

## Transitions in Tumultuous Times: Teachers' Experiences with Distance Learning Amidst the COVID-19 Pandemic

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### Abstract

This study determined the English teachers' experiences with Modular Distance Learning at Datu Bitol Mangansakan Memorial Elementary School amidst COVID 19 pandemic. The study focused on the English teachers' experiences in Modular Distance Learning; the most challenging experiences they encountered; the coping strategies; the advantages of MDL and the suggested solutions to enhance students' English learning through MDL. The study employed a qualitative research design using a semi-structured interview. The study was conducted at Datu Bitol Mangansakan Memorial Elementary School. The respondents were five (5) English elementary teachers from different grade levels. The experiences of the English teachers in module reproduction are: time consuming, lack of printing materials, delayed uploading of modules and printing machine, failure to follow the scheduled date are difficulty in reaching out the students and submitting answer sheets with no names, student's incapability in achieving the expected learning outcomes and the lack of progression overtime. The most challenging experience of the English teachers in MDL are time consuming, poor internet connection, incomplete answers in the module and absenteeism of students. Meanwhile, English teacher cope these challenges through time management, alternative way in disseminating and fixed date for distribution and retrieval. Teacher's educational growth, parent's role, contribution in student learning, the student's values formation and independent learning are the benefits of modular distance learning. Further, the teacher training and seminar-workshops, collaborative effort among teachers, and modification of activities and exercises will fit to improve the learning activities in the module. It is concluded that teachers serve as innovators who made strategic practices for students to understand the most essential competencies set in the curriculum, motivators show the importance of learning, communicators find ways to connect students and family to monitor the learning progress and maximize available resources for the sake of learning. Furthermore, time management, flexibility, innovating teaching strategies, adapting to the changes brought by the new trend in education, providing alternative plans, being optimistic and patient, and equipping oneself with the necessary skills are all ways on how teachers deal with the challenges in modular distance learning.

**Keywords:** Distance Learning, Teachers' Experiences, COVID-19 Pandemic

### Introduction

Teaching is a noble profession that entails a great deal of responsibility and obligation to students. Teachers inspire and motivate pupils to take crucial life stages as well as teach and transfer knowledge. Teachers intend to increase their pupils' knowledge through teaching and learning. They are the ones that taught the students how to design activities, presentations, and classes as part of their subject curriculum, with the assumption that the teachers would be present.

These are the experiences of teachers who were preparing for the educational outbreak caused by COVID-19. The COVID-19 pandemic shook most education systems around the world, obliterating many students' educational chances at all levels and in most countries.

It was just a few days after the Chinese government initially disclosed this unusual coronavirus outbreak in Wuhan that it was given the name COVID-19 and deemed a major international concern. Following the

emergence of the even the most highly skilled and experienced medical researchers knew relatively about the COVID 19 virus and could predict even less, teachers and students across the Philippines and the entire country were physically separated in March 2020 as part of mitigation efforts. Everything changed when Coronavirus struck.

Rodrigo Roa Duterte, the president of the Philippines declared that no opening of classes during this pandemic. He emphasizes the "No Vaccine, No Opening of Classes." Department of Education Secretary Briones, on the other hand, was emphatic about using the old technique. The start of classes, which will use technology including cellphones, tablets, and desktop computers with internet connection, as well as modular and face-to-face training and other forms of teaching materials. Education has always been a critical component of a country's growth and development. Measures were developed to ensure that all stakeholders, notably teachers and pupils, complied with prevention and education strategies, for example, different educational

delivery formats and quarantine norms.

Region XII of the Department of Education followed the guidelines set forth by the higher authority. The education was monumental despite the lack of guidance. Pikit West District has switched to distance and some type of internet communication.

Teachers at Datu Bitol Mangansakan Memorial Elementary School (DBMES) were anticipating to spend their school days regularly interacting face-to-face with students, but that expectation was never realized. Teacher training programs for students, evaluating students emotional, intellectual well-being, growth of learners on a daily basis, social, partner, and group activities. In-person interactions between teachers' students have always been an important part of traditional education. The standard has been Contact Classroom. This study aims to learn about the experiences of English Elementary because of school cancellations caused by the Coronavirus. School teachers are transitioning from a regular classroom setting to a remote site.

### Research Questions

This study determined the English teachers' experiences with Modular Distance Learning at Datu Bitol Mangansakan Memorial Elementary School amidst COVID 19 pandemic in the school year 2020-2021.

Specifically, it sought answers to the following questions:

1. What are the teachers' experiences in Modular Distance Learning in terms of following:
  - 1.1. English Module Reproduction;
  - 1.2. Module Distribution; and
  - 1.3. Module Assessment?
2. What are the most challenging experience encountered by the teachers in modular distance learning during pandemic?
3. How do English teachers cope the most challenging experience in MDL?
4. What are the advantages of distance learning modules?
5. What are the suggested solutions to enhance students' English learning through modular distance learning?

### Literature Review

This chapter includes data from books, unpublished theses, dissertations, and electronic sources. The

resources provide useful information that aids in the study's interpretation and analysis. This chapter also covers relevant subjects from various authors or researchers who looked into the history of school closures and described measures to keep children in school throughout the closures.

### COVID-19 Crisis

Covid-19's global impact may be seen in a variety of areas, health, the economy, and education are all factors to consider. Covid-19 was first discovered in Wuhan, China, more than a year ago. Covid-19 instances have received almost 140 million positive replies have been reported worldwide, with at least 3.0 million deaths. Around 900,000 illnesses and 15,000 deaths have been documented in the Philippines (John Hopkins University & Medicine, 2021). To stop the virus from spreading, several regions have enacted minimum health standards, new antiviral and therapeutic remedies are being developed by government organizations, corporations, and academic institutions. In response to the rapid spread of illnesses. Many countries enacted strict quarantine and lockdown measures.

Since March 2020, Philippine government intended to implement an Enhanced Community Quarantine system (ECQ) in several areas of the country to prevent Covid-19 from spreading and overburdening the system of health (Panelo, 2020). Most non-essential activities outside home were prohibited by this quarantine strategy. A modified enhanced community quarantine is still in effect in the NCR (MECQ). All schools were told to close when the ECQ was announced (Medialdea, 2020).

Furthermore, to compensate for the loss of face-to-face classes, Educators and students have recommended by the World Health Organization (WHO) to adopt alternative learning techniques. Since March 2020, all schools in various parts of the world have used a range of distance learning tactics to ensure learning environment maintained regardless of where the students are situated. It includes online classes, printed modules, and TV/radio sessions.

However, the epidemic of Covid-19 has altered the educational scene. As a result of school closures around the world, nearly 1.2 billion students have been taken out of the classroom (Li & Lalani, 2020). In March 2021, more than 168 million schools were closed for more than a year due to the lockdowns (United Nations Children's Fund, 2021). More than three-quarters of the world's children have missed out

on face-to-face education.

Distance learning was encouraged to solve difficulties including geographical distance, a range of barriers to in-person learning and face-to-face classes, such as the pandemic (Kim, 2020; Singh & Thurman 2019; Yilmaz, 2019). E-learning or online learning are other terms for it. It is a sort of formal education that is headquartered in an institution and uses interactive telecommunications technology to connect students, resources (Kim, 2020).

