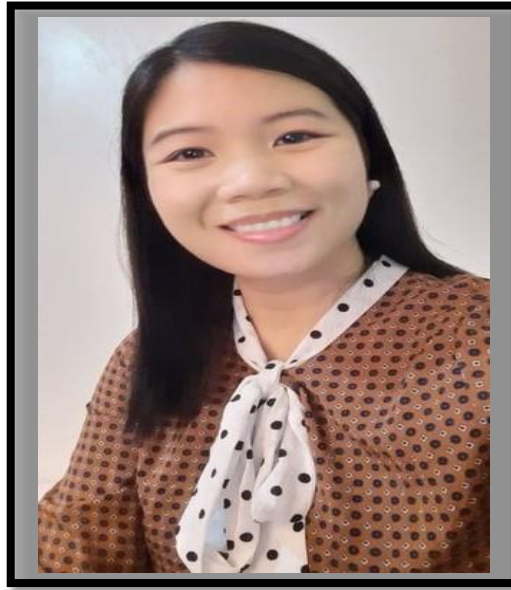


LEARNING MODALITIES: A TOOL OR A HINDRANCE TO LEARNERS' ACADEMIC PERFORMANCE IN ENGLISH



CATHERINE A. COSTOY
Teacher III
Biñan Elementary School

ABSTRACT

The spread of the virus has alarmed not only China but the entire world. It resulted to a great economic loss and massive educational crisis to the entire learning system. In response to these challenges brought by COVID-19, the Department of Education developed Basic Education Learning Continuity Plan. However, though the school had carefully determined its best fit learning modality for its learners, the implementation of learner's learning modality can still be a great contributing factor to either a hindrance or tool in achieving quality learning outcomes. This study explored on the significant difference between the face to face and blended learning modality in terms of selected grade 6 learners' experiences and academic performance.

An exploratory sequential mixed methods research design was utilized. In the first stage of the study, the data was collected through an open-ended research interview protocol through google forms then, their responses were downloaded and extracted from the file for presentation, interpretation, and data analysis. Further exploration was done in the second stage through quantitative data collection and analysis particularly on the learners' academic performance in English with the use of appropriate statistical tools or instruments for an intervention and to specify variables that need to go into a follow-up.

Results showed that grade 6 learners exhibited better academic performance in learning their lessons in English through blended learning modality than face to-face learning modality. Moreover, learners can perform well in their English subject irregardless of what type of learning modality be used in the class to facilitate teaching-learning process. But blended learning modality is the appropriate learning modality be used by the grade 6 learners in learning their lessons in English during the first quarter with the given current situation in our educational system. Furthermore, learners' experiences in learning English through Blended learning modality are indeed not easy yet fun and exciting in the new normal.

Keywords: *learning modalities, academic performance, exploratory, blended learning modality*

INTRODUCTION

The spread of the virus has alarmed not only China but the entire world. It resulted to a great economic loss and massive educational crisis to the entire learning system. In response to these challenges brought by COVID-19, the Department of Education developed Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to the basic education challenges to prevent the huge gap on the learners' learning in the future.

As stipulated in DepEd Order 012 s. 2020, the Department stands for its principle to ensure learning continuity through K-12 adjustment, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents, or guardians of learners. Moreover, it is being emphasized in this order, that DepEd hereby adopts the enclosed BE-LCP, including its Annexes, as the overall framework to govern the School Year (SY) 2020-2021, unless sooner repealed, amended, or rescinded.

There are many studies stated the advantages of the strategies as suggested by the DepEd for learning continuity specifically between face-to-face and blended learning modality. According to Salcedo as cited by Paul & Jefferson (2019) online and traditional education share many qualities. Students are still required to attend class, learn the material, submit assignments, and complete group projects. While teachers, still must design curriculums, maximize instructional quality, answer class questions, motivate students to learn, and grade assignments. Despite these basic similarities, there are many differences between the two modalities. Traditionally, classroom instruction is known to be teacher-centered and requires passive learning by the student, while online instruction is often student-centered and requires active learning.

Currently, the school had already adopted this order. In fact, the School Learning Continuity Plan (SLCP) is now in its implementation stage. However, though the school had carefully determined its best fit learning modality for its learners, the implementation of learner's learning modality can still be a great contributing factor to either a hindrance or tool in achieving quality

learning outcomes. It can make every learner's over-all performance either goes up or down. That is why, as a DepEd teacher, the researcher hopes to understand the real experiences of selected grade 6 learners in English with blended learning modality and further explore the significant difference of their academic performance SY 2019-2020 and 2020-2021 in Biñan Elementary School to make necessary plan and solutions to address the need and to improve our services in the delivery of the best education possible to all learners.

