

**GLUE (GUIDING LEARNERS' UNDERSTANDING OF THE LESSON THROUGH
STRUCTURED EXEMPLIFICATIONS) - AN INSTRUCTIONAL SCAFFOLD FOR LEARNERS
UNDER MODULAR DISTANCE LEARNING**



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ABSTRACT

Foundations of education always speak for an uninterrupted learning, which is basically the ultimate goal of teaching. In this manner, language teaching, which is crucial to a child to learn the second language, is projected to always yield in language learning – an idea, though universal, but can definitely be lethal. Systematically, from the topmost sector of education down to its lowermost regions, learning is always ensured in ammunition and given exceptional dealings. Transparently however, before the course of its imperative upshot, which is the act of catering the innocent minds in the four corners of the classroom, primarily, it has to undergo vigilant methods of progression, which can or may naturally be altered along the way – the mode of teaching in particular; thus, causing academic injustices, and worse, failures. Consequently, learning is hindered.

Delicately planned and carried through, this study aimed at determining the comparative outcomes of grade 12 HUMSS students' academic performances at Southville 5A Integrated National High School, under modular distance learning particularly in the first and second quarter of the second semester of the school year 2021-2022, with the intent to execute the theory-based instructional scaffold for learners at the latter quarter.

To extract the flesh from the blueprint, qualitative design was used by the Researchers via theory-based instructional scaffold for learners under modular distance learning, which was, to describe it, extremely self-paced learning.

Profoundly establishing from the general findings, the researchers concluded at large that the grade 12 students were seen to have performed certainly below academic expectations in the first quarter, after they have obtained lower scores from the accrued tasks of their modules, and

even from their quarterly grades. However, a significant recovery was judiciously realized in the second quarter, with the implementation of the theory-based instructional scaffold to learners. Though, statistically, the difference is not huge, but such principal improvement was justifiably seen to have occurred.

From there, the Researchers generally recommended that to bridge the gap between theory and practice, teaching and learning, and language curriculum and language instruction, some teaching regulations and creativities must be advanced and done to address such learning deviation or discord, which must be turned into expected comprehensible outputs leading into apparently tangible learning outcomes. To be more pertinent, the Researchers crafted the intervention plan, which will extensively harvest stronger position in helping second language learners, with reference to Cummins' Language Quadrant Theory and Model, whenever teaching and learning processes call for distance learning approaches correspondingly.

KEYWORDS: *Modular Distance Learning, Instructional Scaffold, Cummins' Language Quadrant Theory*

INTRODUCTION

Language and thinking skills play a vital role in learning, and if the learner is incapacitated in the language of instruction and instruction per se, then learning may not take place at all. In this regard, language proficiency and thinking skills as keys to academic performance become impossible, since they are the bases for successes in academic pursuits. In a narrow sense, a person who does not know English, for example, may not have access to the world's known scientific and technological discoveries and advancements that are chiefly written in English. However, learning a second language has always been associated with collaborative efforts and effective teaching methods, while the acquisition of the first language is automatic and dynamic. Therefore, the phenomenon can/will only be exacerbated when the vital

facilitator of learning – the teacher becomes the problem.

Unsheathing from the problematic nature above, English language learners in the country have always been facing a lot of challenges because English in the first place is not their native language. And just as there are problems embraced in learning English as a foreign language, so there are challenges in learning English as a second language (Ama, 2019).

As a case in point, in this day and age, learning is even more put on trial, with the emergence and deterrence of COVID-19 pandemic. This catastrophe has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end (Tria, 2020). This has also forced educational sectors worldwide to implement various distance learning modalities. In the Philippines, printed modular distance learning modality was implemented to continue delivering quality and relevant

education amid the pandemic. However, significantly lower quality of PMDL among small and medium schools and the encountered challenges of teachers on assessments, activities, outputs, parents' incapacity, inconsistent participation, and compliance established the need for instructional supervision (Talimodao & Madrigal, 2021). For this reason, the researchers, who have also witnessed this phenomenon, strongly believe that it will be not a moment too soon for this spectacle to make the second language becomes defunct among learners, and their thinking skills even poorer, leading into an increase in number of students at risk of failing – or simply put as academic failure. Thus, the need for strengthening and enhancing second language instruction for successful student learning, which is the primary goal of this study, becomes a subtle point.