Schools in the Philippines shuttered for more than a year since pandemic forced the government to stop offering face-to-face courses. Educational institutions forced to migrate digital for the school year (SY) 2019-2020 and continued into SY 2020-2021. As a result, remote learning and distance learning were implemented. Moreover, despite the arrival of Covid-19 vaccinations, the Philippines' president opposed the face-to-face education (Galvez & Orejas, 2021).

Teachers have employed a variety of educational systems to assist distance learning. For example, during the extended quarantine period. Department of Education (DepED) has established DepED Commons. An online educational platform that allows students to learn in a variety of ways (Asian Development Bank, 2020). It is being used by both public and private schools to ensure that basic education is offered consistently across the country.

The Department of Education also approved a Learning Continuity Plan (LCP). The Commission on Higher Education (CHED) has provided HEIs the latitude to adopt distance learning, e-learning, and other alternative delivery modalities (De Vera III, 2020).

In the Philippines, various online platforms to deliver education in unique ways where the internet penetration rate is 67.0 percent. There are more than 73.91 million internet users (Hootsuite & We Are Social, 2021). Teachers post recordings of class lectures on social media platforms like Facebook, YouTube, Zoom, Google Meet, Discord, and Microsoft Teams.

School year 2020-2021 was the first year when online learning replaced in-school learning. In order to improve teaching, it's vital to learn from English Elementary Teachers' experiences with distant learning. In the Philippines, educational institutions must adapt the changing landscape since schools will be obliged to embrace a new instructional model based

on advanced technologies in the future.

Many studies focused on students' experiences with distance learning during the Covid-19 crisis such as those undertaken in Indonesia (Sutiah et al., 2020), Tanzania (Mahundu, 2020), and Ukraine (Nenko et al., 2020). Many students' inadequate access to digital learning resources, lack of resiliency and skills to learn independently, and limited reliable and stable internet connection (Nenko et al., 2020). They may also face challenges like distracted by their surroundings due to a lack of hands-on activities (Sutiah et al., 2020). Furthermore, evidence suggests that online learning improves information retention (Li & Lalani, 2020). The key reasons of online teaching-learning process could make it difficult to receive a decent education was discovered to be limited internet access (Nenko et al., 2020).

Other research demonstrated the difficulties of teachers faced when managing distant learning classrooms during the pandemic. In Portugal, for example, teachers must swiftly adapt to new pedagogies and styles of instruction while also receiving remote instruction training in a limited amount of time (Flores & Gago, 2020). Meanwhile, a survey by the Organisation for Economic Co-operation and Development (OECD) on the impact of Covid-19 on education in member nations found that during the pandemic, both teachers and students had to rely on their personal resources to continue learning remotely (Schleicher, 2020).

To ensure the success of remote learning, Hodges et al. (2020) noted that numerous factors must be assessed that includes for online teaching pedagogies, faculty development, policy, and governance concerns related to distance program development and quality assurance. The Covid-19 outbreak raised questions about when, where, and how education should be delivered as well as the importance of lifelong learning and learning agility and resilience in times of crisis.

In the Philippines, a study conducted by Arinto (2016). Among faculty and administrators at the University of the Philippines – Open University found that despite interest and willingness to explore new practices and directions in Open and Distance e-Learning (ODEL), nurturing innovative teaching and learning practices across the institution remains a challenge. Selected teachers in the Department of Education have a positive opinion toward O Del with the majority to participate in online learning (Ventayen, 2018).

Only a few research have looked into how distance

education is implemented and e-learning because Covid-19 is a new phenomenon with a fresh impact on the education industry. Students in a few Calabarzon HEIs faced difficulties such as a lack of resources, acquiring a Wi-Fi connection, and lack of valuable training among students and staff members, according to Reyes-Chua et al. (2020).

Hence, even though HEIs in the Philippines innovated terms of different learning modes and technologies in providing education. Joaquin et al. (2020) found that there are gaps and obstacles in terms of teacher capacity, scenario, context and learning environment efficiency. Covid-19 awareness in remote learning area, education experiences, perceptions of institutional preparation and difficulties among Filipino instructors were investigated by Lapada et al. (2020).

### Challenges to education during covid-19

Administrators, students, families, and teachers faced several obstacles in COVID-19 unprecedented educational disruption. All were difficult situations for which the members of these groups were unprepared or untrained. Administrators struggled to support instructors who were dealing with grief, fear, uncertainty, and dissatisfaction. In their approach to distance teaching, several administrators focused on the importance of self-care, building a daily routine, and the opportunity to be creative, seeing the educators must be treated with respect since their ability to care for children depends on it. Further, Baird (2020) described how, with little to no experience managing an educational setting in the midst of a pandemic, district administrators and teachers were supported and given latitude in their approach by school principals.

Although not the subject of this study, directives of principals' influence and suggestions on teacher decisions throughout the time of distant learning was mentioned. Several publications raised worries about youngsters' safety amid extended school closures (Dorn et al., 2020; Venet, 2020., Wang et al., 2020). Physical inactivity, increased screen time, and poor nutrition are among them.

Other psychological impacts of quarantine have been studied in the past, including infection-related stress, dissatisfaction, and lack of socialization with peers and teachers (Stern et al., 2009). Students were quarantined, where they exposed variables that could jeopardize their health. Anxiety and depression were caused by a lack of personal space and, for many, family financial loss (Wang et al., 2020). When

analyzing the psychological impact of quarantine on humans, Brooks et al. (2020) highlighted feelings of loss, bewilderment, wrath, and insomnia as common over extended periods of separation from people.

Many families' poverty and food insecurity were compounded by the outbreak. According to Van Lancker and Parolin (2020) and Walters, cited schools are the primary source of healthful food for many children (2020). They also point out that low-income children are at risk of receiving little to no support for their learning at home due to a lack of internet, parents who are unable or unwilling to assist their children in their learning due to work, uncertainty about how to help them, caring for other children at home, or other factors.

Meanwhile, Dorn et al. (2020) examined the impact of school closures on learning loss and discovered that the quality of remote 23 instruction, family support, and student engagement in learning all influenced a kid's distant learning experience. The study concluded that not being able to entering a facility might shut children off from the help of loving experts like counselors, social workers, and instructors, thereby widening an already-existing achievement gap and increasing the percentage of youths dropping out of high school. Although the study was designed to focus on the experiences of teachers, their encounters with students were unavoidable. Teachers were influenced by their students' perceptions, whether it was by email, video conferencing, phone calls, or just giving information, directions, duties, or projects as part of an academic course. As many participants in this study worked to assist their students' well-being and emotional stability, their discussions and interactions extended beyond academic limits.

According to the limited literature available, the key difficulties to schooling during the pandemic crisis were psychological effects and injustices that were worsened by the event. Several articles discussed the disparities that students face when it comes to obtaining education online and receiving the support they need to succeed educationally ((Chabbott and Sinclair, 2020; Dorn and colleagues, 2020; Walters, 2020).

The disruption of education caused by the COVID-19 epidemic posed a number of problems to long-established educational systems. The consequences of this huge disturbance are still unknown, unfathomable, and unavoidable.