METHODOLOGY

This research utilized an exploratory sequential mixed methods research design by Creswell & Creswell (2019). According to them, an exploratory sequential mixed methods research design is the reverse sequence from the explanatory sequential design. In this approach the researcher first begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information used to build an instrument that best fits the sample under study, to develop an intervention or to specify variables that need to go into a follow-up. Particular challenges to this design reside in focusing in on the appropriate qualitative findings to use and the sample selection for both phases of research.

Purposive sampling was used in choosing the participants for this study. The participants were purposely selected using the following criteria: (1) they are grade 6 learners enrolled in Biñan Elementary School, School Year 2019-2020 and 2020-2021 with Very Satisfactory (85-89) to Outstanding (90-100) grade in English 5 (2) enrolled in blended learning modality and with internet accessibility, (3) willingness to participate in the study. There were fourteen (14) participants included in the study.

Prior to the implementation of the study, the researcher seek permission from the School Principal and Public Schools District Supervisor and consent from the participants and their parents or guardians.

In the first stage of the study, the data were collected through an open-ended research interview protocol through googleforms were sent individually to the participants' email address. Then, their responses were downloaded and extracted from the file for presentation, interpretation, and data analysis. A follow-up questions if any would be done through the following but not limited to video call and phone

call. For the validation, research protocol, were presented to the credible authorities such as expert in the field of education, mixed methods research and statistics. To answer statement of the problems 1 and 2, **van Manen Highlighted Approach** was utilized.

Furthermore, exploration was done through quantitative data collection and analysis particularly on the learners' academic performance in English with the use of the following statistical tools or instruments: **Mean and Standard Deviation**- were used to get the mean academic performance of Selected Grade 6 Learners of Biñan Elementary School SY 2020-2021; and **T-Test** - were used in finding out if there is a significant between the academic performance of grade 6 learners' first quarter grades in English during the school year 2019-2020 and school year 2020-2021.

Ethical standards were maintained throughout the course of the study by careful attention to the following issues:

All participants were requested to sign an informed consent form with their parent's permission to be part of the study. Second, they have the option to discontinue the interview when experiencing psychological distress. And they would not be given any monetary gains for their participation in the study, as this was purely on a voluntary basis. Lastly, was protecting the privacy, anonymity, and confidentiality of the data. All transcribed data through google forms were used for the purpose of this study were deleted after this study was finished. Pseudonyms were provided for any subsequent publication of the research results. This is also in adherence to the Republic Act 10173- Data Privacy Act of 2012.

RESULTS

Based on the data gathered and results obtained, the research had come up with the following results:

As to the learners' experiences, difficulties, problems, and challenges encountered in English through blended learning modality;

Learners' experiences in learning English through Blended learning modality are indeed not easy yet fun and exciting in

the new normal. It is always coupled with difficulties and enjoyment at the same time. Truly, learners experienced hard times answering some difficult questions from the module, technical difficulties due to internet problems, and unfamiliarity of online platforms to use in learning such as googlemeet and google classroom. However, there is excitement in the learners meeting and seeing their classmates and teachers on the screen, had enjoyed interactive learning during synchronous classes and had fun with games.

As to how the learners face the difficulties, solve the problems and cope with the challenges they encountered in English through blended learning modality. There are three essential emerging themes explained on how the learners face the difficulties, solve the problems and cope with the challenges they encountered in English through blended learning modality. First, there is an accepted truth that they are needing help from parents, other members of the family and teachers for difficult lessons and in joining synchronous classes. Then, they did self-learning and reflection though practicing how to navigate online platforms, research on their own and watch video lessons online to further understand the lessons. Lastly, learners overcome some physical, emotional and health issues in learning by taking some rest when tired, eating the right kind of food and being happy to learn.

The mean academic performance in English Subject of selected grade 6 learners school year 2019-2020 is 2.82 while 5.51 in the school year 2020-2021. This means that learner's academic performance in blended learning modality is higher than in face-to-face learning modality. Moreover, despite of the sudden shift in terms of learning modality in the new normal system in education, learners with 85 and above grade in English is possible to achieve a very satisfactory and outstanding academic performance. In addition, blended learning modality does not hinder them in learning their lessons in English instead, it offered them various learning experiences and encouraged them to learn further and do their best.

