

Impact of Online Tutorial on Tutees' Speaking Performance and Tutors' Self-Efficacy

Ms. Jeir Amabelle Abayon Esmero

Professor, Professional Education

ABSTRACT

This action research presents the impact of the online tutorial program on the tutees' speaking skills and tutors' self-efficacy. These tutors were fifteen (15) college students from the University of the Philippines Cebu Ugnayan ng Pahinungod who volunteered as online English tutors, and the tutees were fifteen (15) public school students in Cebu during the printed modular modality in 2021. This study was anchored on the ADDIE Instructional Design. The results of the needs analysis in the Planning Stage showed that tutees needed authentic tasks and real-time feedback in their due to the suspension of face-to-face (ftf) classes. In the Design Stage, the study developed the content, activities and assessment which underwent validity and reliability. In the Implementation Stage, each volunteer tutored one student for one quarter via Google Meets. Each session had different speech discussions and activities that aligned in their third quarter English Oral and Language Fluency competency which was speaking. Findings from the pretest-posttest scores comparison showed a significant difference on the tutees' speech presentations. Findings from the interviews and FGD surveys showed both positive experiences such as continuous learning and love of service and negative experiences such as distractions due to intermittent internet connection to both the tutors and the tutees. This research recommends: (1) Support from the school for the needs of the students, especially in the use of gadgets (2) Continue using online tutorial to supplement learning in ftf classes.

Keywords: online tutorial, speaking skill,

THE PROBLEM AND ITS SCOPE

RATIONALE

The suspension of face-to-face teaching prompted the Department of Education to shift into Printed Modular Learning Modality in which the Self-Learning Modules (SLMs) have become learning resources for distance learning (DepEd Order No. 18, Series of 2020). Although this distance learning promoted safety among the students and teachers, it spared the speaking macroskill. The importance of speaking in language learning is addressed in the third quarter of Grade 10 English under Oral and Language Fluency. This study aimed to provide a reinforcement of their third quarter lessons through online volunteer tutorial program. The use of online tutorial programs can supplement and enhance their learning in real-time (Doukakis, 2021). It can also develop student learning and speaking skill by providing improved flexibility, interactivity, motivation, real-time feedback and reflective learning compared to when they still had face-to-face classes (Linardopoulos (2010), Kamardeen (2014) and Rodrigues and Vethamani (2015). Authentic tasks and the absence of teacher dominance enabled learners to exhibit themselves more openly in an online speaking environment (Doukakis, 2021).

The tutors of this study were college volunteers of the University of the Philippines Cebu Ugnayan ng Pahinungod. This research also investigated the impact of the online tutorial on the volunteers' self-efficacy. Although, online tutors felt satisfaction and beneficial influence to society after volunteering (Feng and Leong, 2017), most research focused on tutees and disregarding the tutors (Kopp et. al, 2011).

Recognizing the need to enhance the speaking skill of the tutees and the dearth of research for tutors, this study aimed to develop an online tutorial program and to determine the impact of both tutees and volunteer tutors.

The Problem

Statement of the Problem

This research aims to determine and to design an Online Tutorial for Grade 10 students in a public school in Cebu City and its impact on their speaking performances; and on tutors' self-efficacy.

Specifically, it aimed to answer the following:

Specifically, it aimed to answer the following:

1. What is the Online Tutorial Program, in terms of
 - 1.1 content;
 - 1.2 activities; and
 - 1.3 assessment?
2. Is there a significant mean difference in the tutees' recorded prepared speech pretest-posttest performances, in terms of:
 - 2.1 grammar accuracy;
 - 2.2 fluency;
 - 2.3 organization;
 - 2.4 speech rate;
 - 2.5 articulation;
 - 2.6 content and
 - 2.7 overall?
3. Is there a significant mean improvement in the extemporaneous speaking performance after the online tutoring, in terms of:
 - 4.1 grammar accuracy;
 - 4.2 fluency;
 - 4.3 organization;
 - 4.4 speech rate;
 - 4.5 articulation;
 - 4.6 content and
 - 4.7 overall?
4. What is the tutors' post- tutorial self- efficacy measurement rating?
5. What are the feedback and realizations of the tutees and tutors on the online tutorial program?

Statement of the Hypothesis

Ho.1. There is no significant mean improvement of the pretest and posttest speaking performances of the tutees in their recorded prepared speech activity.

Theoretical Background

This study is anchored on Computer-Assisted Language Learning Theory and Informal and Incidental Learning Theory.

Review of Related Theories

Computer-Assisted Language Learning (CALL) as defined by Levy (1997), Davies (2002) and Ulangkaya (2021) is a theory of language teaching and learning wherein applications of the computer are utilized to help in the presentation, reinforcement, and assessment of content to be learnt, with a significant interactive component. This theory is frequently declared as a language coaching and knowledge strategy in which the computer is employed as an aid to the exposition, strengthening, and appraisal of content to be cultivated.

Previous research has claimed that CALL's incorporation in English language teaching has shown effectiveness (Jafarian, Soori & Kafipour, 2012; Rahimi & Hosseini K., 2011; Talebinezhad & Abarghoui, 2013; Ghuftron & Nurdianingsih, 2021). Language classrooms must ensure to acquire computer technology, and instructors must have the underlying abilities to assist students through the usage of the equipment (Chapelle & Hegelheimer, 2004). Chapelle (2008) addressed how electronic tools, interactive textbooks, and online platforms like Google Docs have profoundly transformed how languages may be taught. The interaction of the teachers and learners outside the classroom is being made possible through these tools, which help them engage in classroom-based activities.

The study of Ulangkaya (2021) indicates significant improvement on the respondents' speaking test scores which resulted after exposing them to CALL Activities. The respondents were able to perform tasks on simple interactions and conversations. This concludes that the CALL activities have contributed to the increase of the verbal skill level of the respondents. Also, in the study of Hashemifardnia et. al., (2021), the respondents whom the researchers incorporated the CALL activities have outperformed those who have been deprived of these. There is a significant improvement on the experimental group who received the CALL instruction rather than the control group who have not received any.

Also, the study of Wijayanto and Hum (2011) shows the increase of response of the IT Department students' language proficiency in terms of speaking competency. The respondents' proficiency in speaking has improved significantly, in terms of accuracy, pronunciation and fluency relating to speaking competency.

Informal and Incidental Learning Theory. According to Marsick and Watkins (2001), Informal learning is a self-directed learning, networking, coaching, mentorship, and performance planning that includes the opportunity to review learning requirements which are examples of intentional but not highly organized learning. Informal learning thus cannot be given, managed, or supported in the same way because the organization does not have direct control over such learning (Marsick, 2012). In incidental learning, a subset of informal learning, learning can be assumed, tacit, or unconscious. A fleeting thought, on the other hand, can be investigated and purposefully studied. Incidental learning happens as a result of another action (Marsick and Watkins, 1990). Therefore, it may not be obvious right away, and it may not be acknowledged as learning by the learner or others.

In Marsick and Watkins (1990) proposed that people learn from their experiences when they meet a challenge or problem that is unfamiliar to them in some way, causing them to take a fresh look at the situation, followed by a search for alternative approaches, taking action, and evaluating results. Learners' ability to frame the circumstance to make sense of the experience, enact the solutions they imagine, and

evaluate lessons learned may restrict what is learnt informally. Incidental learning as occurring when doing something for which the primary purpose is not learning such as learning coincident with solving a problem in one's work (Marsick & Watkins, 1990/2015).

According to Marsick, et. al, (2006), there are three areas which are important in grasping informal and incidental learning which are tacit or implicit learning; whole person learning; and communities of practice.

Tacit or implicit learning takes place without the learner's knowledge. The present line of research into implicit learning in all types of workplaces is usually linked to studies of expertise, tacit understanding, innovation, and organizational learning (Argyris and Schön, 1996; Gleespen, 1996; Kuchinke, 1996; Nonaka and Takeuchi, 1995; Raelin, 1997, Marsick, et. al, 2006). Through tacit learning, there is a construction of the mental, emotional, and interpersonal frameworks for processing all of the experiences into knowledge.

In whole person learning, the integration of feelings and emotions into the cognitive design of the informal and incidental learning framework rather than simply taking emotion as an "object" of analysis, this learning allows us to consider feelings and emotions as key components of learning.

Lastly, communities of practice pertains to how people make sense of their circumstances and develop their identities through involvement in social practice in natural communities bound together by mutual interests. The concept of practice connotes doing, but not just doing in and of itself. What we do have contains structure and purpose because it is done in a historical and social context. Practice, in this sense, is always social practice.

Contextual Teaching and Learning (CTL). Hudson and Whisler (2007) define CTL as the one that introduces information in a number of ways of active learning strategies intended to assist students in connecting what they currently know to what they are supposed to learn, as well as in constructing new knowledge through the analysis and evaluation of this learning process. Contextual teaching and learning is an idea that assists educators in connecting subject area information to real-world application scenarios (Hudson and Whisler, 2007). Through CTL, learners then organize and combine the new knowledge they have received with the information they already possess in order for things to make sense to them. CTL is a method based on the realization that certain students learn more successfully when they are taught in a hands-on, real-world setting rather than in an abstract setting (Kalchick, 2010).

In contextualized classrooms, students' experiences are more recognized, making learning more useful to the students. The more we can contextualize new knowledge and help our students understand it, the more driven, active, and connected our students are to the topic and the class (Ambrose, 2013). The learners are expected to learn through "experiencing" rather than "memorizing" the subject matter. CTL encourages learners to take the initiative in their own learning and to make connections between information and its application in diverse situations in their life (Satriani, et.al, 2012). CTL model has advantages such as: (1) learning is more meaningful and authentic since they will be the one to capture the relationship between the learning experience in school and real life; (2) learning is more productive and is able to cultivate and strengthen the concept to the students because of CTL. Students can explore and expand their own knowledge (Surdin, 2018).

Skill Acquisition Theory. According to DeKeyser (2007), the development of a wide range of skills demonstrates a remarkable similarity in progress from initial representation of knowledge through initial changes in behavior to eventual proficient, spontaneous, mainly effortless, and highly qualified behavior, and that this set of phenomena can be taken into account for by a set of basic principles common to skill

acquisition. According to Speelman (2005), under certain situations, skill acquisition is a type of learning in which learned actions can become routinized and even automated. This application of practice of this theory is defined as the repetitive performance of the same or nearly related processes (DeKeyser, 2007). This theory considers practice as the key role in learning.