### Teachers' Responses and Reported Experiences



Teachers noted a reduction of physical activity as early as April 2020, fatigue, stress pupils' signals that guided teaching judgments were lost, anxiety regarding the wellbeing of pupils and the uncertainty that comes with not seeing them every day (Gewertz, 2020; Fagell, 2020). Concerns about one's and one's family's health were also personal effects, habits of life and financial status (Vu et al., 2020). During the epidemic, teachers endured personal loss, change, and stress.

Teachers were tasked with carrying on educational activities for kids who were unable to enter buildings or classrooms, as well as coping with the personal consequences and unexpected changes that the circumstance needed, such as having their own school-aged children at home, the possibility of other family members losing their jobs, and concerns about meeting personal and family food and safety requirements, among other things. Teachers could no longer rely on their ability to adapt knowledge or their collection of materials to practice in the way they were accustomed. Rather, educators were assaulted with changes at the same time, forcing them to make numerous new judgments and manage a unique scenario. In the new environment, even senior teachers with a variety of tactics and They were perplexed and disoriented by the tactics in their "teacher toolboxes". As they converted to distance learning, they were all faced with a slew of new and challenging challenges.

The difficulty in disseminating assessing the content of educational resources, particularly for people without internet access and pacing for continuing to teach children, limited familiarity with technology and the resources needed to lead virtual instruction, monitoring student progress and proficiency, and ensuring student and family support were all experiences shared by teachers in the literature (Daniel, 2020; Eachempati & Ramnarayan, 2020).

Teachers' challenges in moving to online learning include the necessity for significant changes in curriculum content and delivery. Without immediate and ongoing instructor guidance, teachers had difficulty cutting down curriculum to make it manageable and comprehensible to students (Gewin, 2020). In his Education Week blog, DeWitt (2020) reported scouring social media posts for educators' most pressing worries about the imposition of distance learning. Teachers' biggest problems, he said, were navigating to be effective in the changing educational scene, you must use technology., as well as a lack of enthusiasm among students (DeWitt, 2020). In an educational column, Fagell (2020) acknowledged the uncertainty of educators in how best to support

students both academically and emotionally from afar. This study tried to learn about instructors' perspectives on some of the same topics.

Although many teachers saw technology to be a barrier, Lieberman (2020) highlighted the potential benefits of digital learning in an article published in Education Week, stating that it provided more opportunity for autonomous self-directed learning. He also mentioned that throughout the pandemic, the focus was on finishing schoolwork and projects rather than demonstrating aptitude through tests. Similarly, the goal of this study was to find out what the teacher participants thought about the benefits and drawbacks of distance learning.

At the time of this study, the empirical examination of educators' perceptions and experiences was just getting started. Increased workload and awe at the complexities of online education, difficulty choosing topics to teach, and difficulties engaging students and assessing their learning were all highlighted in a case study of a lead teacher in a tiny K-12 school in northern Alaska by Kaden (2020). According to one survey, replying to student and parent emails occupied the majority of educators' workdays during distant learning. The next most significant portion of their effort was devoted developing online education materials. Concerns were raised in the same study about a drop in the quality of student work as the distance 27 learning period progressed, as well as a significant discrepancy in achievement and school participation that was linked to family income (Cullinane & Montacute, 2020).

There was little literature or research available at the time of this study about instructors throughout the COVID-19 emergency crisis, expertise with online teaching and learning models. This highlighted the importance of researching the phenomena, speaking with instructors who had seen it firsthand, and communicating the results. That was the goal of this investigation. The purpose was to learn about teachers' experiences transitioning to remote learning, particularly in terms of content adaptation, delivery, and assessment, as well as the specific problems and rewards they encountered, as well as any supplementary takeaways they highlighted from their personal experience.

The literature review reveals a study deficit addressing teachers' experiences during educational disruptions. The lack of empirical data directly reflecting teachers' experiences during the COVID-19 pandemic and forced shift to online learning also supports the need

for this research project, which is based on constructivism and adaptive expertise.

### Modular Distance Learning

Modular learning, according to Lev Vygotsky (2000), Self-Learning Modules are used in this sort of online education (SLM) based on the Most Essential Learning skills (MELCS). The modules feature elements that operate as a thorough motivation and assessment guide to the desired competencies of both teachers and students. Teachers will do home visits to track the growth of the students. Filipino students can learn in the comfort of their own homes thanks to the modular method. The learners' model or "More Knowledgeable Other" will be their parents or guardians due to limited contact with teachers (MKO). Someone knows more about an activity, process, or topic than the learner or has a higher ability level. American educators were the first to adopt modular instruction.

Education students take a three-unit professional education course called Assessment of Students' Learning. It includes ideas and principles for how our future teachers will assess their students. Though there are existing books on the subject, there is only one book that contains all of the lessons specified in the University's course design or learning program. The researcher has observed the value of having a module in teaching the content of this course as an instructor of this Assessment of Learning for over 8 years. Aside from providing personalised training, the module combines theory and practice, both of which are critical to students' learning experiences (Good, 2000).

The "individualization" of the modules was investigated because learners follow the instructions at their own pace; also, modular instructions tailored to individual learning variations, prompting learners to actively participate in determining what they need to learn (Duker, 2000). The amount and pace of their learning should be determined by their ability, motivation, and interest, not by comparison to other students.

Individualized instruction, according to Gibbons (2001), is one of the multi-media techniques to developing coherent instructional programs that prepare learners for complete management of their education. Good (2000) identified the modular method as a way to modernize the teaching process by allowing students to progress at their own pace by skipping extraneous training and focusing on their needs, allowing them to achieve their degree in a much

quicker time.

In addition, it is a set of learning activities that learners must complete. It can be utilized as a component of a course, a full course, or a curriculum design. Students can benefit by working at their own pace, taking responsibility for their learning, seeing that textbooks are not the sole source of information, knowing exactly what they need to learn, and being motivated to master the module, according to Lardizabal (2001).

When a teacher is faced with the task of simultaneously engaging a large group in learning, by delivering more effective individual training, modular instruction promises to make mass education more efficient. It is a method of self-instruction in which students offer to exhibit their ability and grasp of training materials. W. Deterline (2002). Hughes J. describes modular learning as "the foundation" the learner is called upon to respond actively in the interaction with an instructional program," "the rate at which the interaction proceeds are regulated uniquely by each learner's response," and "the student is called upon to respond actively in the contact with an instructional program." (Hughes J. I., 2005).

The advantage is given to teachers that use a modular approach. These abilities include the capacity to create multiple sequences to reflect the instructor's and students' individual preferences; the ability for the teacher to focus on the students' shortcomings in the subject; and the ability to avoid covering subject matter that students are already familiar with. Modules are used to assess a student's progress, and the routine part of instruction is removed, allowing the teacher to focus on her personal interactions with the students (Greager, J. & D. Murray 2005).

The modules are a significant educational advancement and teaching technique. Modules provide more effective individual instruction, making mass education more efficient. Besides offering a solution to the difficulties of educational instruction (Acelejado, 2007).

Preparing self-instructional modules entails a thorough examination of the course plan or syllabus, the creation of preliminaries, and the creation of learning exercises. The learning activity design includes the objectives, directions, pre-test and key, activity itself, self-evaluation activities, and post-tests (Johnson, D. W., and Johnson, D. W., 2009). For a long time, the modular approach has been considered as an alternative to traditional teaching.