There was a significant difference between the performance of grade 6 learners' first quarter grades in English during the school year 2019-2020 and school year 2020-2021. The probability value of 0.000 for both learning modalities was less than the 0.05 significance level. This implies that grade 6 learners exhibited better academic performance in learning their lessons in English through blended learning modality than face to-face learning modality. Moreover, learners can perform well in their English subject irregardless of

what type of learning modality be used in the class to facilitate teaching-learning process. But, blended learning modality is the appropriate learning modality be used by the grade 6 learners in learning their lessons in English during the first quarter with the given current situation in our educational system.

Based on the deeper analysis of findings, the researcher has formulated an action plan to capacitate learners' independency in navigating online platforms and others online apps for blended learning modality and need of additional learning materials that further explains the topic or lessons in English.

DISCUSSION

Learning Modalities can be a tool or a hindrance in achieving higher academic performance among grade 6 learners with 85 and above grade in English even during this very challenging times due to Covid-19 pandemic.

Teacher-made digital supplementary learning material may be provided to learners to explain further and help them understand better their lessons in English during the first quarter of school year 2020-2021.

Also, capacity building which focus on learners' independency in navigating online platforms and other online applications may be given to the grade 6 learners to boost their confidence and motivation to do their best in learning lessons in English through blended learning modality.

Another is, interactive and fun learning activities may be integrated consistently in the teachers' lesson exemplar to ensure very satisfactory and outstanding academic performance of the grade 6 learners in English.

A Grade level action learning cell session which focuses on providing interactive learning activities among grade six English teachers of Biñan Elementary school be implemented to address the need of the learners in this very challenging time.

Lastly, a similar study should be done to grade six learners with a grade of 84 and below or with satisfactory-to-satisfactory academic performance and also those learners who did not meet the expectations or with a grade of 74 and below in English through blended learning modality.

ACKNOWLEDGEMENTS

A sincerest expression of gratitude to the following:

Sir Sonny L. Atanacio, Public Schools District Supervisor -Cluster III and Ms. Pilar I. De Castro, Principal of Biñan Elementary School, for allowing the researcher to conduct the study;

Mrs. Leilani D. Miranda, Education Program Supervisor-English and Dr. Diosmar O. Fernandez, who served as the research validators by sharing their expertise and valuable insights for the improvement of the research interview protocol and direction of this research;

Mrs. Marian P. Maliwat Master Teacher I and all grade 6 teachers in Biñan Elementary School for giving inputs, ideas, and endless support during the implementation of this study;

All parents/ guardians of the learners of Biñan Elementary School who gave their unselfish consent to allow their children as participants of the study.

All grade six learners who gave their precious time answering the interview questionnaires and active participation in the study;

Lastly but most importantly, the Lord and Savior Jesus Christ for the blessings of strength, wisdom, and love.

Thank you very much. This research is dedicated to all of you.

REFERENCES

- Creswell, J. W., & Creswell, J. D. (2019). *Research Design Qualitative, and Mixed Methods Apporcahes*. SAGE Publications, Inc.
- DepEd Order No. 008, s. 2020, Learners Enrolment and Survey Form (LESF)
- DepEd Order No. 012, s. 2020, Adoption of The Basic Education Learning Continuity Plan For School Year 2020- 2021 In Light Of The COVID-19 Public Health Emergency
- Ja'ashan, M. M. (2015). Perceptions and Attitudes towards Blended Learning for English. *Canadian Center of Science and Education*.
- Memorandum Dm-Ci-2020-00162 (2020). Suggested Strategies In Implementing Distance Learning Delivery Modalities (DLDM) For School Year 2020-2021
- Paul, J., & Jefferson, F. (2019). A Comparative Analysis of Student Performance in an

Online vs. Face to-Face
Environmental Science Course From
2009 to 2016. *Australian Council for
Educational Research, Australia.*

Sari, I. (2019). Students' Perception on the
Effectiveness of Blended Learning:
Efforts in the Mastery of English.
*International Journal of Research
and Review.*

Siew-Eng, L., & Muuk, M. A. (2015). Blended
Learning in Teaching Secondary
Schools' English: A Preparation for
Tertiary Science Education in
Malaysia . *Procedia - Social and
Behavioral Science.*

Soledad, G. S. (2015). Student Perceptions
On The Impact Of Blended Learning
On Their Expository Writing Skills.
Unpublished Research.

Sulisworo, D. (2018). Blended Learning:
Improves Student's Motivation In
Teaching Learning Process.
*International Journal of Languages
Education.*

Wright, B. M. (2017). Blended Learning:
Student Perception Of Face-To-Face
And Online Efl Lessons. *Indonesian
Journal of Applied Linguistics.*