Review of Related Literature and Studies

Online tutorial

Online tutorial is learning from different physical locations in a virtual setting wherein the tutors and tutees collaborate. This is an online distance learning service that uses digital technology. This program is a promising result of innovation since, unlike any other student support system, this is instituted in education as something latest and much less complicated (Doukakis, 2021). Initially, students are not obliged to participate in an online tutorial, nor are they expected to prepare specific tasks in order to be able to participate in the online tutoring. Instead, students connect to the online tutoring environment in addition to their regular academic timetable. An online tutorial program is a tool for both the students and the teachers to conduct after-class sessions wherein real-time feedback is provided.

The use of online tutorial programs to assist secondary school students is global that it opens the possibilities of technology (Doukakis, 2021). In the growing number of people aware of online tutorials and their role in aiding students, more schools have invested in succeeding excellent online tutorial programs and practices through initiating goals that will lessen predicaments and result in student success support (Bean et al., 2019).

Benefits of the Online Tutorial

Students use online tutorial programs to supplement and enhance their learning in real-time (Doukakis, 2021). Linardopoulos (2010), In the studies of Kamardeen (2014) and Rodrigues and Vethamani (2015), the respondents of their online tutorial method developed student learning and speaking skill by providing improved flexibility, interactivity, motivation, real-time feedback and reflective learning compared to when they still had face-to-face classes. Steeples, Jones, & Goodyear (2002) real-time interaction allows simulation of a real classroom learning situation and immediate interactive clarification of meaning. This program contributes many advantages to institutions and teachers since it specifically lessens cost and time constantly delivers subject matter through asynchronous classes, availability of desired access, immersive interactions, and verification of completion (Kruse 2004). The online tutorial program is available for learners who need to understand a concept and demand clarification, need extra help with a matter in question, or if they need assistance in accomplishing an activity or exercise (Doukakis, 2021). Online tutorial program proactively creates avenues for student engagement in their respective communities by utilizing a variety of access to modalities, such as phone, email, or computer or video conferencing platforms. Like those learning aid programs implemented during face-to-face teaching and learning, online tutoring can aid learners who are part of different courses in multiple specialties (Bean et al., 2019).

An online tutorial offers an excellent capacity for participatory learning (Said et al., 2016). Students involve themselves more in the learning process. In the results shown in the study of Richardson (2016), when given a choice between face-to-face and online tutorial support, learners prefer the latter. The satisfaction of the students on online tutorial programs, regardless of its method of delivery or place of service, should be taken into consideration through giving equal access to tutorial and continuous assessment of the student's advancement, achievement, and learning in order to reinforce instructional

programs and student learning (Bean et al., 2019). The efficacy of having online tutorial programs in education has proved its convenience and usefulness in enhancing the process of learning (Said et al., 2016). Hence, online tutoring can benefit all students, institutions, and faculty. Given the various options of the methods of students' learning, including face-to-face, online or hybrid classes, the online tutorial provides many chances for these students (Bean et al., 2019).

Lessons that are conducted online reinforces a lot of positive results like banishing disagreements on schedules, improving language skills for both students and tutors, encouraging time management, and improving computer literacy, problem-solving, and critical- thinking skills (MacDonald, 2008; Goold, Coldwell & Craig; 2010; Peacock & Cowan, 2016).

Challenges of the Online Tutorial

Although online tutorials are beneficial academic help to many students, their efficacy remains questionable for individuals with a digital gap based primarily on geographic barriers, socioeconomic status, and educational levels (Corrigan, 2012). Accessing help through an online lesson may be difficult due to technical issues, ambiguity in the tutors' advice and instruction, lack of social and other contextual cues, slow or unreliable Internet, high connection costs, technophobia, a lack of 21st-century technology skills, and a lack of equipment (Hara & Kling, 2000; Alvarez, 2020; Mathew & Iloanya, 2016; Lynch, 2020). In an extensive survey of students taking a distance-learning course, Price, Richardson, and Jelfs (2007) indicated that online instructional assistance had less positive experiences than those who received face-to-face assistance.

Chi-Sing and Beverly (2008) express that students need precise direction to maneuver in an online tutorial and, if there is no supervision, the tutorials may not be suitable for students who struggle to pay attention, lack self-discipline, lack communication skills, suffer from a lack of independence, or have an inadequate computer and time-management abilities. Online tutorials may cause social alienation due to a lack of social interaction (Hameed, Badii & Cullen, 2008). As a result, online educators must learn to apply their abilities to ensure that participants establish a sense of community in the medium. (Salmon, 2004).

Solutions to the challenges

To ensure the success of online tutorials, both tutors and students need to be trained in how to speak online in the lack of paralinguistic information available in face-to-face circumstances (Richardson, 2016). Online tutoring experiences for tutors and students must be comparable to face-to-face tutoring services (Bean et al., 2019). Furthermore, three essential aspects are crucial for the online tutorial at an open distance learning institution to be successful, namely 1) participation of both the online tutor and the tutees, 2) contextualization of learning content to ensure that it is placed in a meaningful context and practical context, rather than being handled separately, and 3) the delivery of learning material in an online setting (Gregory and Salmon 2013).

Designing an online tutorial program

Many universities have started investigating the tutorials' chances, especially in the distance learning format, because educational sectors seek to aid students through innovative teaching and learning methodologies (Bean et al., 2019). One of the tutorial's primary objectives is to produce a virtual tutoring environment for learners to mirror a face-to-face experience that achieves a successful class with the dedication of these learners (Smith, 2012). Students who are in distance learning and those taking up classroom-based courses benefit from the online tutorial program being provided by schools (Smith, 2012).

Universities should consider students as assets in the learning reform that acknowledges their skills and capabilities, especially in designing an effective online tutorial program. The development of students enabling themselves to become leaders and teachers in the process of learning rather than merely learning the subject matter through the transference of information is the concept that increases students' confidence and critical thinking (Peacock and Cowan, 2016; Metz and Bezuidenhout, 2017; Bean et al., 2019). In order to ensure exceptional programming, authentication of students' learning, and deliberate usage of resources, the online tutorial program's goals and outcomes should be aligned with the real vision and mission of the institutions (Bean et al., 2019). Therefore, the success of its implementation depends on how the program is crafted in line with the school's mission. The focus on student achievement and development will lead these practices into a highly concrete and attainable tutorial program (Bean et al., 2019).

The different access of modalities to conduct an online tutorial, such as through email, phone, video, or computer conferencing platforms, engages students in their respective communities (Bean et al., 2019). According to Doukakis (2021), studies show that when students participate in an online tutorial program, they gain: (a) presence of an extended level of participation in the process of learning; (b) chance to promote their passions; (c) opportunity to conquer their lack of confidence being "exposed" to a question, as may occur in the traditional classroom; (d) opportunity to reshape their view on acquiring new knowledge and a course; (e) enhancement of self-confidence because of quick response from e-tutors; (f) usage of pedagogical tools unavailable in a conventional classroom for e-tutors and students; (g) the highlighted ideology of collaboration and coordination with groups since learners interact in a learning community that encourages those who were isolated in the traditional learning environment; (h) bi-directional benefits that are available for both teachers and students; (i) strengthened communication since the confidentiality of students and teachers is maintained; and (j) offer of opportunity for e-tutors pay more attention to the needs of the learners. Conclusively, many beneficial effects can result in implementing this online tutorial program.

Online tutor

Characteristics

Online tutors must possess knowledge (Kopp, Matteucci, & Tomasetto, 2012); (Gómez-Rey et al., 2017; Gulbahar and Kalelioglu, 2015; Klimova and Poulouva, 2011; Krasnova and Demeshko, 2015); Sansone, Ligorio, & Buhlass (2016). An online tutor is responsible for integrating and implementing learning activities in a virtual setting. Online tutorial comprises all the activities of a teacher that support a learner in constructively and actively handling the learning environment (Kopp, Matteucci, & Tomasetto, 2012). The role of an online tutor encompasses a variety of responsibilities, including: (a) on topic mastery of contents, activities, and student formative test academically; (b) proficiency of technicalities over available tools on the virtual environment; (c) plan, organize and constitute operating rules for guidance; (d) meant to overcome feelings of alienation, loss, or lack of motivation of students participating in this learning method socially; and (e) giving students guidance and advice on organizational matters related to the developing actions (Heliyon, 2020).

Online tutors must facilitate learning (Said et al., 2016); (Goold, 2010); (Heliyon, 2020). In online tutorials, the students' learning activities are conducted under the guidance of a tutor as the facilitator, resource person, and coordinator of learning activities. The tutors must interact as if they were standing there in front of the students, giving them direct guidance. In the students' learning process, a tutor serves

as both a catalyst and a motivator (Said et al., 2016) and is directed to assist students in their activities (Goold, 2010). Sansone, Ligoro, & Buhlass (2016) described online tutors as:

1. Instructor: a person well-versed in technology; converse well with everybody; takes up the role of the one giving the instructions.
2. Facilitator: a person who can convey messages and interpersonal skills; keeps track and carry through collaborative tasks; available for confrontation kind of conversation.
3. Moderator: a person possessing good character for stimulating discussions; has a skill in handling groups and making guarantees for respect to everyone in the online learning environment or follows "netiquette."

The function of an online tutor has evolved into that of a facilitator for students' learning. The online tutor must be able to use all of the skills to establish a secure and trusting virtual environment that encourages motivational behaviors (Heliyon, 2020). Collison et al. (2000) suggest that the tasks of an online tutor should include the following:

- a. being mindful of anything that is said on discussion forums;
- b. promoting engagement and keeping track of individual learners' activity, and
- c. focusing the conversation while fostering higher-order thinking.

Challenges of an Online Tutor

A case study undertaken by Cosetti (2002) found out that due to communicating via an online environment being considerably different from interacting in a face-to-face classroom, the conventional expertise required by the educational institution instructor was determined to be insufficient for the online tutor. O'Neil (2006) proposes that the position of the online teacher demands a paradigm change in instructional time and space perceptions, virtual management tactics, and ways of engaging students via virtual interactions. The study of Goold et al. (2010) indicates that in an online learning environment, an experienced online tutor may take on several roles, with the primary goal being to encourage students to interact with learning resources and activities beyond what was stated in order to create deep learning. The experienced online teacher was able to help pupils have a better understanding of the subject. In contrast, novice online tutors did not do so. In totality, their focus was not on the quality and depth of the learning experience. In the study of Doukakis (2021), some challenges arise that demand more examination in managing the online tutorial program: keeping track of the participants' academic progress and improvement. The tutor's role is another influencing aspect since it seems to impact the acquisition of knowledge and the willingness to do it, which is the motivation to learn (Mantiri, 2015; Martin et al., 2018; Kazantseva et al., 2016; Heliyon, 2020).