Lessons and subjects that meet the requirements of authorities in teacher education are included in the modules on teaching principles and practices. The modules' content reflects the most crucial characteristics. The modules include evaluation activities that are related to the lessons' substance and aims, but no pre-test or post-test activities are included in each module. The students' and instructors' assessments of the module characteristics varied significantly, with the teachers' evaluation being significantly higher than the students. The goal and concepts of modular instruction as well as its most instructors were able to adapt their methods, shift their attention from teaching to learning, and enhance their knowledge of student learning issues because to the benefits for both students and instructors, as well as a cycle and rigorous coaching( Gallos, M., and Zagn, J. , 2005). The multimedia electronic textbook's information and educational modules involve a topic selection. A defined amount of hours and study forms, learning specific concepts and terms in each field, acquiring concrete information, and learning activities (Serysheva & Shchitov , 2014).

## Methodology

### Research Design

This study used qualitative research design particularly the phenomenological research to determine the experiences of teacher as they made decisions regarding module reproduction, distribution and assessment when forced to transition of distance learning amidst the COVID-19/Coronavirus pandemic. The phenomenological attitude, characterized by a fascination with the uniqueness, or particularity, of an experience or incident, as defined by Van Manen and Adams (2010).

To make meaning of experiences, phenomenology necessitates a thorough inspection and analysis (Crotty, 1998). Heidegger's hermeneutic phenomenology, or interpretive phenomenology, emphasizes human lived experiences within their "lifeworld" and searches for meaning in ordinary events (Reiners, 2012). This study will attempt to comprehend participants' experiences in the context of their past understanding of education as well as their lives, which in this scenario is life during a pandemic.

This study aimed to learn about English primary school teachers' experiences transitioning courses from a traditional classroom environment to an online learning because of school closures induced by the

COVID-19 / Coronavirus epidemic. The problem necessitated drastic educational changes right away. This research employed a qualitative research design using a semi-structured interview as the major data collection tool.

### Locale of The Study

The study was conducted at Datu Bitol Mangansakan Memorial Elementary School, Pikit West District, Paidu Pulangi, Pikit North Cotabato. Paidu Pulangi is a barangay located in the municipality of Pikit, Cotabato province. According to the 2020 Census, it has a population of 4,729. Pikit's total population was 2.87 percent. The distance is approximately 12 kilometers from the town proper of Pikit.

The school had a total of 26 licensed teachers, 655 enrolled learners with 326 male and 329 female. The school is currently under the administration of Aida Sandigan Mangansakan, Ed.D.

### Participants of the Study

Roulston (2010) claims that because phenomenology intends to investigate people's lived experiences, participants who are willing to talk about their own experiences during the phenomenon under inquiry must be chosen by the researcher. As a result, teachers who had experience teaching in a remote area and were willing and able to talk about it were sought for this study.

Research participants included the five (5) English elementary teachers from different grade levels. Specifically, one grade 2 teacher, one grade 3 teacher, one grade 4 teacher, one grade 5 teacher, and one grade 6 teacher were among the participants. Two of these five people have been teaching for 6 to 8 years, and three have been teaching for 4 to 5 years.

The participants of this study are the grade leader in English teachers of Datu Bitol Mangansakan Memorial Elementary School. These individuals are able and willing to participate in the conduct of the study.

### Research Instrument

Roulston (2010) defines interviews as "developing situated accountings and different methods of speaking about research themes" as a co-construction of data. Thus, interviewing was chosen as the method for this study in order to elicit evidence to answer the research questions and collect the larger themes that the data

supports through a thorough examination of the language used by participants to describe their experiences.

The study used a semi-structured interview. The interview questions invited the participants to tell their stories (Roulston, 2010). Interviewing study participants to better understand the pedagogical decisions they made to facilitate student learning during the COVID-19 pandemic and school closures, directly aligns with the purpose of this study and was determined as the best means of gathering data. This semi-structured interview question was checked and validated by the research's adviser and the panel members before it was administered to the participants of the study.

### Data Gathering Procedures

The researcher wrote a letter to the school principal of Datu Bitol Mangansakan Memorial Elementary School (DBMMES) to ask permission to conduct a study. The letter was noted by the research adviser. When the request was approved, the researcher conducted the interview questions to the participants.

The information for this study came from interviews with each of the five participants two weeks after they started distance learning. Each interview was recorded. The researcher also takes notes the responses of the participants, recorded their insights and perceptions regarding gaps in response to the interviewees' comments. In addition, the researcher highlights any statements made by the participant that were particularly noteworthy or thought-provoking, as well as any comments or experiences reported that were similar to or dissimilar to those of other participants.

A constructivist approach to interviews indicates a co-construction of meaning (Roulston, 2010; Sorrell Dinkins & Hansen, 2016). Although the interviewees provided the bulk of the data, the researcher's comments, prompts, notes, reflections, and reactions as the interviewer must be considered in reviewing the data. These interview notes and research memos aided in the generation of meaning and, although not coded as data, did assist in the process of data analysis.

To obtain information from English teachers on their experiences with modular distance learning, the researcher employed semi-structured interview questions. Participants were approached and chosen for the study. Data gathering in the form of interviews began once participants signed a written agreement. The interviews were recorded. The data gathered from the participants were analyzed and interpreted using

the thematic analysis.

## Results and Discussion

This section presents a detailed introduction and discussion of the data including the analysis and interpretation.

### The English Teachers Experiences in Modular Distance Learning in terms of Module Reproduction to suit with the Learners' needs in delivery of instruction.

The significant statements, formulated meanings, codes, and theme clusters of the responses of the English Teachers Experiences in Modular Distance Learning in terms of Module Reproduction is reflected in Table 1.1

Table 1.1. *The English Teachers Experiences in Modular Distance Learning in Module Reproduction.*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	It takes time to prepare and print modules.	Reproduction and printing of the modules are time consuming.	001	Time-Consuming
2	Module reproduction is challenging due to a paucity of printing materials and supplies.	The lack of printing materials and scarcity of supplies.	002	Lack of printing materials.
3	Time-management and budgeting of plans are important in reproducing modules.	Modules requires time-management and budgeting of plans.	001	Time-consuming
4	The delayed uploading the of modules from DepEd for reproduction.	Delayed uploading from DepED to reproduce module	003	Delayed uploading of modules
5	The printer is limited in reproducing the module.	Insufficient printer in reproducing module	004	Printing machine

The table 1.1. shows that the teacher's experiences are linked to the passage of time, materials and supplies needed. As shown in the table, four themes emerged from the participants responses coded as 001, 002, 003, 004 and 005. Out of 5 participants, participants 1 and 3 where responses were coded as 001 experienced the time-consuming in reproducing the modules in modular distance learning. Participant 1 whose significant statement claimed that based on their experiences in modular distance learning, reproducing of modules are time consuming. This is proven by the statement of participant 1 below.

*"Reproducing modules requires time. Yes. really, time is so important. Preparing and printing the modules takes a long time. I have to double my time since there*



is a target date to finish and to distribute the modules”.

