for their students.

As non-English graduates transitioned into online language tutoring, one key coping mechanism they adopted was seeking mentorship and asking peers for help. Many tutors faced uncertainties in lesson delivery, student engagement, and handling technical difficulties, making peer support crucial to their adjustment. By reaching out to more experienced tutors, they gained insights into effective teaching strategies, classroom management, and troubleshooting online platforms. Engaging in tutor communities and discussion groups also fostered a sense of belonging, reducing feelings of isolation in the virtual work environment. They recognized that seeking mentorship and collaborating with peers not only improved their teaching skills but also fostered confidence and resilience in navigating the challenges of online tutoring.

The result is consistent with Arora's (2016) claim that informal mentoring among teachers plays a crucial role in professional development and in coping with workplace challenges. Non-English graduates transitioning into online language tutoring benefited from seeking mentorship, which provided professional guidance, constructive feedback, and emotional support. Arora emphasized that novice educators who engaged in mentoring relationships were better equipped to handle teaching uncertainties, develop confidence, and refine their instructional methods. Similarly, peer collaboration helped tutors troubleshoot technical difficulties, improve lesson delivery, and share effective teaching strategies tailored for online instruction. By fostering a culture of support and shared learning, mentorship and peer assistance became essential tools for these tutors to adapt successfully to the demands of virtual education.

This echoed Maher (2021), who highlighted the crucial role of peer mentorship in educators' professional growth, particularly in online and blended learning environments. Non-English graduates transitioning into online language tutoring greatly benefited from seeking

guidance from experienced mentors, who provided practical strategies for lesson delivery, student engagement, and handling technical challenges. Maher emphasized that peer support not only helped tutors build confidence but also created a sense of community, reducing feelings of isolation in the virtual teaching space. By actively seeking advice and collaborating with colleagues, tutors were able to refine their teaching methods and adapt more effectively to the demands of online education. This mentorship-driven approach became an essential coping mechanism, enabling tutors to enhance their professional skills and provide more effective instruction to their students

The findings of this study suggest several implications for practice within online language tutoring platforms, training institutions, and online tutors themselves.

The practice of stress management, preparation, and seeking mentorship presents a critical dimension of effective online language tutoring for non-English graduates. Through the lens of Bandura's (1977) Self-Efficacy Theory, tutors' belief in their ability to teach effectively plays a crucial role in their overall performance and resilience. When tutors face self-doubt, technical challenges, or cultural differences, their confidence in overcoming these obstacles directly impacts their teaching quality. This insight suggests that online tutoring platforms and training institutions should create programs that enhance tutors' self-efficacy by providing mentorship, continuous feedback, and professional development opportunities. By fostering a sense of capability and competence, tutors can better manage challenges and perform effectively in their teaching roles.

Further, the study highlights the importance of social interaction and guided learning, particularly in professional growth and adaptation to online teaching. Vygotsky's (1978) Socio-Cultural Theory emphasizes that learning is a socially mediated process in which tutors develop their skills through mentorship, peer collaboration, and shared experiences. Engaging with online tutor communities, seeking guidance from experienced educators, and participating in professional discussions help tutors refine their strategies and become more confident in their instructional approach. By encouraging social learning environments through online forums, training sessions, and peer coaching, tutoring platforms can help non-English graduates navigate the complexities of online teaching more effectively.

Lastly, the study suggests that fulfilling basic psychological needs drives motivation and persistence in online tutoring. Deci and Ryan's (1985) Self-Determination Theory highlights that individuals are more engaged and effective when they experience autonomy, competence, and relatedness. Tutors who feel in control of their teaching methods, develop confidence through structured training, and build meaningful connections with their peers are more likely to persist and thrive in their roles. The study's findings emphasize the need for online tutoring platforms to implement systems that promote tutor autonomy, skill mastery, and peer support. By addressing these fundamental psychological needs, non-English graduate tutors can achieve greater job satisfaction, improved teaching performance, and long-term professional growth in online education.

The findings of this study open avenues for further research, particularly in exploring how self-doubt, technical challenges, and cultural awareness shape the experiences of non-English graduates in online language tutoring.

While this study has examined the coping mechanisms of these tutors, future research could focus on the long-term effects of self-doubt on teaching performance and career progression. Investigating how confidence-building strategies influence tutor retention and student learning outcomes could provide deeper insights into professional growth in online education. Additionally, exploring the relationship between self-efficacy and teaching effectiveness may offer a more comprehensive understanding of how non-English graduates develop resilience and adaptability in virtual learning environments.

Further exploration into the role of mentorship and peer support in professional development is also warranted. Research could examine the specific mentoring strategies that help non-English graduates overcome challenges in online tutoring. Investigating how social learning environments, such as online tutor communities and peer networks, contribute to teaching confidence and mastery of skills could provide valuable insights into improving tutor training programs. Understanding how collaboration with experienced educators impacts tutor motivation and teaching effectiveness would also enrich existing literature on professional development in online education.

Lastly, the influence of cultural awareness on online tutoring success deserves further attention. While this study highlighted the challenges tutors face in adapting to diverse student backgrounds, future research could explore how cultural competence training enhances communication and instructional strategies. Examining how tutors develop intercultural sensitivity over time and how this development impacts student engagement could provide a clearer picture of effective cross-cultural teaching practices. Investigating how online tutoring platforms integrate cultural awareness training into their professional development programs would further inform strategies to foster inclusive, globally competent educators.

Conclusions

In conclusion, this study provided a comprehensive exploration of the experiences of non-English graduates transitioning into online language tutoring, focusing on the challenges they faced and the coping mechanisms they employed. Throughout the research process, valuable insights were gained into the struggles of self-doubt, technical difficulties, and cultural awareness that shaped their professional journey. The participants' narratives highlighted the complexities of adapting to a virtual teaching environment, building confidence in their instructional skills, and finding ways to enhance their effectiveness as educators. The study also underscored the

importance of stress management, thorough preparation, and mentorship in helping these tutors navigate the demands of online teaching.

The researcher followed a structured approach to complete this study, utilizing qualitative methods such as interviews and case analysis to gather in-depth perspectives from participants. These interactions provided a rich understanding of the lived experiences of non-English graduate tutors, shedding light on their strategies for overcoming barriers and improving their teaching practices. To ensure the reliability of the findings, the researcher carefully analyzed and categorized the responses, identifying recurring themes related to tutor adaptation, professional growth, and instructional challenges. The study was also grounded in established theoretical frameworks, including Bandura's Self-Efficacy Theory, Vygotsky's Socio-Cultural Theory, and Deci and Ryan's Self-Determination Theory, to provide a strong foundation for interpreting the results.

The experience of conducting this research was both enlightening and transformative. It allowed the researcher to develop a deeper understanding of the realities faced by non-English graduates in online language tutoring and the resilience they demonstrated in their professional development. Engaging with participants and analyzing their stories provided new perspectives on the importance of continuous learning, adaptability, and support systems in an evolving digital education landscape. The research journey itself was a valuable learning process, from designing the study to collecting and interpreting data, ultimately contributing to a broader understanding of how online educators, particularly non-English graduates, navigate and succeed in virtual teaching environments.

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