In addition, the study conducted by Joubert and Snyman (2019) states that online tutors who do not have adequate training to operate the system would be unable to perform effectively and offer the essential assistance and direction to students, which is why they were appointed.

Solutions to challenges

To ensure success, the most successful teachers employ a variety of engagement tactics and rarely stick to a single communication method. Research suggests that effective online tutors often adopt proactive and reactive methods during tutorial sessions (Wong et al., 2019). Highly effective tutors learn to judge when to guide, when to facilitate, when to question, and when to provide direct instruction. Proactive strategies include the tutor's ability to create a safe and comfortable learning environment for the tutee by making learning fun, readily available, encouraging critical thinking, and teaching effective study techniques (Peacock and Cowan, 2016). Effective tutors attempt to alleviate worries by establishing a warm and open social presence to lessen the gap between tutor and tutee through appropriate communication norms

throughout the tutoring session (Metz and Bezuidenhout, 2017). This concurs with the findings of the study by Du, Ochola, and Wernher (2013), who found that online tutors must be sufficiently qualified and trained- both technologically and content-wise- to succeed with an online tutorial.

Online Tutees

Tutees require specific necessary skills to take full advantage of an online tutoring session. To get the most out of the online tutorial program, the tutee should understand and know what is expected in terms of technology, internet access, and basic computer abilities. The tutee should also be prepared to participate in activities and contribute to the tutoring session. Both the tutor and the tutee will be able to make the most of their time together if the student is provided an example of what is anticipated during a tutoring session (Bean et al. 2019).

Benefits of the tutees

The concepts of online tutorials allow students to fully participate in an online learning environment to create a self-learning approach. Egbert (2005) emphasized that online communication allows students to connect verbally with others in a learning-friendly atmosphere. According to Linardopoulos (2010), the respondents believe that their speaking skills, through the online platform of the course, have developed to the same degree or more than if they had used a face-to-face platform. Online speaking communication allows shy students to express themselves more freely due to less teacher control and more authentic tasks (Rodrigues and Vethamani 2015). Egbert (2005) further elaborated that the key advantage of this activity is that learners may connect socially and obtain real verbal input from their peers and others. In the study of Rodrigues and Vethamani (2015), the students' average scores gradually improved as their sessions continued. One of their research respondents was initially hesitant to speak due to limited vocabulary, and when assessed on their last session, the student was already able to ask questions and express oneself in simple and short sentences. In addition, the participant had developed his listening skills and had improved confidence. The participant could ask pertinent questions, use acceptable phrases, and develop adequate sentence structures. Theoretically, the one-to-one online conversation in this study helped the learners gain much confidence in speaking the language despite the influence of accent from their first language (Rodrigues and Vethamani 2015). Slesongsom and Suppasetserree (2012) also agreed that online chatting could motivate students to produce more phrases within ten weeks.

Challenges

Aside from basic computer literacy, the student may need to be acquainted with the application or platform in use, which may need an introduction session with the online tutor or a pre-session hand-outs or video provided to the student via email or easily accessible via the online tutoring school website (Metz and Bezuidenhout, 2017 as cited in Bean et al., 2019).

In the study conducted by Joubert and Snyman (2018), more than half of the participants (54.8%, 17 participants) believed that the most challenging task they have is motivating students to participate. A total of 16.13 percent of the participants were likewise of the opinion that students are unreliable, and 9.7% indicated that the students prefer to communicate directly with the lecturer and not with the online tutor. Students' abilities play a crucial role in effective online learning, and students may not always possess the requisite skills and technological practicality to succeed in this online context (Mashile and Matoane 2012; Schonfeld 2005; Joubert and Snyman 2018). This concurs with the research findings conducted by Du, Ochola, and Wernher (2013) that the most significant obstacle of online learning is student involvement. Students' online engagement is also influenced by the absence of quality contact between tutor and student, which is expected since students spend more time typing replies than listening and

learning (Matoane and Mashile 2013; Schonfeld 2005). The more recent study of Stern (2015) verifies this by saying that one of the primary issues facing an online instructor is persuading students to connect with the teacher or tutor and replicating the interaction in a physical classroom. Du, Ochola, and Wernher (2013) annotated similar problems concerning e-tutoring, namely student barriers due to technological and technical variation in skills, lack of social interaction, lack of access to the Internet, technical problems, and lack of collaboration between students. Therefore, many students have faced issues in online tutoring that might hinder them from participating in the online class environment.

Self-efficacy in Online Tutors

Bandura (1994) defines self-efficacy as someone's beliefs "about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" and it constitutes the key factor of human agency. Teacher self-efficacy plays an essential role in the choices of the teacher's personal goals, the extent of being persistent in the face of adversity and the strength of motivation to carry out certain behaviours in teaching such as use of digital teaching learning materials (Glackin and Hohenstein 2018; Van Acker et al., 2013; Ma et al., 2021). Teacher self-efficacy and technology integration together may be especially important in online education, where technology is central to both teaching and learning (Corry and Stella, 2018).

In the study of Liaw, Huang, and Chen (2007) about understanding teacher behavior in online education, the findings show that satisfaction with the quality of the technology influenced teacher self-efficacy, and self-efficacy emerged as a predictor of teacher intent to use online learning in the classroom. Also, in the study of Allouh, et al., (2021), teachers in primary schools indicated high levels of self-efficacy in online teaching in the areas of student engagement, classroom management, and instructional strategies.

However, in the study of Johnson, et al., (2020), due to the differences between physical and online classroom contexts, teachers tend to feel less self-efficacious about online teaching. It was discovered that university lecturers who had prior experience teaching online were more likely to have more motivation to teach online (Horvitz et al., 2015). Those who had no prior experience with online teaching, on the other hand, reported poorer self-efficacy when they transitioned to online teaching (Kenrick, 2020). Expected technological problems, loss of connection with students, limited comprehension of online pedagogical expertise, and time-consuming elements of online teaching were indicated as threats to online instructors' self-efficacy (Ma, 2021).

Google Applications for Education (GAPE)

GAPE is a free suite of hosted communication and collaboration applications provided by Google for educational institutions (Widiyatmoko, 2021). Innovations provided by Google For Education aims to help create active learning, effective, efficient, and fun. Google For Education is the most interesting innovation from Google because it is a product created to assist teachers and students in carrying out online learning activities.

Google Meet. According to Pratama et al., (2020), virtual meetings through online applications provide many benefits, especially through video conferencing, which makes the learning process efficient, practical, and safe. In the study of Nugraha and Yulianto (2020), three strategies have been applied by the teachers in having online learning; they are applying only online chat, using video conferences, and combining both online chat and video conference in the online teaching and learning process.

Google Meet is a safe application because Google has stated that they have made and operated all of their products on a safe foundation. So they believe the data of their product users will exist and remain private. In their Google Meet product, Google also provides built-in protection by default that will keep users'

meetings safe (St John, 2020). Users find it easy to use Google Meet, so this creates a positive perception of this platform. The use of google meet in the teaching and learning process has important roles to improve the four language skills, especially speaking.

The study of Fakhruddin (2019) shows that there was a significant increase in the score of each criterion for speaking skill. This can also be seen from the results of observations that students looked so enthusiastic when Google Meet applied in speaking class. Some of the students were even enthusiastic about trying to recite every sentence they heard. This certainly proves that the use of Google Meet greatly affects the level of achievement of students' speaking skill in the academic listening and speaking course. Through this online platform having many beneficial features, the virtual teaching and learning experiences are being optimized and enhanced despite the distance of both the tutors and tutees.

Speaking as a competency

According to the Department of Education under DepEd Order (2019), Communication skills enable learners to quickly adapt to present and future challenges and opportunities. Speaking, as a skill, is defined as the oral mode or the productive skill that is more difficult and entails more than than speaking words (Iqbal, 2012). Speaking usually gets the priority in English teaching of the four skills, reading, writing, speaking, and listening. In DepEd's K to 12 Basic Education Curriculum in English, one of the competencies mentioned is Communicative competence, defined as "a synthesis of knowledge of basic grammatical principles and knowledge of how language is used in social settings."

In the English 10 curriculum, under the Oral Language and Fluency in the third quarter, speaking is one of the competencies and skills expected for the students to learn and develop. In addition, the employment of appropriate pitch, stress, juncture, intonation, etc., is part of the content standards According to Baker and Westrup (2003), teachers in many nations ignore speaking skills since they are not graded, focusing instead on other aspects of language acquisition such as grammar or vocabulary, which was notably true in the case of English Education in Vietnamese high schools.

In this research, the online tutoring will focus on the tutees' speaking skills through Prepared Speech. A prepared speech is one that is presented using a script that contains the exact words to be said.

Online Volunteerism

Online volunteerism is a form of volunteerism that uses the internet and ICT tools to help increase organizational capacity in volunteering work. This has been made available to assist people especially during the pandemic (Feng and Leong, 2017). It became an alternative to face-to-face volunteerism to promote safety and civic engagement during the pandemic (Vilbar, 2023).

Feng and Leong (2017) stated that online volunteerism can promote in facilitating easy information sharing, discovering comparable interest groups and decreasing the usage of harmful stereotypes which may have contributes to people's pre-existing prejudices. Online volunteerism reveals that its platforms may be divided into two types based on the time commitment and effort necessary for the volunteering duties (Naqshbandi et. al., 2020). The first category of platforms is micro-volunteering platforms, which need a little amount of volunteer time in the format of microtasks (Bernstein et. al., 2013). These volunteers are only needed to focus on little portions of chores during their brief breaks throughout the day. The second category of platform is macro-volunteering platforms, which have high time requirements for volunteering duties (Naqshbandi et. al., 2020). Time-consuming outreach tasks such as writing policies and proposals and online advocacies are examples of this one.

Online micro-volunteering is frequently characterized as occurring solely through internet-connected devices and/or as a new sort of volunteering different from 'conventional' varieties (Jochum and Paylor,

2013). With the opportunities provided by new internet-based technology, such as tablets, personal computers, and smartphones for enabling distant, flexible, and convenient forms of engagement, much of the recent growth of micro-volunteering has occurred. (Jochum and Paylor, 2013).

Online volunteer satisfaction has an important function in linking the experience of informal crisis volunteering to long term volunteering. In accord to the study of Hyde et. al., (2014), commitment to the organization in volunteerism may form over time and has an important function in linking the experience of informal crisis volunteering to long term volunteering. Online platforms are efficient means to channel the spirit of volunteerism of informal crisis volunteers to help match those people in need of their service (Trautwein et. al., 2020).