Time management is seen as one of the most important aspects of academic success in the traditional academic structure, where time management skills have a direct impact on grades. Clearly, the ability to successfully manage time is strongly linked to academic achievement, while on the other hand, bad timing leads to failure and lower achievement levels.

Davis (2000) did research on the impact of time management on work and school settings or environments. Using a survey research approach, the findings suggest a link between time management skills, the institutional work environment, and improved success and performance. Several experts weighed in on the need to incorporate time into hypothetical models and research structures in organizations. Their findings from a survey revealed that time management stimulates increased exertion and motivation (Gorge & Jonas, 2000; Wright, 2002).

The second code 002 obtained by participant 2 whose significant statement experienced the difficulty in reproducing modules due to lack of printing materials and scarcity of supplies. The teachers' productivity in producing modules is hampered by a paucity of printing materials and resources. Participant 2 highlights the need to allocate sufficient budget from the Department of Education. The significant statement is justified by the actual statement of the participant during the interview in the lines below.

*“I want to have a face-face-classes because in modular distance learning, you have to expense your personal money just to provide the materials needed for printing. The content of the modules is ready, but you have to wait the materials needed Module reproduction is challenging due to a paucity of printing materials and supplies. Indeed, DepED should really allocate budget for it. If there is, it should be in advance”.*

Teachers are critical to maintaining quality education in the face of the pandemic. On Pe Dangle and Sumaoang's research (2021), They also stated that the teachers lacked the necessary tools to reproduce and present programs. The printer occasionally fails to work properly. In the worst-case scenario, power outages occur. As a result, they are having difficulty printing and mass-producing modules, and the Department of Education and the government must collaborate to ensure that the Philippine Educational

System succeeds in the face of the COVID-19 pandemic. Every school must have adequate resources and assistance.

According to a study by Lapada et al., teachers were highly aware of the COVID-19 pandemic's presence and consequences (2020). Despite the dangers posed by the COVID-19 epidemic, teachers continue to assist children by building learning modules. As a result, the teacher becomes a facilitator in the student's development as a community and society member (Martineau et al., 2020). Dangle & Sumaoang (2020) found three major roadblocks: a lack of school funding in the design and delivery of modules, students' challenges with self-study, and parents' lack of awareness on how to help their child/children academically. As a result, it's evident that employing modular distance learning presents some difficulties.

Moreover, participant 4 whose responses coded as 003, claimed that there is a delayed uploading the of modules from DepEd for reproduction. The contention of participant 4 is shown in her statement uttered during the interview as quoted below:

*“In my experience, there is a delayed uploading the of modules from DepEd for reproduction, and it' difficult to the part of the teacher”.*

The shift in school teaching-learning delivery became more difficult for school employees to give fundamentally good education as a result of modular distance learning. That is why Department of Education officials are constantly looking for ways to overcome roadblocks and better educate teachers and school administrators in the field of modular remote learning (Bagood, 2020).

Lastly, participant 5 with the significant statements coded as 004, emphasized the need to budget the time allotted in reproducing module in given time. The mentioned idea surface in the actual statement of participant 5 as stated below:

*“As an English teacher, the experience I have during the module reproduction is really challenging. You have waited your schedule for you to be able to use the printer of the school. The printer is limited in reproducing the module.*

According to the findings of the Zaidan Study (1998), which intended to build production capabilities and employ certain instructional material for students in quality education institutes' technology classrooms. The outcomes of the study point to statistically

significant differences between the experimental and control groups' average marks in completing the accomplishment exam and observing scientific performance in favor of the experimental group.

### **The English Teachers Experiences in Modular Distance Learning in terms of Module Distribution to suit with the Learners' needs in delivery of instruction.**

The significant statements, formulated meanings, codes, and theme clusters of the responses of the English Teachers Experiences in Modular Distance Learning in terms of Module Distribution is reflected in Table 1.2

Table 1.2. *The English Teachers Experiences in Modular Distance Learning in terms of Module Distribution.*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	There are students who claim their modules late than the given scheduled time.	The late claiming of the modules.	201	Failure to follow the schedule date
2	Parents are not responsive to the queries of the teachers that compromise the scheduled time.	The communication between the teachers and parents	202	Difficulty in reaching out the parents
3	The contact number given by the parents are inactive causing difficulty.	Inactive contact number of the parents	202	Difficulty in reaching out the parents
4	The students claim the modules on time but they are unable to return on the given schedule.	The submission of the modules	201	Failure to follow the schedule date
5	The unidentified answer sheets of the students can cause struggle to the part of the teachers.	Students submit answer sheets with no names	203	Submission of answer sheets with no names

Module distribution as experienced by the teacher-participants is quite challenging. As gleaned in Table 1.2 themes emerged from the participants responses coded as 201, 202, and 203. The participant 1 and 4 who coded 201, claims that the module distribution is connected with the late claiming and returning the modules on the given scheduled date. Teachers experienced in the module distribution are associated with student's responsibility in complying with all the requirements. The claimed of participant 1 is evident in the actual statement during the interview as she mentioned that there are students who get their modules delivered later than expected, which led to several students submitting late or no output at all.

Failure of pupils to follow the established claim timetable and submit modules has an impact on the teachers' ability to check the module because it takes

time to check all of the students' outputs. The study materials Jayaram and Dorababu (2020). use determine the success and efficacy of distant learning. As a result, students have access to self-study materials, which rely on leveraging numerous ways and channels of communication to adjust them to the needs of learners.

On the other hand, participant 2 and 3 coded 202 claimed the difficulty in reaching out the parents in module distribution. Teachers contact parents directly, but the parents are not responsive and inactive. This is proven by the actual statement of the participant 2 that the parents are not attentive to instructor inquiries, which jeopardizes the allotted time for module delivery and retrieval.

According to a meta-analysis of distance learning's effects on K-12 student results 2004 (Cavanaugh, Gillan, Kromrey, Hess, and Blomeyer). Distance learning is comparable to classroom instruction in terms of effectiveness. In other words, students who participate in online or modular distance learning can receive a good education if their basic needs are addressed.

Lastly, participant 5 whose significant responses is coded 203 stated that the unidentified answer sheets of the students can cause struggle to the part of the teachers. The claim participant revealed in her actual statement during the interview as she mentioned the lines below.

*"Teachers are having difficulty identifying because pupils do not reveal their names during the submission process." As the modules are separated, teachers' capacity to track their pupils' responses becomes a problem. This is sometimes the cause of modules being assigned to the incorrect adviser."*

To make collecting modules easier, a school develops its own mechanism for collecting students' completed modules in a week. To ensure that their children are safeguarded from the COVID-19 outbreak, parents must submit the modules. Teachers must collaborate with students and parents to ensure that modules are submitted with names or labels for identification, and that deadlines for submitting outputs are met. Pe Dangle & Sumaoang (2021) discovered that parents, as Home Innovators, must provide a productive learning environment for their children in order to help them focus more on learning. It must be a well-lit, well-ventilated environment with few or no distractions.

### **The English Teachers Experiences in Modular**

### Distance Learning in terms of Module Assessment to suit with the Learners' needs in delivery of instruction.

The significant statements, formulated meanings, codes, and theme clusters of the responses of the English Teachers Experiences in Modular Distance Learning in Module Assessment is reflected in Table 1.3.

