

The Pedagogical Strategies of Filipino EFL Tutors for Foreign Learners: An Interpretative Phenomenological Analysis

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Abstract

This study examines the experiences and pedagogical practices of Filipino English as a Foreign Language (EFL) tutors in one-to-one synchronous online instruction, a key mode of global language education. As online tutoring expands, understanding how tutors adapt their teaching to diverse learners and digitally mediated environments is increasingly important. However, limited research has examined how Filipino EFL tutors experience their practices within culturally diverse one-to-one online classrooms. The study aimed to explore how Filipino EFL tutors implement instructional strategies, respond to classroom demands, and understand their professional roles in synchronous online teaching. Using a qualitative design guided by Interpretative Phenomenological Analysis (IPA), data were collected through in-depth interviews with seven Filipino EFL tutors with at least two years of experience. The analysis identified personal experiential and super-ordinate themes across tutors. The findings show that tutors experience one-to-one online teaching as responsive, relational, and contextually shaped practice. They adapt instruction to learners' proficiency, participation, motivation, emotional state, and cultural background. Tutors construct engagement through multimodal strategies and digital tools while managing emotional demands through rapport-building and regulation. Their practices are shaped by institutional conditions such as structured lessons and time limits. These findings suggest that effective online EFL teaching requires adaptive expertise, emotional competence, and intercultural responsiveness.

Keywords: pedagogical strategies, one-to-one synchronous online instruction, EFL tutors, Interpretative Phenomenological Analysis, Philippines