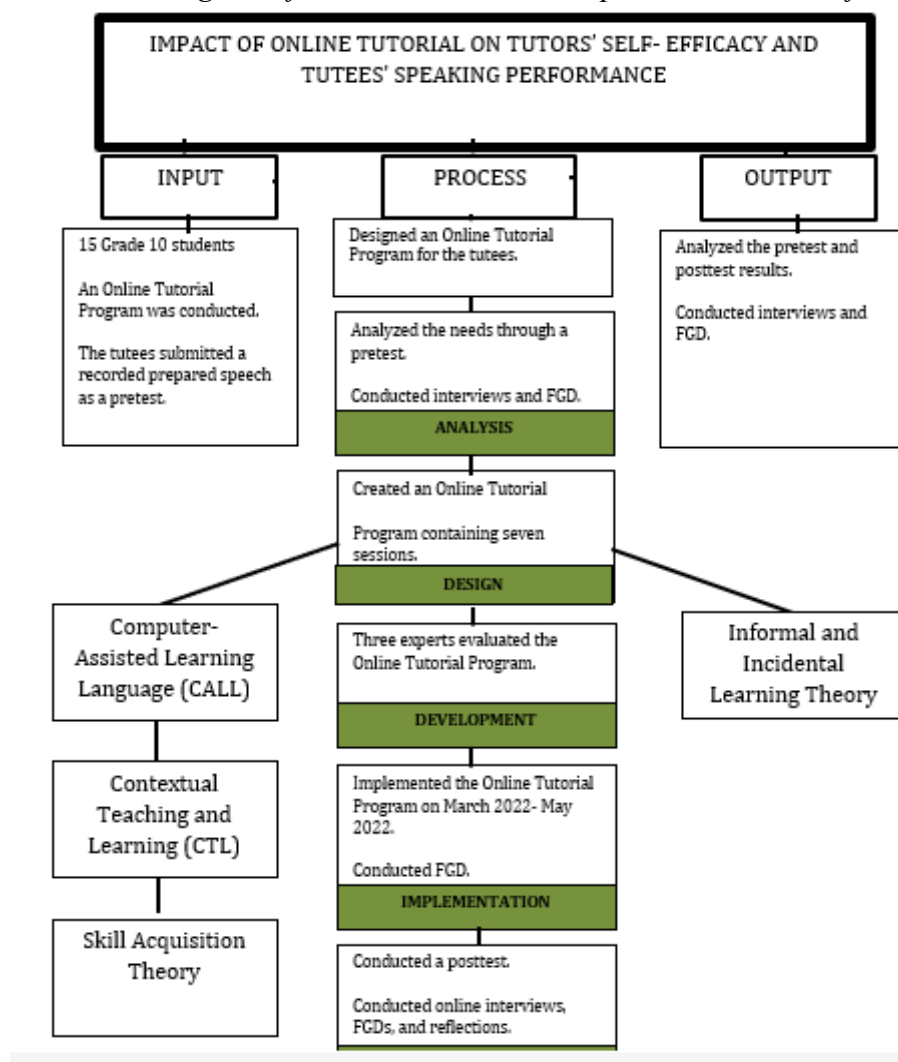
The study of Feng and Leong (2017) revealed that the participants felt great about themselves and believed that it had a significant beneficial influence on the society. These results of this research have resulted to volunteering more widely, such as gaining a sense of satisfaction and positive outlook, developing skills and gaining work experience for the service of the community (Jochum and Paylor, 2013).

Conceptual Framework of the Study

The theoretical background that shows the study's conceptual framework is shown below.

Figure 1.

The Schematic Diagram of the Theoretical- Conceptual Framework of the Study



In Figure 1, Input- Process- Output was used in conducting this research. This research conducted a pretest to determine the tutees' common speaking problems. In the process phase, this research used the ADDIE Instructional model (*Analyzing, Designing, Developing, Implementing, and Evaluating*) to design the Online Tutorial Program. In the analysis stage, the tutees' recorded speaking videos contained their prepared speech on persuasive text. These videos were evaluated by experts using a valid rubric. The recruitment of tutors from UP Cebu Ugnayan ng Pahinungod was also done to identify the volunteer students who are capable of conducting the program.

In the design stage, this study made an online tutorial program which align on the third quarter Oral and Language Fluency competency of the Grade 10 English curriculum. On the other hand, a different professional conducted an FGD to know the tutors' feedback. Experts then evaluated the program, which was part of the development stage. The implementation stage started when the online tutorial program began. Lastly, for the evaluation stage, this study conducted a posttest in which different sets of persuasive topics were given but with the same rubric through a recorded video.

For the tutees, they gave reflections on their significant learning, improvements and attitude towards the online tutorial program. The tutors answered a self-efficacy rating scale. In the output stage of this research, this study compared the results of the pretest and posttest using the One Sample T-test and Paired Sample T-test which determined the significant improvement the tutees' speaking performance.

Significance of the Study

This research intends to help Grade 10 students from a public school in Cebu City who want to enhance their speaking English through online tutorial by having prepared speech speaking activities and exercises. Moreover, it would be helpful to the following:

the **tutees**, especially those who wish to enhance their speaking skills. This study would give the students information on what they would do to improve their speaking skills and their prepared speech speaking performance.

the **teachers**, particularly the language teachers, deal with similar issues with their students. This research would provide them with ideas about how the online tutorial program may help the students learn better and how they would implement and integrate it in the classroom, particularly during times of crisis.

the **school administrators**, this study would be utilized as a guide and reference in creating an online tutorial program, mainly when emergencies and crises occur. This study would also enable them to realize how the online tutorial program has effectively affected the people involved, especially when the realization of its limitations is already being integrated.

the **tutors**, this study would be used as a reference for future tutors who wish to make their tutorial classes more effective and meaningful, whether online or in person, especially when they encounter obstacles during the learning process. This would help them better grasp how to become a better tutor.

Scope and Delimitation of the Study

This study has the following scope and limitation:

Participants. There were only 15 Grade 10 students willing to participate in the program thus offering 15 tutors from UP Cebu Ugnayan ng Pahinungod.

Content. The coverage of the program's content is within the third quarter of Grade 10 English only since it contains the Oral and Language competency: speaking. The speaking skill is the main focus of this study.

Online Platform. The sessions were conducted through Google Meet during all sessions because it consumed lesser bandwidth. This application has no time limit for usage compared to Zoom regular account.

Definition of Terms

Google Meet- the online platform used for the tutorial sessions conducted by the tutors to the tutees.

Online Tutorial Program- the program designed containing relevant topics anchored to speaking which have activities and assessments for the tutors to imply on the tutees.

Online tutorial- the process of tutoring in a virtual environment in the teacher's comfort and the student's own time and place.

Prepared Speech- the tutees wrote their own speech based on the persuasive topics given to them which will be the basis for their speaking activity.

Recorded Persuasive Prepared Speech - the kind of test used as the basis for the pretest and posttest of the tutees.

Self-efficacy- a human being attribute that indicates perception of their capability to complete foreseeable daily tasks which shape their decision-making process. In this study, self-efficacy was measured using the Teacher Sense of Efficacy Scale (TSES).

Tutors- college students of UP Cebu who were volunteers from Ugnayan ng Pahinungod.

Tutees- the Grade 10 students of a public school in Cebu City who wish to enhance their speaking skills.

Chapter 2

Research Methodology

This chapter comprises the research design, the instruments, the research environment, the respondents, the research procedure, and the statistical tools for treatment yielded by the study.

Research Design

This study used an action research design in which the researcher is a member of the research community to identify difficult circumstances or concerns that they believe should be investigated to make key informed practice changes (Burns, 1999). It employed a combination of qualitative and quantitative methods in its data gathering procedures. An FGD and video-recorded reflection were used to validate the data by determining participants' feedback and experiences with the online tutorial program for qualitative data. A rubric was used to assess tutees' speaking performance outputs in their pretest and posttest, and a self-efficacy measurement scale was used to determine the self-efficacy of the tutors for quantitative data. The online tutorial program was anchored to ADDIE Instructional Model. The ADDIE model clearly defined the stages on the implementation of an effective program. The stages are Analysis, Design, Development, Implementation and Evaluation.

Research Environment

This study was conducted online using Google Meet for the online tutorial program's implementation. As for the tutors, they were asked to answer a self-efficacy measurement scale which was sent through Facebook messenger. For the participants' communication, they also used Facebook messenger.

Research Participants

This study had two groups of participants who were the tutees and the tutors. The tutees were 15 Grade 10 students from a public school in Cebu City. They were between the ages of 15 – 17 years old. The tutees owned a cellular phone, laptop, or desktop computer, and internet connection. They have opted for the Printed Modular learning modality.

The tutors were student volunteers in a state university in Cebu. These online tutors took Communication courses in their undergraduate program, owned a cellular phone, laptop, or desktop computer, and internet connection.

Research Procedure

The design of the online tutorial program was anchored on the ADDIE Instructional Model Design. In the Analysis stage, the tutees' recorded speech videos were evaluated by experts using a valid rubric. As for the tutors, they answered a Self-efficacy Measurement Scale, gave reflections and joined FGD.

In the Design stage, this study made an online tutorial program after knowing the common speaking problems that the tutees have. On the other hand, a different professional conducted an FGD to know the tutors' feedback. Experts then evaluated the program, which was part of the development stage. The implementation stage started when the online tutorial program began. Lastly, for the evaluation stage, this study conducted a posttest in which different sets of persuasive topics were given but with the same rubric through a recorded video.

For the tutees, they gave reflections on their significant learning, improvements and attitude towards the online tutorial program through a recorded video. As for the tutors, a focused group discussion (FGD) of their feedback regarding the online tutorial program was done. In the output stage of this research, the pretest and posttest results of the tutees were compared using the One Sample *T*-test and Paired Sample *T*-Test, which determined if there was a significant improvement in the tutees' speaking performance.

The rubric for speaking (See Appendix A) was used to evaluate the results gathered from the pretest and posttest of the tutees and the self-efficacy measurement scale (See Appendix C) for the results gathered from the tutors.

Research Instrument

The research used the following instruments:

Speaking Rubric (Esmero, et. al., 2022)

This is a rubric on speaking evaluating the tutees' and tutors' prepared speech in the pretest and posttest. This underwent content validity through expert's evaluation and revision. It underwent pilot testing and received a Cronbach's alpha of 0.927. This means that the rubric was reliable. This assesses oral performance on five primary criteria: comprehension, pronunciation, fluency, grammar, and vocabulary. The score can be described as follows: Grammar Accuracy 5 points; Fluency 5 points; Organization 5 points; Speech Rate 5 points; Articulation 5 points; and Content 5 points having a total of 30 points.