Table 1.3. *The English Teachers Experiences in Modular Distance Learning in Module Assessment.*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	The students did not meet the learning targets in the learning competency as reflected on the students' learning module.	Outputs submitted by the students doesn't reflect the expected learning targets	301	Unable to meet the expected learning outcome
2	Students does not show any progression based on the outputs submitted.	The students did not show progression overtime	302	There is no progression overtime
3	The students did not meet the required criteria in every activity as stipulated in the self-learning modules.	The students did not meet the expected learning targets	301	Unable to meet the expected learning outcome
4	The students are too dependent on the internet in answering the activities found in the module without following the criteria stipulated in each activity.	The outputs submitted did not meet the criteria stipulated in the self-learning module	301	Unable to meet the expected learning outcome
5	The students' outputs did not reflect any of the target learning outcome as stipulated in the self-learning module.	Expected learning targets does not show on any of the students output	301	Unable to meet the expected learning outcome

As reflected in the table 1.3, 2 themes emerged from the participants responses. Participant 1,3,4 and 5 coded as 301. Participants coded 301 did not meet the expected learning outcomes reflected in the self-learning modules. The students are not aware of the learning objectives that they need to meet during and after complying all the activities found in the self-learning module. The students who lack knowledge about the topic may find it difficult in completing all the activities and exercises. Students are supposed to use the modules as a self-learning guide, but teachers are required to assist them. and teach them in understanding a particular concept. The claimed of participant 3 is revealed in her actual statement during the interview as she mentioned the lines below.

*"Some students are too dependent on the internet looking for answers without considering the learning objectives and criteria stipulated in each topic and activity found in the self-learning modules."*

The findings of the study on assessment support the findings of Gueta and Janer (2020) was a challenge on the part of the teachers to assess students' performances. In particular, the high level of assurance about validity and reliability. Hence, it was concluded that it is imperative for the education department to give enough attention in creating assessment tools and providing enough training in performance evaluation. In addition, the result is in consonance with what Gellegan-Alivio and Abadiano (20210) found that teachers have no assurance that students do not cheat in answering the specific tasks included in the provided module.

In addition, participant 2 coded as 302, shows that there is no progression as the time goes by. It reflects that the learner did not understand the concepts found in the self-learning module. Since the students do not have comprehension, there is a tendency that they will not progress in any of the given activity and exercises. Teachers find it difficult to evaluate students' progress since learning becomes stagnant. Bringing back the interest of the students in their studies is one of the challenging parts of the modular distance learning. This manifest that every English teacher has its own story to tell bringing back the education to the learners. The teacher needs to create ways on how to bring back the driving force of students when it comes to learning. The Department of Education is continuously preparing as Briones (2021) reported, for the pilot run of limited face-to-face. In addition, Competency-based learning, according to Hager's (1995) study, is more concerned with summative rather than formative evaluation. In practice, this implies neglecting the relevance of formative evaluation feedback, which is critical for effective skill learning and expertise development, in favor of focusing solely on the final result.

Furthermore, according to Emily Elia's (2004) research, everyone is figuring out how to adjust to working from home and being away from friends and family as this new normal take root. It can be difficult to stay motivated, but you can make it easier for yourself by developing realistic plans and scheduling time for self-care. Though it may appear that the epidemic will last forever, it will finally pass. Keeping ourselves motivated can help us shift our focus away from the difficult changes and toward a brighter future.

### The Most Challenging Experiences of English Teachers in Modular Distance Learning.

The significant statements, formulated meanings, codes, and theme clusters of the responses of the

English Teachers Experiences in the most challenging experiences of English teachers in modular distance learning is reflected in Table 2.

Table 2. *The Most Challenging Experiences of English Teachers in Modular Distance Learning*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	Teachers had a hard time in reproducing modules	The hardship of the teachers in reproducing modules	401	Time-consuming
2	Not all the students and parents have the access in the signal or in the internet connection	Weak Internet connection	402	Poor Internet connectivity
3	Some students submit modules with lacking answers in a particular activity.	The students submitted incomplete answers in a particular module	403	Incomplete answers in the module
4	Poor attendance of the students during module submission	Only few of the students submitted the modules in the specified time.	404	Absenteeism of students during module submission
5	There are some students who can't submit their modules on time.	The students failed to submit the modules on time.	404	Absenteeism of students during module submission

As shown in the table 2, 4 themes emerged from the participants responses coded as 401, 402, 403, 404 and 405. Participant 1 coded as 401 clustered as time-consuming. Preparations for learning delivery require time and management to cope up with the challenges in terms of the module's reproduction. Rather than using a textbook to teach English, a teaching module is used to stimulate active learning and improve critical thinking and problem-solving skills. In the classroom, the lecturer is given the opportunity to do formative evaluation. As a result, Cheng and Abu Bakar (2017) suggest that employing a module allows teachers and students to have a more adaptable learning environment.

On the other hand, participant 2 who's coded 402 clustered as poor internet connection. This means that unreliable internet connectivity is an issue because most of the students live in a remote place, and reaching out to students in remote areas is difficult. Knapp (2006) goes on to say that the course should include student modules that are fundamentally tied to the main book and feature drills that correspond to the lectures. The modules' objectives should encourage students to think and assist you, as a teacher, assess where they are in terms of how well they have received the content and whether you need to repeat the lessons with them. Your faculty will have increased inclusive challenging notches as a result of completing modules.

According to Brown (2017), students interested in participating in a distance learning program must obtain a computer, a webcam, and a stable internet connection. There is no physical interaction between students and teachers because training is done through the internet. Distance learning suffers from an excessive reliance on technology. If any software or hardware fails, the class will be called to a halt, potentially disrupting the learning process. Furthermore, because of the complexities of distance learning technologies, online education is only available to students who are computer and tech savvy.

Furthermore, participant 3 whose significant statement responses is coded 403, claimed that some Students submit modules with missing activity answers. One of the challenges teachers have while checking and evaluating students' responses in classes is this. Missing responses make it difficult for teachers to assess outputs because it implies, they have nothing to note about the student's performance. Furthermore, the fact that students are lacking in replies indicates that they are uninterested in the learning process. It becomes difficult for a teacher to check. Teachers usually accept these modules, but typically provide students information on how to complete the missing exercises.

According to Nardo, M.T.B, (2017), using modules encourages self-directed learning. Students' self-study or learning skills improve when they employ modules for learning. The concepts covered in the modules captivate students. Students develop a sense of responsibility as a result of the tasks they are given. They made their own progress. They are empowered as they learn to learn. Furthermore, the students take part in real-life situations. They gain new information and have their own experiences with it. Students get the ability to reflect on their own experiences, which allows them to develop new skills. Students can take charge of their own education by learning in modules.