As figures in the second language courses of senior high school students at Southville 5A Integrated National High School, it is very much deemed and perceived by the researchers that students' competence, even performance, in English does not justify solely the learning objectives and expectations of the curriculum based on the ideals set by the Department of Education towards Philippine education success, but the realization of these determinants of English language proficiency and thinking skills among students, and the shortage of studies on this area, has urged the researchers to conduct this study.

METHODOLOGY

Purposely, Southville 5A Integrated National High School was chosen as the venue for data gathering, for it is a public school where the researchers are currently exercising their profession, and have enough number of grade 12 students to be considered to achieve the purposes of the study. To be more significantly purposive, the researchers have reasonably chosen the grade 12 learners, particularly the Academic Track – Humanities and Social Sciences students of 12 – Jane Addams, 12 - Mahatma Gandhi and 12 - Nelson Mandela, since they are the principal target of this research and are currently under the supervision of the researchers in school.

Originally, there were a total of 100 existing grade 12 students from the Academic Track, particularly in the Humanities and Social Sciences Strand, by the time the researchers commenced the study at Southville 5A Integrated National High School. However, in the pursuit of our study, we figured out that there was only a total of 99 students who were considered active by academic status. This was composed of 33 students from 12 - Jane Addams, 32 from 12 – Mahatma Gandhi, and 34 students from 12 – Nelson Mandela section. Also, not all did participate in this study since some of them were considered irregular students which might have already taken the

subject(s) when this research was incurred.

For this study, purposive sampling was used. The nature of the problem and the current condition of our academic community by the time this study was conducted necessitated for this sampling technique since it intended to satisfy the primary goal of this study. The exact number of participants is accentuated in the result section for guidance.

The following indicator was purposively utilized by the researchers to elicit the intended target participants for this study:

1. They were Grade 12 HUMSS students whose learning modality was modular distance learning.

Regardless of their academic performance, these learners were deemed to be having equal opportunity and degree of importance, which were highly determined by the main goal of this study.

For this humble toiling, the Teacher-Researchers were to devise an instructional scaffold (GLUE blueprint) for learners based on the theories and model of Jim Cummins to better cater comprehensible inputs to, and garner desirable outputs from students without compromising the existing system and protocol: Modular Distance Learning. To realize this, Teacher-Researchers, to achieve a sense of balance and academic success, have employed the language quadrants model of Cummins in crafting the hierarchical instructional scaffold for learners. This printed scaffold was given along

with students' modules during the distribution of the latter. In addition, to better achieve desirable outputs from learners, Teacher-Researchers did incorporate the ideas behind Threshold theory to come up with better comprehensible tasks for learners.

The research has undergone some series of development before it could completely satisfy its primary goal, which is to implement the instructional scaffold to learners under modular learning modality. Such series of development are broken down below in subsequent manner:

1. Before the gathering of data, the researchers reviewed related literature and studies to deepen their understanding of the research topic, especially its surrounding theoretical underpinnings. This initial action yielded to the crafting of their action research proposal.

2. With their proposal in hand, the researchers sought the approval of the Schools Division Office of Biñan City concerning their intent to gather the data.

3. Approved by the Division Office, the researchers thereupon sought the approval of the parents of the target participants in this study through a formal letter.

4. The execution of GLUE to each section involved in this study was preceded normally by the existing learning modality. This was done to clearly set the foundation of the study, which is to define the anticipated difference between the two phenomena.

5. The researchers prepared, finalized and accomplished the necessitated scaffold and other intricate information relative to the process.