Focus group discussion guide questions

This instrument was used as a guide for the focus group discussion (FGD). The FGD was done online by another professional. This was used to collect feedback and comments from the tutors regarding their

overall experience in the online tutorial program (See appendix B).

Teacher's Sense of Efficacy Scale- TSES (Moran and Hoy, 2001)

This instrument was used as a measuring tool for the tutors' level of self-efficacy after the online tutorial program. Tutors are usually called teachers since they facilitate the learning during the online tutorial sessions. The long version contains 24 questions while the one used in this research contains 12 questions. The three correlated factors found in this survey are Efficacy in Student Management wherein Items number 2, 3, 4, and 11 fall under; Efficacy in Instructional Strategies wherein items 5, 9, 10 and 12 belong and Efficacy in Classroom Management wherein items 1, 6, 7, and 8 are categorized. In order to determine the efficacy of each factor, the items that fall under each factor should have the mean score computed. The measure uses a Likert- scale with items rated from: Nothing; Very Little; Some Influence; Quite a Bit; and A Great Deal. This tool has a Cronbach's Alpha of 0.93.

Statistical Treatment

The following statistical formula were utilized to answer some of the specific problems in the study:

1. The **Shapiro- Wilk normality test** was used to know if the scores of the participants had a normal distribution. In order to determine the performance of the pretest and posttest performance of the students, the **One Sample T-test** was also used. Based on the acceptable score, this test data determined if the tutees' pretest and posttest performance were below average, average, or above average.

$$t = \frac{|HM - AM|}{\frac{SD}{\sqrt{n}}}$$

where:

HM = hypothetical mean; this refers to the acceptable score based on the standard set by an institution

AM = actual mean; this refers to the score obtained by the tutees

SD = standard deviation; a standard deviation is a statistic that measures the dispersion of a dataset relative to is calculated as the square root of variance by determining each data point's deviation relative to the mean. If the data points are further from the mean, there is a higher deviation within the data set; thus, the more spread out the data, the higher the standard deviation.

n = number of samples; refers to the number of tutees in the study

2. To know if there was a significant mean gain of scores from the tutees, the **Paired Sample T-test** was used.

$$t = \frac{\bar{d}}{\frac{SD}{\sqrt{n}}}$$

where:

d = average of the difference between speaking performance score after exposing the tutees to the twenty-hour online tutorial and before the online tutorial and pretest score of every tutee

SD = standard deviation

n = number of participating students

3. To know the level of performance of the tutees in terms of individual speaking criterion, the weighted mean was used.

Weighted Mean=

$$\frac{\sum wx}{\sum w}$$

where:

\sum = total/sum of

w = corresponding weight

X = score

Data Management Plan

The data received which were collected using online Google platforms and stored in the researchers' university email accounts are secured with passwords that only the conductors have access to. Aside from the researcher, no one else has access to the data. Prior to performing the research, parent agreement and assent forms were sent to the tutees to confirm their intention to participate in the study. On the other hand, consent forms were given to the tutors. Any information obtained from the participants was only examined throughout the course of the research. The anonymity of the participant was retained since all the information that was collected from the subject who pulled out from the study was erased. The data will be erased upon the researcher's graduation, with the whole drive containing the material being removed and no new copies will be obtained.

Informed Consent Plan

Parental consent and assent forms (See Appendices D and E) were distributed to the tutees while a Consent Form (See Appendix J) for the tutors. For the parental consent and assent forms, these are deemed necessary as the chosen respondents are minors. Parental consent directly asks for the parents' or guardian's permission to allow the students to partake in the research. Further, the consent form given contains basic information of the background of the study. The research pledges that no information will be leaked and that all acquired data will remain confidential. It also ensured that no harm was done to the respondents. Permission was sought from the director of UP Cebu Ugnayan ng Pahinungod.

CHAPTER 3

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered by the researcher in the development of the program and the conduct of its implementation.

The Online Tutorial Program

Design Phase

The Online Tutorial Program design was anchored on the theories of Computer Assisted Language Learning, Contextual Teaching and Learning, and Skill Acquisition Theory.

Content

The online tutorial program used the learner-centered approach since it addressed the needs of the 15 Grade 10 students for enhancement in one of their Grade 10 English competencies- Oral and Language Fluency. Oral and Language Fluency is one of the third quarter English competencies for Grade 10 which primarily introduces the speaking skill. There were seven sessions which comprised the whole third quarter as observed in the school calendar during the pandemic. For the Activities, the researcher developed the content and the activities that promote organization, pronunciation and delivery of speech. The tutors were encouraged to look for other activities based on the needs of their respective tutees.

The sessions addressed its content on the speaking skills for these learners. This program contains the Sessions, Lessons, Competencies, Activities and Evaluation. Under the session are the dates and the number of hours each intended tutorial is needed to be done. For the Lessons, these are the expected things to be learned by the tutees which are aligned on the improvement of their speaking skill. Under the Competencies are the targeted ability that the tutees acquire.

For the Activities, these are the tasks needed to be accomplished in order to practice and enhance the speaking skills of the tutees. Lastly, the Evaluation part contained the different tasks on how to assess what the tutees have learned on the different sessions. The program was anchored on Contextual Teaching and Learning (CTL), wherein it introduces knowledge in a number of ways of active learning strategies aimed to assist learners in connecting what they already understand to what they are intended to learn and build new knowledge from the analysis and synthesis of this learning process (Hudson and Whisler, 2007). With CTL, the tutees then organize and utilize the new information they have received by integrating them with the information they already have to make sense to them. The tutees have the grasp of learning through "experiencing," not by "memorizing" the content of the entire tutorial program. With the inculcation of CTL in the making of the content of the program, it encourages students to take control of their personal learning and the relationship between knowledge and its application to varied situations and environment in which they live (Satriani, et.al, 2012).

The study of Amity (2020) defined synchronous and asynchronous online learning as follows: the synchronous online learning involves a teacher and a student meeting online on whichever platform is chosen to work on and cooperating in the same way that they would in a classroom. Asynchronous online learning is an unsynchronized mode of learning in which the attendance of the teacher and the students can vary in accordance with what schedule the parties have agreed upon.

The participants had a synchronous session to have real-time discussion on the materials for the discussion. The feedback of the weekly assignments also happened during the tutorial session. The benefits of employing a synchronous learning environment include real-time knowledge and learning exchange, as well as rapid access to the teacher to ask questions and receive answers (Skylar, 2009). On the other hand, asynchronous sessions were also implemented to let the tutees practice their speaking skills on their own time frame. Learning materials such as power points presentations and recordings were given to the tutees to make these accessible anytime and anywhere. Tutees had assignments to do every week and the feedback from the tutor happens on the next session. This type of online learning is advantageous because

when response is delayed, students engage critical thinking more, and the more they develop the solution rather of responding spontaneously (Amiti, 2020).

Table 1.
Sample Design Syllabus

| Sessions | DepEd Competencies | Lessons/ Topics | Activities | Evaluation |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Session 1 (April 6, 2022) Online (Synchronous) - 1 hour Online (Asynchronous) 2 hours | FOCUS: EN10 OL-IVc-3.8: Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech | Introduction of Prepared Speech How is Prepared Speech done? | Use of Senatorial Campaign Advertisements to introduce the topic Reading and discussion of the powerpoint presentation about the topic | Identifying common mistakes (grammar, pronunciation, etc.) |
| Session 2 (April 13, 2022) Online (Synchronous) - 1 hour Online (Asynchronous) 2 hours | FOCUS: EN10OL-IVc-3.8: Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech | Introduction of P.R.E.P. Framework Giving of Prepared Speech Topics | Recapitulation of previous discussion Introduce another strategy in organizing one's thoughts following | Give own understanding of the P.R.E.P (Point, Reason, Example and Point) Framework |
| Session 3 (April 20, 2022) Online (Synchronous) - 1 hour Online (Asynchronous) 2 hours | FOCUS: EN10OL-IIIh3.11: Produce the sounds of English correctly and effectively | Diagnostic Speaking Test (consonant sounds, vowel sounds and intonation diagnostics) | Recapitulation of previous Discussion Encourage tutee to speak in English and take note of the mistakes committed such as grammar and the like. | Diagnostic Test a. consonant sounds diagnostics b. vowel sounds diagnostics c. intonation diagnostics |

Table 1 shows the sample design syllabus wherein the topics presented are aligned on how to enrich their speaking skill (See Appendix I for the complete syllabus). In Sessions 1 and 2, Organization was the target competency to be discussed, and its subtopics were on how to make a prepared speech and how it is done. For Sessions 3 and 4, the Pronunciation competency was the highlight wherein the P.R.E.P (Point, Reason, Example and Point) Framework and Prepared Speech topics were introduced. For Session 5, the Delivery of Speech was the main competency to be achieved. As for Sessions 6 and 7, the final sessions, the

Assessment Part was given comprising of two parts: (1) Question and Answer and (2) Speaking Performance.

Activities

The activities were designed on the enhancement of the speaking skill of the tutees. DeKeyser (2007) said that the application of Skill Acquisition Theory means having a repetitive performance of the same or nearly related processes. Through these enhancement activities in the program, learned actions can become routinized and even automated (Speelman, 2005). As a result of these activities, development of a wide range of skills will demonstrate a remarkable similarity in progress from initial representation of knowledge through initial changes in behavior to eventual proficient, spontaneous, mainly effortless, and highly qualified behavior (DeKeyser, 2007).

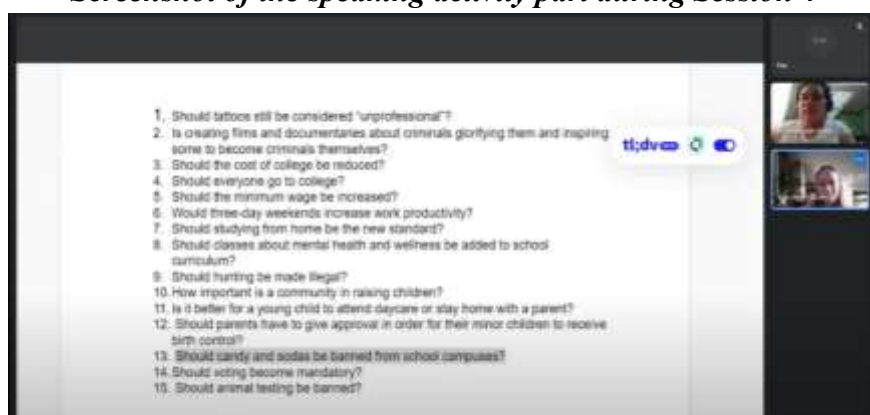
The activities during their Session 1 were the presentation of the Senatorial Campaign Advertisements 2019 video clips in order to introduce the topic Prepared Speech. After, a powerpoint presentation was shown containing the definition and how the Prepared Speech is done as shown in Figure 1.