Lastly, participant 4 and 5 whose coded as 404, stated that another challenge of the English teacher in modular learning is the absenteeism or late submission the module on the given schedule. When there are students who submit the module on time, it is difficult for the teachers. When there are students who submit the module on time, it is difficult for the teachers. This not only puts a strain on instructors' ability to monitor students' progress, but it also makes it difficult for teachers to recognize a student who is not learning anything at school due to the pandemic. Because it takes time to check all of the students' outputs, Failure



of pupils to adhere to the module submission timeline has an impact on the teacher's ability to validate the modules. Without the presence of teachers and classmates who remind students of their assignments, Bijesh (2017) claims that they are more likely to become sidetracked and lose track of deadlines. Furthermore, the main problems that occurred in the implementation of modular distance learning, according to Dangle and Sumaoang (2020), are a lack of funds in the production and delivery of modules; students having problems completing their module tasks; parents who lack intellectual knowledge to guide their children

### English Teachers Coping Strategies with the Most Challenging Experience

The significant statements, formulated meanings, codes, and theme clusters of the responses of the English Teachers Experiences in Modular Distance Learning in Coping Strategies with the Most Challenging Experience is reflected in Table 3.

Table 3. *English Teachers Coping Strategies with the Most Challenging Experience*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	The need of the teachers to double the time in reproducing modules.	Reproducing modules requires time-management	501	Time Management
2	The used of verbal announcement and written information to the parents	The alternative way in delivering message	502	Information Dissemination
3	Teachers tend to accept modules but they give instructions to those students to accomplish the lacking activities	Complying the lacking of the modules	503	Remind to accomplish the requirements
4	The school scheduled a fix date in distributing and retrieving modules that are favorable for the parents and teachers	Finalizing date for distribution and retrieval of the modules	504	Fixed date for distribution and retrieval
5	The adviser set a deadline to those students who failed to return the module	Setting a deadline for retrieval	504	Fixed date for distribution and retrieval

As shown in the table 3, 4 themes emerged from the participants responses coded as 501, 502, 503 and 504. Participant 1 coded as 501 clustered as the budgeting of time. Preparations for modules require time and management. Despite challenges faced by the English teachers, there are coping strategies they provided to prepare themselves for the delivery of learning to the students. Time management that includes a proper budgeting of plans help to cope up with the challenges.

As revealed by the study of De Villa (2021), teachers continue to make required preparations in order to

equip themselves with distant learning as education transitions to a new normal. Despite the numerous problems they face, they find methods to manage and continue fulfilling their duties

According to Pe Dangle and Sumaoang's study (2021), teachers lack resources for reproducing and delivering modules. The printer does not always work properly. In the worst-case scenario, there is no electricity. As a result, they are having difficulty printing and mass-producing modules, and the Department of Education and the government must collaborate to ensure that the Philippine Educational System succeeds in the face of the COVID-19 pandemic. It is vital that all schools receive sufficient funds and support.

On the other hand, participant 2 who's coded 502 clustered as information dissemination. That implies that the teacher will keep on sending verbal and written information to the parents. It is helpful for the part of the parents especially to those who have no internet connectivity. A solid internet connection was one of the three hurdles and challenges that students encountered in online learning, according to Fabito et al. (2020). According to Casillano (2019), only a small percentage of students have internet access, making it difficult for them to access the e-learning platform. Poor pupils, according to another survey, do not own laptops or desktop computers and have restricted internet access (Cleofas & Rocha, 2021).

Furthermore, participant 3 significant statement responses is coded 503, claimed that teachers tend to accept modules but they give instructions to those students to accomplish the lacking activities. This is due to pupils' poor performance in the modules' activities. This means that the teacher is in charge of keeping track of the students' progress. Parents have become educators' collaborators because education is no longer confined to the classroom. As home facilitators, parents play a critical role. Their key function in modular learning is to develop a connection with the child and to guide them (FlipScience, 2020).

According to the findings of Roman (2020) even if the instructional module has the capability to increase the performance of students, without proper facilitation, guidance, and supervision of the teachers, the learning would not totally achieve. According to Bijesh (2017), without face-to-face engagement from teachers and regular reminders from peers about forthcoming work, students are more likely to become sidetracked and lose track of deadlines. If you want to finish your distance learning course effectively, you must stay

motivated and focused. If you procrastinate and have trouble sticking to deadlines, distance learning is not for you. Furthermore, if you have any doubts, you must resolve them without seeking assistance from your teacher or friends, as you will not be able to speak with your peers and friends like you would in a regular college course (Nagrle, 2013). To complete a course successfully, one merely needs to be self-motivated and focused (Brown, 2017).

Lastly, participant 4 and 5 who's coded 504 clustered as the fixing of dates for distribution and retrieval of modules. This means that the school and the teacher schedule a fix date in distributing and retrieving modules that are favorable for the parents and teachers. This finding is supported by Magsambol (2020) that The SLMs was handed out to the parents. Teachers will collect completed activity sheets from the parents. They must turn in the activity sheets to their teachers at school or at the designated stations.

### Benefits of Modular Distance Learning to Students' English Learning

The significant statements, formulated meanings, codes, and theme clusters of the responses of the English teachers' experiences on the benefits of modular distance learning is reflected in Table 4.

Table 4. *Benefits of Modular Distance Learning*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	Teacher become open-minded with the challenges brought by the pandemic.	Open-minded Teachers	601	Professional growth of the teacher
2	Modular Distance Learning teach the learners values as well as the lessons.	The students learn the values and lesson	602	Values formation
3	Parents realize their important role in their children's education.	Contribution and role of parents in learning	603	Parent's realization role in their children's learning
4	Learning continues when learner adapt to change.	The continuous learning of the students	604	Independent learning
5	Learners learned the lesson on their own.	Continuous learning of the students	604	Independent learning

As gleaned in Table 4, 4 themes emerged from the participants responses coded as 601, 602, 603 and 604. The participant 1 who's coded 601, claims that the teacher become open-minded with the challenges brought by the pandemic. It implies that the Teachers that see the pandemic as an opportunity for educational advancement by creating self-learning modules (SLMs) that compile all of the essential lessons, for each quarter's theme, objectives, and competencies in a single module. The teaching and learning process takes

on a new shape during times of crisis. In the face of disasters and crises (both man-made and natural), schools and colleges must be resilient and find innovative ways to continue teaching and learning activities (Chang-Richards et al., 2013).

On the other hand, participant 2 who's coded 602 claims that the modular distance learning teaches the learners values as well as the lessons. This indicates that in this pandemic, students are acquiring not only certain topics but also morals. They learn time management since, even if they are at home, they must adhere to their timetable when answering the LAS or learner's answer sheets based on their SLM or self-learning modules. They also form stronger bonds with their parents and guardians while learning and teaching at home.

According to Mehrotra, Hollister, and McGahey (2001), distance learning or distance education is not a future prospect for which higher education must prepare.; It is a modern reality that presents educational institutions with both opportunities and challenges; students have more options in terms of where, when, how, and from whom they learn in reality; and a reality that makes education more accessible to a growing number of individuals.