6. Before the implementation of GLUE blueprint, the researchers had their final talk to ensure smooth and collective data gathering procedure.

7. The researchers executed the GLUE blueprint as scheduled. This was realized in the second semester of S.Y. 2021-2022.

8. To draw the line of the anticipated difference, the researchers provided an assessment after the implementation of GLUE. The evaluative assessment was graded based on DepEd Order No. 31, Series of 2020 – “Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan” just like the premature protocol.

9. Then after defining the earlier procedures, the researchers collected and subjected the data for rigorous analytical induction, and finally to the preparation of the write-up of the research.

RESULTS

Taking note of the demands came forth from the legal bases towards achieving educational successes, teaching must always result in learning. This can only be attained if the forerunners of education – the teachers – intrinsically serve their judicious functions in the teaching-learning course,

thereby meeting the ultimate goal of teaching, which is learning itself.

The following figures have the pertinent data to give conformation on the study’s intrinsic nature.

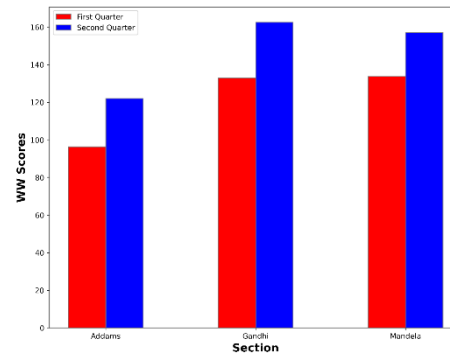


Figure 2. Mean Difference of Grade 12 Students’ Accumulated Written Works Scores per Section from the First and Second Quarter

Figure 2 manifestly draws the upshot of grade 12 students garnered written works scores from the first and second quarter of their modules in Creative Writing. It is very much deemed, as foregrounded in the figure above, that there is an absolute discrepancy on the mean between the two sets of data. As prudently laid above, the red vertical bars suggest the mean scores of each section from their accumulated individual written works scores, garnered from all graded activities of their module both in the first and the second quarters. On the contrary, the blue vertical bars denote the mean scores of each section from their individual written works scores in the second quarter. Evidently projected, it can be observed that there is a developmental progression on the overall performance of students under the written works criterion. Specifically set down, for section Addams, the mean score in the first quarter is 96.3 from a total score of 200.

Progressively however, in the second quarter, it dramatically advanced to 122 from a total score of 200 still, with 25.7 significant difference. For section Gandhi, the mean score in the first quarter is 132.9 from a total score of 200. In the second quarter, it dramatically peaked to 162.5 respectively, with 29.6 significant difference. On the case of section Mandela, their mean score in the first quarter is 133.6 while 157 in the second quarter, with 23.4 significant difference.

Gleaned from the mean score of each section and in general, result suggests improved student academic performance in the written works criterion of the second quarter, with the direct interposition of GLUE instructional scaffold to learners.

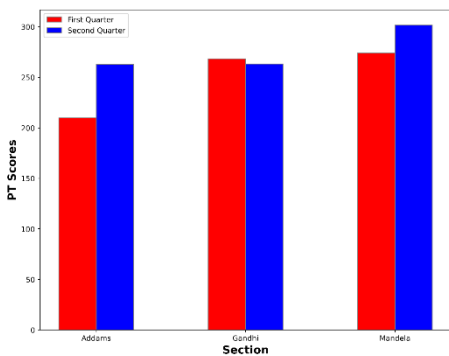


Figure 3. Mean Difference of Grade 12 Students' Accumulated Performance Tasks Scores per Section from the First and Second Quarter