Figure 1.
Screenshot of one of the Online Tutorial Sessions during Session 1



For Session 2, a recapitulation of their previous session was done in order to refresh the memory of the tutees. After, the P.R.E.P. Framework was presented in order to practice more the Organization skill which was the target competency of the two sessions. After the introduction of this framework, the tutor gave the list of the persuasive speech topics as seen in Figure 2.

Figure 2.
Screenshot of the speaking activity part during Session 4



In Figure 3 during the Session 3, the common mispronounced words were presented by the tutor and let the tutees read them. In this way, the tutors identified and corrected which words were mispronounced to attain the target competency which is Pronunciation.

Figure 3.
Screenshot of the speaking assessment part during Session 6



The activities during the online tutorial sessions are anchored on the CALL Theory wherein the tutees and tutors utilize the applications of the computer in their presentation, reinforcement, and assessment of content to be learned, with a significant interactive component (Levy, 1997; Davies, 2002; and Ulangkaya, 2021). For the exercises, the sessions used electronic tools, interactive textbooks, and online platforms like power point presentations which have profoundly transformed how languages may be taught (Chapelle, 2008). With the results of the activities given, the online learning experience and computer capabilities greatly promoted learning results and mindset about online learning, and there was an increase in scores when the online tutorial was used during the discussion (Buzzell, et. al., 2002 and Oh and Lim 2005).

Assessment

The assessments used Formative and Summative Tests. The inculcation of Formative and Summative Tests in an online setting is important because it demonstrated that the level and quality of interactivity among online participants influence its effectiveness and are essential in certifying learner's achievements (Gikandi et. al., 2011). In the short duration span of the whole program, these assessments should be done in order to ascertain validate the program's effectiveness. With the implementation of online formative assessment, this can contribute to improved performance in summative assessment if learners consistently analyze feedback to have in-depth understanding (Gikandi et. al., 2011).

In Sessions 1, the Formative assessment done by the tutors was to identify the common speaking mistakes produced by the tutees especially their grammar and pronunciation. For Session 2, the understanding of the tutees regarding P.R.E.P. Framework was assessed through an oral recitation. On Session 3, a Diagnostic Test was made which was divided into three phases: (1) consonant and sounds diagnostics; (2) vowel sounds diagnostics; and (3) intonation diagnostics in order to assess their pronunciation ability. The Summative assessment was done on their Session 6 and Session 7. The overall assessment was divided into two: (1) Review: Question and Answer; and (2) Speaking Performance. The first part happened during the Session 6 wherein the tutor asked questions relating to all the speaking topics discussed to the tutees. For the second part which happened on Session 7, the tutees were tasked to create a persuasive speech and record themselves delivering it.

Experts' Evaluation of the Online Tutorial Program

Three different English language experts evaluated the online tutorial program. They used the Department of Education Learning and Development Program Evaluation Sheet (see Appendix F), with the categories (1) Program Management, (2) Attainment of Objectives, (3) Delivery of Content, (4) Provision of Support Materials, (5) Program Management Team and (6) Training Venue wherein the program should observe all the criteria found in the DepEd's evaluation sheet. Table 1 shows the expert's evaluation of the online tutorial program.

Table 2
Online Tutorial Program evaluation from experts

| Expert Raters | Program Management | Attainment of Objectives | Delivery of Content | Provision of Support Materials | Program Management Team | Training Venue |
|---------------|--------------------|--------------------------|---------------------|--------------------------------|-------------------------|----------------|
| 1 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Agree |
| 2 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Agree | Agree |
| 3 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |

Three experts rated the Program Management, Attainment of Objectives, Delivery of Content, and Provision of Support Materials *Strongly Agree*, while two of the experts rated the Program Management Team *Strongly Agree* and one *Agree*. As for the last component, which is Training Venue, two of the experts rated *Agree* while the other one rated *Strongly Agree*.

Expert 1 stated, "It is better if you choose a specific topic per session so that the objectives of that day will really be attained rather than having a general topic. The coherence of the flow of discussion might not be sustained if it is continued in the next session." The suggestion to choose topics for the program that are specific will be beneficial to both the tutors and the tutees, knowing that the goals will be more attainable and sustainable as the program is introduced.

The experts commended the program's content, wherein there is an appropriate choice of topics to discuss aligning with the target skill, which is speaking skill. The activities designed are interactive and beneficial to the students involved in the program. The teaching and learning process from day 1 to the last day was all well-crafted since everything is clear and attainable.

The three experts were of the same opinion that the online tutorial program could be very beneficial to the students since they are learning in a more interactive way rather than just focusing on answering their modules. They have emphasized that learning the speaking skill has been really practiced through the different activities offered in this program. One of the tutorial's primary objectives is to produce a virtual tutoring environment for learners to mirror a face-to-face experience that achieves a successful class with the dedication of these learners. Students who are in distance learning and those taking up classroom-based courses benefit from the online tutorial program being provided by schools (Smith, 2012).

Expert 2 added, "The program is really understandable and attainable. Both the tutors and tutees will really have smooth-flowing sessions if the objectives will be attained." According to Doukakis (2021), the online tutorial program should be available for learners who need to understand a concept and demand

clarification, need extra help with a matter in question, or if they need assistance in accomplishing an activity or exercise.

Also, in the study of Doukakis, 2021, the online tutorial program is a promising result of innovation since, unlike any other student support system, this is instituted in education as something latest and much less complicated, and the use of online tutorial programs to assist secondary school students is global that it opens the possibilities of technology. With the growing number of people aware of online tutorials and their role in aiding students, more schools have invested in succeeding in excellent online tutorial programs and practices by initiating goals that will lessen predicaments and result in student success support (Bean et al., 2019).

Through Contextual Teaching and Learning (CTL), the content of the online tutorial program introduces the information on active learning strategies intended to assist in connecting what they currently know to what they are supposed to learn, as well as in constructing new knowledge through the analysis and evaluation of this learning process (Hudson, et. al., 2007). The activities in the program target the enhancement of speaking skill by letting the tutees experience these rather than memorizing. CTL encourages learners to take the initiative in their own learning and to make connections between information and its application in diverse situations in their life (Satriani, et.al, 2012).

Pretest and Posttest Performances of the Tutees' Recorded Prepared Speech Videos

The following were done to establish and to check the participants' performance outcomes in terms of their pretest and posttest prepared speech videos, the following were conducted: (1) three experts served as raters and checked the videos of the participants with the use of a validated and expert-approved rubrics for a recorded prepared speech video (See appendix A for the rubric).

Table 3 shows the performance of the tutees' recorded prepared speech prior to and after the online tutorial program.

Table 3
Pretest and Posttest Recorded Prepared Speaking Performances of the Tutees

| Criteria for Speaking | Pretest | | SD | Posttest | | SD | Test Statistics | | Remark |
|-----------------------|---------|----|------|----------|----|------|-----------------|--------------|-------------|
| | AM | HM | | AM | HM | | e | p-value | |
| Grammar Accuracy | 13.26 | 9 | .70 | 13.80 | 9 | 0.56 | 33.16 | $p < .001^*$ | Significant |
| Fluency | 13.13 | 9 | .74 | 13.67 | 9 | 0.72 | 24.97 | $p < .001^*$ | Significant |
| Organization | 12.73 | 9 | 1.22 | 13.47 | 9 | 1.06 | 16.32 | $p < .001^*$ | Significant |
| Speech Rate | 12.13 | 9 | 1.18 | 13.73 | 9 | 0.79 | 22.95 | $p < .001^*$ | Significant |
| Articulation | 12.47 | 9 | 1.18 | 13.93 | 9 | 0.88 | 21.62 | $p < .001^*$ | Significant |
| Content | 12.40 | 9 | 1.35 | 14.00 | 9 | 0.85 | 22.91 | $p < .001^*$ | Significant |

| | | | | | | | | | |
|---------|-------|----|------|-------|----|------|-------|---------------|-------------|
| Overall | 76.12 | 54 | 3.04 | 82.60 | 54 | 2.50 | 44.28 | p <.001* | Significant |
|---------|-------|----|------|-------|----|------|-------|---------------|-------------|

* significant at .05

H.M. = hypothetical mean; this refers to the DepEd standard wherein its passing mark is 60%.

Table 4 shows the comparison between the pretest and posttest performances of the tutees' recorded prepared speech.

Table 4
Means Improvement of Recorded Prepared Speaking Performance of the Tutees

| Test | n | H M | AM | SD | Difference between means | Test Statistics | | Remark |
|----------|-----|------------|-------|------|--------------------------------|-----------------|------------|-------------|
| | | | | | | Computed t | p -value | |
| Pre-test | 15 | 18 | 25.38 | 1.01 | 0.58 | 2.83 | 0.013 | Significant |
| Posttest | 15 | 18 | 25.96 | .87 | | | | |

* H.M. = hypothetical mean; this refers to the DepEd standard wherein its passing mark is 60%.

Actual Mean (AM) refers to the students' final scores. This was determined by adding the total points of the 15 tutees per criterion and then dividing it by the total number of participants. Alternatively put, AM is the average or common value in the scores of the tutees per criterion. On the other hand, Hypothetical Mean (HM) refers to the passing score of 60% (9 points) as imposed by the Department of Education.

Table 3 presents the pretest and posttest public speaking performance of the grade 10 students in terms of every criterion. The hypothetical mean (H.M.) for each criterion is 9, indicating 60% of the total rate from three (3) different raters. These were compared to the actual mean (AM) gained from the said criterion. For the pretest, it can be observed that Grammar Accuracy showed the highest actual mean with 13.26. The lowest, however, is Speech Rate, with an actual mean of 12.13. The rest of the criteria had the actual mean as follows: Fluency is 13.13; Organization is 12.73; Articulation is 12.47; and Content is 12.40. Hence, the means for each criterion was significantly different from the hypothetical mean. This can also be summarized from the Overall pretest performance of the students, where the overall average mean is 76.12, significantly higher than the hypothetical mean 54. The posttest recorded speech speaking performances of the tutees were assessed using the same statistical hypothesis test as the pretest. For Grammar Accuracy, AM is 13.80; Fluency is 13.67; Organization is 13.47; Speech Rate is 13.73; Articulation is 13.93; Content is 14.00; and for the Overall, AM is 82.60, which was way higher than the H.M. of 54 which is 60% of the perfect score —90. Looking at the p -value, all criteria were .001, which was less than 0.05; thus, the result is significant.