Moreover, participant 3 whose significant statement responses is coded 603, claims that parents realize their important role in their children's education. It means that, as a result of the country's current covid-19 issue, parents have been more aware of their participation in their children's education and learning. They now realize how difficult it is to teach. Parents who are flexible to the contemporary environment do not condemn teachers who are teaching their children at home these days. Parents' active participation in all aspects of their children's social, emotional, and academic development is also known as parental engagement (Castro et al., 2015). It is a broad phrase that incorporates a variety of parental concepts, roles, behavioral patterns, attitudes, and Budhrani, Martin, Malabanan, and Espiritu practices (Fan & Chen, 2001). Due to parental capacities and expectations, varying student requirements, and shared responsibilities with teachers, the level of involvement varies (Borup et al., 2015; Keaton & Gilbert, 2020). In the classroom, teachers and parents or guardians collaborate. They serve as home facilitators and para-teachers, aiding and leading pupils in responding to modular lessons throughout the modular learning time (Manlangit et al. 2020). Based on the administrators' schedules, parents and guardians will pick up the school's self-learning modules.

Lastly, participant 4 and 5 coded 604 shows independent learning among students. This means that There are more learners who are learning even in this type of academic setting where they are learning in their SLM or self-learning modules at home with the assistance and supervision of their parents. These students are flexible to changes in their environment and have an open mind. Learners, according to Curtis J. Bonk and Mimi Miyong Lee's research, require more opportunities to learn and, as a result, a feeling that they are free to learn anytime they feel the necessity (Reeve, 1996). Learner-centered learning provides students with several opportunities to make decisions and take care of their own education (Rogers, 1983). The more learners who can explore learning settings freely and openly, the more likely they are to express their creativity and contribute to society in positive ways (Rogers, 1969).

### Suggestions of English Teachers to improve the Learning Activities in the Module

The significant statements, formulated meanings, codes, and theme clusters of the responses of the English Teachers Experiences in Modular Distance Learning in Coping Strategies with the Most Challenging Experience is reflected in Table 5.

As shown in the table, three themes emerged from the participants responses coded as 701, 702 and 703. Out of 5 participants, participant 1 and 5 coded as 701 suggested that in order to improve the learning in the module, the teachers must equip themselves by attending online webinars and training, reading articles, and even asking help from a colleague and also teachers must look strategic intervention to monitor learners' progress in a form of trainings. There are some teachers who are unprepared to use technical gadgets such as computers, which adds to their difficulties in creating courses. therefore, teachers must attend online webinars and training, reading articles, and even asking for guidance from a coworker might help them prepare. Webinars that provide teachers with current trends in new normal education also assist educators in responding to changing circumstances. These initiatives will assist our country's educational system in continuing to provide high-quality education to students who are considered the future of society.

Table 5. *Suggestions of English Teachers to improve the Learning Activities in the Module*

P	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	Teachers must equip themselves by attending online webinars and training, reading articles, and even asking help from a colleague	Trainings and seminars needed	701	Trainings in improving learning activities
2	Teachers should formulate a suitable plan and continue to implement sufficient strategies to meet the students need in learning.	Modify activities that will suit students understanding	702	Modification of activities and exercises
3	Teachers need to modify and formulate activities that are suitable for student's needs.	Activities and exercises that are difficult for the students to answer and comply must be modified	702	Modification of activities and exercises
4	The English Teachers should have a connection with the other English teachers	All English Teachers work collaboratively	703	Collaboration With others
5	Teachers must look strategic intervention to monitor learners' progress in a form of trainings	Trainings and seminars needed	701	Trainings in improving learning activities

Furthermore, Khmel N.D. "The purpose of professional training and its consequence reveals that every person who is mastering a profession faces three aspects - substantive, personal, and procedural," she says (technological). There are some tasks that we solve during our professional training. They are concerned with what a specialist should know in order to perform his tasks, how he would apply this information in his professional activity, and what attributes a person should possess in order for knowledge and skills to yield the best results" (Khmel, 1998).

N.D. claims that Khmel, the overall framework of pedagogical education represents the idea of what to teach a future teacher – solid general-purpose training, the formation of a foundation of knowledge in the specialization, as well as psychological and pedagogical disciplines. However, the scientist points out that such instruction is no longer sufficient, as the teacher's role in molding students' work approaches and personalities has evolved dramatically. As a result, content-based, personal, and professional aspects should be combined with teacher work technology, as well as the teacher's capacity to see the general and specific in his or her organizational and functional activities" (Khmel, (2008)).

On the other hand, participant 2 and participant 3 coded 702 suggested that modification of activities and exercises may improve the learning activities in the module. The teachers should formulate a suitable plan and continue to implement sufficient strategies to meet

the demand for new normal education and also the teachers need to formulate alternative plans on different issues that may arise as they are involved in the process of teaching. Indeed, teachers' flexibility and knowledge of how to adjust to the changes brought on by the pandemic aid in overcoming some of the problems encountered in implementing the modular remote learning modality.

"Teachers use (a) a variety of ways for students to explore curriculum content, (b) a variety of sense-making activities or processes through which students can come to understand and "own" information and ideas, and (c) a variety of options through which students can demonstrate or exhibit what they have learned," according to Tomlinson (1995). There must also be a rationale to differentiate training, according to Tomlinson (1995). To be successful, the teacher must use classroom management and routines, prepare both students and parents for a differentiated learning approach, and collaborate with other faculty members to coordinate a team learning approach. These factors encourage students to engage in student-centered, or self-directed, learning and help them prepare for their future as lifelong learners.

Lastly, participant 4 whose coded as 703, suggested that the English Teachers should have a connection with the other English teachers. This means that English teachers should help each other, talk and work collaboratively to come up with a good outcome that would benefit the students. Collaboration is defined as "coordinated, synchronous action that is the consequence of a continuous attempt to develop and maintain a shared picture of a challenge" by Roschelle and Teasley (1995). They characterize the joint problem space as a shared knowledge framework that facilitates problem-solving by combining goals, descriptions of the current problem state, and awareness of viable techniques, as well as the connections between these elements. Furthermore, Roschelle and Teasley claim that collaboration occurs within this shared problem space, which provides the structure required for meaningful discussions about the issue Partners must be able to introduce and accept knowledge, monitor exchanges for indications of divergent meanings, and correct any divergences detected in order to develop a joint issue space.

## Conclusion

Based on the summary of the findings, it concluded that teachers serve as innovators who made strategic practices in order for students to understand the most

essential competencies set in the curriculum, motivators to show the importance of learning, communicators who find ways to connect to students and family in order to monitor the learning progress and maximize available resources for the sake of learning. Furthermore, time management and flexibility, innovating teaching strategies, adapting to the changes brought on by the new trend in education, providing alternative plans, being optimistic and patient, and equipping oneself with the necessary skills are all ways teachers can deal with the challenges of modular distance learning.

Based on the summary of the findings and conclusion of the study, the following are recommended: (1) The conduct of webinars for equipping teachers with the current trends of new normal education may help educators in adapting the changes of times. (2) Teachers may formulate alternative plans on different issues that may arise as they are involved in the process of teaching. Managing time wisely may also aids in dealing with various tasks in school. (3) The school administrators may implement a system in terms of delivery and retrieval of modules to ensure that both parents and teachers are aware of what to do to keep everyone safe from the effects of the COVID-19 pandemic. (4) The teacher must continue to monitor students' performance, check and evaluate students' outputs and provide feedback to students. (5) Parents as guardians may encourage and support their children to face the new learning modality. (6) Stakeholders may work with the teachers in addressing the issues and concerns they face s they shift to new normal teaching practice. (7) Other researchers may also conduct similar study to further validate the finding of their study.

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