Figure 3 deliberately indicates the result of grade 12 students accumulated performance tasks scores from the first and second quarter of their modules in Creative Writing. As descriptively underscored, the data suggest an absolute incongruity on the mean between the two phenomena. As prudently rested above, the red vertical bars suggest the mean score of each section from

their accumulated individual performance tasks scores, mustered from all graded activities of their module both in the first and the second quarters. In contrast, the blue vertical bars signify the mean score of each section from their accumulated individual performance tasks scores in the second quarter. As ostensibly projected in the figure, it can be observed that the mean scores from two particular sections are dominant in the second quarter compared to the previous one. To state specifically, for section Addams, the mean score in the first quarter is 209.9 from a total score of 350. Remarkably however, in the second quarter, it advanced to 262.9 from a total score of 350 still, with 53-point significant difference from the former. For section Gandhi, the average score in the first quarter is 268.4, from a total score of 350. In the second quarter, it fell short to 263.2 respectively. This is because some of the students were deducted in some of their activities due to certain circumstances. In the case of section Mandela, their mean score in the first quarter is 273.8 while in the second quarter is 301.6 respectively, with 27.8 significant difference.

Elicited from the sectional result, it is highly believed that the interposition of GLUE instructional scaffold to learners has made an undeniable bearing to their performance in the course in general

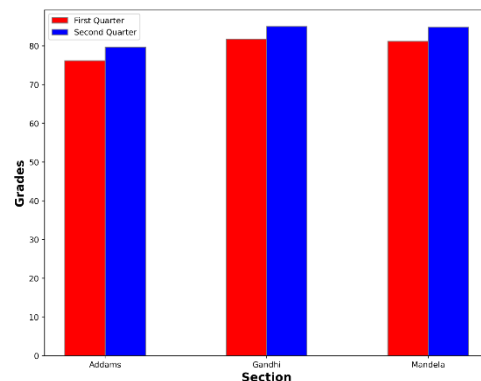


Figure 4. Mean Difference of Grade 12 Students' Accumulated Grades per Section from the First and Second Quarter

Figure 4 delineates the concomitant of grade 12 students hoarded grades in the first and second quarter. Chiefly emerging from the figure, the data propound an established discrepancy on the mean of each section between two quarters. As explicitly revealed above, the red vertical bars suggest the average grades of each section from the first quarter. Moreover, the blue vertical bars set out the average grades of each section from the second quarter. By and large, it can be deduced that the data spell a generative growth on the grades of students from first quarter to second. To be more particular, for section Addams, the average grade in the first quarter is 78.18; correspondingly however, in the second quarter, it significantly advanced to 79.70, with 1.52 significant difference. For section Gandhi, the entire section generated an average grade of 81.80 in the first quarter, and 85.03 in the second quarter. This made a 3.23 significant difference on the two quarters. Ultimately, section Mandela put forward an 81.19 average grade in the first quarter while advancing even more in the second quarter with 84.81. Thus, creating an obvious 3.62 significant difference.

In a nutshell, the wide-ranging data highly suggest a procreative growth on the overall performance of students in the second quarter with the application of GLUE instructional scaffold to them. This being said, it is with fundamental confidence to assume that such instructional scaffold has helped them understood the different lessons stipulated in their module, which is the ultimate goal of this research.

DISCUSSION

After inductively drawing out the analysis and interpretation of data, the findings are hereby presented in a nutshell:

1. What significant findings can be achieved via implementation of the instructional scaffold for learners under modular distance learning?

The GLUE instructional scaffold for learners under modular distance learning has soundingly succored its function in terms of guiding learners' understanding of the different lessons found in their module. This premise is highly supported by the data gathered from their academic performances in the second quarter particularly in the written works, performance tasks, and even on their quarterly grades.

2. From the significant findings achieved, what is the relevance of instructional scaffold for learners under modular distance learning? From the significant findings achieved, it can be purported that the instructional scaffold is deemed to have a substantial effect on learners under modular distance learning. In this connection, GLUE instructional scaffold is found to be essentially helpful to students under modular distance learning. This is also strongly supported by the responses made by students during follow-up interviews, after the administration of the instructional scaffold.

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