As seen in Table 4, this shows the significant difference in the performance means before and after exposure to the online tutorial. It can be observed that before the students were exposed to an online tutorial, the pre-survey result showed a mean score of 25.38 from the given criteria. After being exposed to the program, this score improved to 25.96, gaining a mean difference of 0.58. Hence, there is a significant difference in the performance means before and after exposure to the online tutorial program. This shows the comparison of both the results from the tutees' pretest and posttest. All the criteria are

significant, given that the p -value is below 0.05. n refers to the number of the tutees who participated in the pretest and posttest. To compare the mean improvement of the pretest and posttest and to know if the posttest is statistically higher than the pretest, the Paired Sample T-test was used. In the result, the gain in the posttest in all the criteria, which are Grammar Accuracy, Fluency, Organization, Speech Rate, Articulation, Content, and the Overall performance, is significantly higher. Hence, the totality of the speaking performance of the tutees after the online tutorial program was implemented is above performance or above average. This implies that the online tutorial program had a beneficial effect on the students' speaking abilities.

During the shifting of the entire printed modular modality, students were not exposed to enhancing their speaking skills, and there had been insufficient guidance from the teachers as well. In the printed modular modality, speaking skill was not regularly practiced and integrated in the class activities since the students were just tasked to answer the modules. In the study of Doukakis (2021), students who are in online tutorial programs supplement and enhance their learning in real time. Also, in the studies of Linardopoulos (2010), Kamardeen (2014), and Rodrigues and Vethamani (2015), the respondents of their online tutorial method developed student learning and speaking skills by providing improved flexibility, interactivity, motivation, real-time feedback, and reflective learning compared to when they still had face-to-face classes. According to Steeples, Jones, & Goodyear (2002) real-time interaction allows simulation of a real classroom learning situation and immediate interactive clarification of meaning. These studies confirm that an online tutorial is effective as an enhancement material in learning, especially if real-time feedback is being provided, knowing that the results from their activities are being noted at the same time.

The findings also supported the study of Heiss, et. al. (2006) on making the online tutorial as a supplemental material wherein the study concluded that the online tutorial was a good material for learning and most of the respondents of the study would recommend online learning to fellow students rather than just having pure lecturing during discussions. Authentic exercises were also evident in the conduct of the program. Maina (2004) identified three key elements of authentic exercise: activities mimic real-world situations, learning takes place in meaningful situations which are extensions of the learner's world, and the learner is at the center of instruction.

The results are justified in the reflection- giving through video recording of the tutees, and some of them said that they had learned a lot from the online tutorial. It boosted their confidence to speak more and allowed them to learn more about speaking skills. The results manifested the positive feedback that the participants gave in their video-recorded reflection giving.

Summary of the Participants' Feedback on the Online Tutorial Program

A. Tutees' Feedback and Realizations

Table 6

Tutees' Feedback and Realizations of the Online Tutorial Program

| Themes | Sample Quotes |
|--------------------------|--------------------------------------------------------|
| Developed thankfulness | My heart is grateful of what my tutor has done for me. |
| Boosted their confidence | I am now more confident |
| | The sessions made me gain more confidence. |

| | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| | My confidence really was boosted, thanks to my tutor. |
| Established friendship | I like my tutor so much. I am glad I was given to her. I can share to her things which are outside the scope of the topic. |
| Learned more ideas about speaking | I get to know more about speaking that was not introduced in my module. |

From the themes of the tutees' reflections, the tutees evaluated the program to have developed thankfulness, boosted their confidence, established friendship and learned more ideas about speaking (See Appendix G for the detailed Feedback and Realizations).

These feedbacks affirmed the study of Said et. al. (2016) that the tutors must interact as if they were standing there in front of the students, giving them direct guidance. In the students' learning process, a tutor serves as both a catalyst and a motivator. P1, P6, P8, and P9 expressed their gratification to their tutors. They said that "I am really thankful to my tutor because he has shared to me a lot of advices regarding my speaking skill." The tutees had a positive response on the tutorial program because of what their tutors have shown and have given to them. Most of them commended their tutors because of helping them boost their speaking skill. P12 said "I had a positive experience with my tutor." Most of the tutees even said that they had established a good relationship with their tutors. P5 said "My tutor and I had a really nice bonding." Overall, the participants' relationship during the program has established a positive result.

The tutees also noted that they have improved their speaking skill and confidence after joining the online tutorial program. Online speaking communication allows shy students to express themselves more freely due to less teacher control and more authentic tasks (Rodrigues and Vethamani 2015). In order to ensure exceptional programming, authentication of students' learning, and deliberate usage of resources, the online tutorial program's goals and outcomes should be aligned (Bean et. al., 2019). P2 even said that "I am thankful that I experienced this tutorial because I did not realize I can be good at speaking if not only because of this tutorial". To support, P5 said "This was very memorable because I get to learn not just from my modules but also online." The tutees expressed how learning in an online setting has really helped them practice their speaking skills despite having the modules distributed by the school. P12 said "I am happy to be part of this program because I get to know a lot of stuff about speaking and experience it real time despite our distance." These responses support the study of Egbert (2005), who further elaborated that the key advantage of this activity is that learners may connect socially and obtain real verbal input from their peers and others. The one-to-one online conversation in the study of Rodrigues and Vethamani (2015) has helped the learners gain much confidence in speaking the language despite the influence of accents from their first language.

On the other hand, the tutees also expressed that they have joined the program in order to have more avenues in learning their module. P6 said that, "Upon knowing what the program was, I was really interested to join because this can help me more understand the contents of my module." The program had become a reinforcement tool to the tutees in understanding more of the content of their module. P12 even said, "I have practiced the skill more by joining this program." The online tutorial program has provided

the tutees a new way in enhancing and practicing their speaking skill freely due to less teacher control and more authentic tasks (Rodrigues and Vethamani 2015).

In the duration of the online tutorial program, varied activities and exercises were introduced in order to enhance speaking skill. In the Skill Acquisition Theory, the development of a wide range of skills demonstrates a remarkable similarity in progress from the initial representation of knowledge through initial changes in behavior to eventual proficient, spontaneous, mainly effortless, and highly qualified behavior, and this set of phenomena can be taken into account for by a set of basic principles common to skill acquisition (Dekeyser, 2007). The tutees were asked to practice their speaking skills, and eventually, with the results, they became more proficient. This application of the practice of this theory is defined as the repetitive performance of the same or nearly related processes (DeKeyser, 2007).

B. Volunteer Tutors' Feedback and Realizations

Table 7

Volunteer Tutors' Positive Feedback and Realizations on the Online Tutorial Program

| Themes | Sample Quotes |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learned the teaching skill | This was my first time to conduct teaching and with what my tutee is showing, I can really say that I had it in me. |
| Acquired more patience | I have experienced to become more patient because of my bad experience in my internet connection. But my tutee was still very patient enough to wait for me. |
| Became more confident | I have become more confident especially on tutoring the speaking skill upon seeing my tutee's result. |
| Learned more about the speaking skill | Together with my tutee, I also have learned things about Speaking. I have learned things about speaking which were not taught during my younger years. |
| Discovered something new about themselves | I didn't know I could teach but because of this, I discovered that I can really deliver a content. |

Table 7 shows that the tutors learned the teaching skills, acquired more patience, became more confident, learned more about the speaking skill, and discovered something new about themselves.

In the duration of the online tutorial program, the tutors have learned the skill on teaching. As T2 said, "This was my first time to conduct teaching and with what my tutee is showing, I can really say that I had it in me." While delivering the subject matter to the tutees, the online tutors were also learning and enhancing ways on how to teach efficiently. T3 said, "I didn't know that I can really deliver the topic to my tutee but upon seeing the result, I really have taught her well."

Along with these positive results of the program, the online tutorial has also made the tutors practice their sense of patience in dealing with the tutees. According to T3, "I have experienced becoming more patient because of my bad experience with my internet connection. But my tutee was still very patient enough to wait for me." Also, the tutor shared that this incident has happened several times, but still, the tutee has managed to wait for their lesson to continue. The tutors have developed their sense of patience more upon the conduct of this program.

The tutors have also boosted their confidence from the different learning sessions they have conducted with the tutees. According to T6, "I have become more confident especially on tutoring the speaking skill upon seeing my tutee's result." The tutors shared that they have become more confident in dealing with other people soon.

T5 said that "Together with my tutee, I also have learned things about Speaking." Upon revisiting the topics related to speaking, the tutors have also gained new learnings regarding the skill. To add, T8 said, "I have learned things about speaking which were not taught during my younger years." The tutors were able to explore beyond their skills in order to give the tutees a more meaningful and creative learning process because these participants have the need, motivation, and opportunity for learning (Marsick and Watkins, 2001).

The online tutors have also revealed that they have discovered and unraveled something new about themselves, which they think is beneficial to their growth. T2 said "I didn't know I could teach but because of this, I discovered that I can really deliver a content." To support, T1 said, "I am learning from the tutee aside from the fact that the tutee should be learning from me. Both of us are learning from each other."

These online tutors have discovered that they are also learning while teaching, which supports the Informal and Incidental Learning Theory. Tutors experienced the opportunity for an intentional but not highly organized form of learning (Marsick and Watskins, 2001). The tutors have inculcated incidental learning as a result of another action which was the conduct of the online tutorial (Marsick and Watkins, 1990). The tutors are also learning at the same time in their self-directed learning, networking, coaching, mentorship and performance planning that includes the opportunity to review learning requirements which are examples of intentional but not highly organized learning (Marsick and Watkins, 2001).

Table 8
Volunteer Tutors' Challenges on the Online Tutorial Program

| Themes | Sample Quotes |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experienced bad internet connection | <p>There were sessions wherein there were problems with my internet connection. Whenever I am cut off, I explain a certain part of the lesson once again."</p> <p>Due to a very slow internet connection, I asked the tutee to turn off the camera in order to have a stable internet connection. But whenever the activity requires me to watch the tutee speak, I let her turn on the camera.</p> |
| Underwent rescheduled sessions | <p>There were sessions wherein these did not happen on the same day as planned, but we</p> |

made sure that a session should be done weekly in order to avoid backlogs."

"Depending on the availability of both parties, we conduct the tutorial on the same day we agree upon."

One of the challenges that the participants faced during the implementation of the online tutorial program was the bad internet connection (please see Appendix I for the detailed Feedback and Realizations). There were times wherein the tutors would not have a stable internet connection causing the lesson to be on pause and wait for a couple of minutes or, worse, reschedule the session for some other day. According to T6, "There were sessions wherein there were problems with my internet connection. Whenever I am cut off, I explain a certain part of the lesson once again." The tutor made sure that the tutee understood the discussion by repeating the part where the tutees might not be that audible enough. There were also instances wherein there was a slow internet connection on the tutees' part making the tutor ask the tutee to just turn off the camera. T3 said, "Due to a very slow internet connection, I asked the tutee to turn off the camera in order to have a stable internet connection. But whenever the activity requires me to watch the tutee speak, I let her turn on the camera." Accessing help through an online lesson may be difficult due to technical issues, ambiguity in the tutors' advice and instruction, lack of social and other contextual cues, slow or unreliable Internet, high connection costs, technophobia, a lack of 21st-century technology skills, and a lack of equipment (Hara & Kling, 2000; Alvarez, 2020; Mathew & Iloanya, 2016; Lynch, 2020). However, despite these problems, the participants were still able to manage to continue and catch up on their sessions. Others decided to reschedule their online tutorial session for some other day and made sure that both parties had enough internet data to conduct the rescheduled session.

Another challenge that the participants faced was the mismatch in their schedule of online tutorial sessions. T1 said, "There were sessions wherein these did not happen on the same day as planned but we made sure that a session should be done weekly in order to avoid backlogs." Other participants decided to conduct their sessions synchronously for two hours in order to catch up. T5 shared, "Depending on the availability of both parties, we conduct the tutorial on the same day we agree upon." Even though there were rescheduling of online tutorial sessions, the tutors still emphasized that there was great communication between them and the tutees. The flexibility of their schedules made them understand each other regarding their desired schedules.

Despite these challenges, tutors still need to ensure success. According to Wong et al., (2019), the most successful teachers employ a variety of engagement tactics and rarely stick to a single communication method. Research suggests that effective online tutors often adopt proactive and reactive methods during tutorial sessions. Effective tutors attempt to alleviate worries by establishing a warm and open social presence to lessen the gap between tutor and tutee through appropriate communication norms throughout the tutoring session (Metz and Bezuidenhout, 2017). These effective tutors still pushed through the online tutorial sessions despite the challenges. Du, Ochola, and Wernher (2013) found that online tutors must be sufficiently qualified and trained- both technologically and content-wise- to succeed with an online tutorial.

Tutors' Self-Efficacy

Table 9
Tutors' Post-tutorial Self-Efficacy Measurement

| Mean Self- efficacy Rating | Qualitative Description |
|----------------------------|-------------------------|
| 8.0333 | A great deal |

Legend. 7.18-9.00 = A Great Deal (AGD); 5.42-7.17 = Quite A Bit (QAB); 3.66-5.41 = Some Influence (SI); 2.71-2.77 = Very Little (VL); 1.00-1.88 = Nothing (N)

Table 9 shows that the tutors had 8.0333 mean rating (A great deal) of their self-efficacy. This means that the tutors developed their capacities to carry out specific activities on their tutees' engagement and online tutorial strategies adequately and efficiently (Zuya et al., 2016).

The result was substantiated in the tutors' FGD. For tutees' engagement, the tutors felt that they were efficient enough in being a tutor and seeing the progress that their tutee has made in their time together during the tutorial sessions. T6 said, "It has given me positive reinforcement to myself, knowing that my tutee has become more responsive over the sessions. It was all worthy knowing that I have seen my tutee improve." T7 also expressed how the online tutorial program has given a big impact on them stating, "It made me gain more confidence knowing that I myself has improved, too together my co-tutors."

Also, in the tutors' online tutorial strategies, the tutors had their own ways on dealing with their respective tutees. T4 shared that "I did not know how capable I was in conducting an online tutorial program, but upon conducting it, it made me realize that I still has so much to offer". T8 said, "At first, I did not know how to impose an environment wherein it will be suitable for us both, but as time progressed, how we built trust in each other reminded me that I really did a good job." These statements from the tutors prove on how they have developed their individual beliefs or confidence in their capacity to complete a certain task and act in the ways that they deem necessary to reach a specific goal. Their confidence to themselves has really been boosted in the course of this online tutorial program. T3 expressed, "It has made me become more confident to not just teach but also to socialize." With these positive results, it agrees with the study of Peacock and Cowan (2016) that the tutor's ability to create a safe and comfortable learning environment for the tutee is by making learning fun, readily available, encouraging critical thinking, and teaching effective study techniques. Tutors self-efficacy plays an essential role in the choices of the tutors' personal goals, the extent of being persistent in the face of adversity and the strength of motivation to carry out certain behaviors in teaching such as use of digital teaching learning materials (Glackin and Hohenstein 2018; Van Acker e. al., 2013; Ma et. al., 2021). The tutors were able to establish an effective learning environment which resulted to a positive outcome.

The tutors have also developed new things about themselves during the online tutorial program, which is a great manifestation of the *Informal and Incidental Learning Theory*. It might not be obvious right away, and may not be acknowledged as learning by the learner or others, still, the tutors have manifested that because of this program, they realized they are capable of conducting a tutorial. Informal learning thus cannot be given, managed, or supported in the same way because the Organization does not have direct control over such learning (Marsick, 2012).

The tutors' volunteerism needed a little amount of volunteering time in the format of microtasks which is identified as micro-volunteerism (Bernstein et. al., 2013). The online micro-volunteering of the tutors solely occurred through internet-connected devices and as a new sort of volunteering different from 'conventional' varieties (Jochum and Paylor, 2013). The participants rendered service to this program for seven sessions. In the online tutorial, the tutors' spirit of volunteerism during crisis was channeled and was matched for those people in need of their service who were the tutees (Trautwein et. al., 2020).

As part of the UP- Cebu's practice which is to deliver service for the nation, the FGDs concurred that the tutors' main reason for volunteerism in this program is to give back to its society. T7 said "This tutorial is a fulfilling way of giving service to those who would like to learn the speaking skill and at the same time, giving back to my school." This statement affirms to the participants in the study of Feng and Leong (2017) which revealed that the participants felt great about themselves and believed that it had a significant beneficial influence on the society. T5 also shared, "As a first time volunteer, this program has made me realize to volunteer more on future sessions." The tutors had a growing mindset of still volunteering because of their experience in the online tutorial program. In accord to the study of Hyde et. al., (2014), commitment to the organization in volunteerism may form over time and has an important function in linking the experience of informal crisis volunteering to long term volunteering.

The value of online volunteerism within these tutors have resulted to volunteering more widely, such as gaining a sense of satisfaction and positive outlook, developing skills and gaining work experience for the service of the community (Jochum and Paylor, 2013).

CHAPTER 4

Summary, Conclusion and Recommendations

This chapter presents the summary of the study's findings and serves as the basis for the conclusions and recommendations. It includes the statement of the problem, the findings, the conclusion, and recommendations.

Summary

This research aims to determine and design an Online Tutorial for Grade 10 students in a public school in Cebu City and its impact on their public speaking performance; and on tutors' self-efficacy.

Specifically, it aimed to answer the following:

1. What is the Online Tutorial Program, in terms of
 - 1.1 content;
 - 1.2 activities; and
 - 1.3 assessment?
2. Is there a significant mean difference in the tutees' recorded prepared speech pretest-posttest performance, in terms of:
 - 2.1 grammar accuracy;
 - 2.2 fluency;
 - 2.3 organization;
 - 2.4 speech rate;
 - 2.5 articulation;
 - 2.6 content and
 - 2.7 overall?

3. Is there a significant mean improvement in the extemporaneous speaking performance after the online tutoring, in terms of:
 - 4.1 grammar accuracy;
 - 4.2 fluency;
 - 4.3 organization;
 - 4.4 speech rate;
 - 4.5 articulation;
 - 4.6 content and
 - 4.7 overall?
4. What is the tutors' post- tutorial self- efficacy measurement rating?
5. What are the feedback and realizations of the tutees and tutors on the online tutorial program?

Findings

The following are the findings of the study:

1. The online tutorial program was anchored on a learner-centered approach to enhance the tutees' speaking skill which is under the Oral and Language Fluency competency of Grade 10 English. The content applied the theories of Contextual Teaching and Learning and Computer Assisted Language Learning, wherein its components are information connected to real-world application. The activities and assessments utilized the Skill Acquisition Theory wherein the speaking skill was practiced as the key role in the enhancement and was repetitive throughout the program.
2. The tutees had a pretest mean score of 76.12 and a posttest mean score of 82.60. There is a mean difference is 0.58 which is significant at 0.001 alpha. The pretest and posttest scores of each criterion are as follows: Grammar Accuracy: 13.26-13.80; Fluency: 13.1-13.67; Organization: 12.73-13.47; Speech Rate: 12.13-13.73; Articulation: 12.47-13.93; and Content: 12.40- 14.00.
3. After the implementation of the program, the tutees developed their thankfulness towards tutors, boosted their confidence, established friendship, and learned more ideas about speaking.
4. The tutors believed that their volunteerism in the online tutorial program developed their self-efficacy as shown in the Self-efficacy Measuring Scale, reflections, and FGD.

Conclusion

The online tutorial program was a reinforcement activity for the tutees' English class during the third quarter which tackled about the speaking skill. In their one on one online tutorial with the tutors, the tutees had another means of enhancing the speaking skill through real-time activities and authentic assessments during the printed modular modality.

The online tutorial program made the tutees develop thankfulness towards tutors, boost confidence, establish friendship and learn more ideas about speaking.

The tutors developed self-efficacy after being exposed in the online tutorial program. Their sense of online volunteerism has been established because of their want to give back to the society as UP Scholars. These tutors have learned more about the teaching and speaking skill, acquired more patience, became more confident, and discovered something new about themselves.

Recommendations

Based on the findings and results of the study, the following recommendations were suggested:

1. Tutees may have a weekly sharing with their co-tutees to share some insights and realizations on how

their tutorial sessions went. The tutees can ask for tips and comments regarding the lessons presented to them.

2. Volunteer tutors may look for trainings and seminars for teaching and learning English for career and personal growths. Things they learn from these trainings and seminars may be used the next time they volunteer for a tutorial program.
3. Language teachers may integrate online tutorial as their methodology in enhancing a specific English skill for the students. This tutorial can happen in order to practice the skill more than the allocated time for the subject.
4. The support of the school, especially the administration, may support and assist in giving the students the appropriate gadgets and internet connectivity for those who do not have any. The school administrators may make use of the school's equipped computer laboratories for the implementation of this program.
5. Future researchers may extend the sessions into two quarters since the implementation of this program was for one quarter only. They can have a comparative study between participants who were exposed to online tutorial and those who are in a traditional learning setup. They can use the whole class as participants instead of just choosing a few.

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