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Learners' View of English Language Learning Through Modular Approach: A Phenomenology

Farisha L. Pulindao^{1*}, Haron A. Mohamad²

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ABSTRACT

This research aimed to explore the views of English language learners of selected Grade six of Tenorio Elementary School, Maguindanao-II Division, who were undergone the modular approach to learning during the COVID-19 Pandemic. The Collaizi's (1978) seven steps strategy in phenomenological approach was utilized to provide rigorous analysis of data. The purposive sampling technique was used to select the participants relevant to the research study. The researchers' made semi-structure guided interview questionnaire with in-depth interview to the participants to explicate the research phenomena. Thus, study revealed that, learners experiences of modular learning affected by personal, teacher, subject matter and technological factor were Acclimatization to Modular Learning, Extrinsic Motivation, Health Issue, Lack of Adult's Guidance or Teacher Supervision, Complexity of Subject Matter, and Quality Content of Module. Consequently, learners experiences as affected by technological factors were Power Outrage, Accessible to Internet, Lack of Mobile Phone. Moreover, learners observed attitude among in ELL through modular approach were, Knowledge of Content of Module, Development of Macro Skills, Views of Importance of ELL, Preference of Face to Face Learning. Constant Reading and Pre-reading, and Utilization of YouTube Video Lessons. Hence, the effects of learner's attitude towards modular approach were, Learning Through Social Media Platform, Lack of Engagement of Learning and Guessing Only of Answers. Therefore, various studies have examined the effects of attitudes on ELL; however, few have worked on the influence of attitudes on ELL in the course of the Covid-19 pandemic. Synonymous to popular belief that a proper and positive attitude is imperative for achievement in language learning (Gardner, 1985), the study finds out that positive attitude towards modular learning brings positive actions which resulted to positive effects in ELL performance and that a negative attitude brings unlikely effect in ELL performance.

INTRODUCTION

Language is an essential tool in communication and development. It is the principal method used in communication which consists of structured words or actions and conveyed through writing, speaking, or acting. Many languages in the world, English is considered the most spoken language with almost 1.27 billion English speakers around the world as of 2020 (Britannica). It has been used as an official language to more than 50 nations which is an evidence that English language has been predominantly used in educational setting and other commerce. On a survey conducted by Choi & Lee in 2008 to 16 countries in Asia where one or two English language of a certain country provided the information needed for their respective country, it illustrated that English is used as a second language in Malaysia, the Philippines, and Sri Lanka while it is used as a foreign language in nine countries like Hong Kong, Singapore, Bangladesh, India, Pakistan, the UAE, Korea, China, Taiwan, Japan, Indonesia, Thailand, Vietnam, Iran, and Israel. The global development of English language learning in these Asian countries can be pointed to the attitudes of the users towards English (Rahman, 2007). These countries have seen the influence of English on their political, social, cultural, and economic status; thus, resulting to English

becoming a language chiefly used. A study conducted by Lucas *et al.* (2010) reveals that freshmen students from different universities and colleges in Manila, Philippines were intrinsically motivated to the language learning of their second language which is English. Most specifically, they are very eager in participating on activities in speaking and reading as they have seen that proficiency on these macro skills is the key to their success in future employment. Moreover, it was found out that they are highly motivated due to the increase of foreign media, computer mediated activities, and available interesting reading materials. These students have shown Brown's (1981) concept which states that intrinsic motivation and favorable attitudes are important factors in language learning. However, this is not the case of freshman college students of Mindanao State University – Main Campus who have undergone in the Pre-University Center. Students enrolled in PUC are those who did not make it to the cut off score of 75 and above in the university's system admission. A study conducted by Alico & Guimba (2015) revealed that these students have developed high anxiety in taking tests in English because of the high expectations from parents and peers, low level of fluency and insufficient knowledge in the second language. The emergence of the Covid-19 pandemic brought

¹ Tenorio Elementary School, Maguindanao-II Division MBHTE BARMM, DepEd, Philippines

² Talitay National High School, Maguindanao-II Division, Ministry of Basic, Higher and Technical Education-BARMM, DepEd, Philippines

* Corresponding author's e-mail: farishapulindao@gmail.com

challenge to the education system. Schools were forced to temporarily close and face to face learning was momentarily prohibited. Because of this, alternative modes of learning were opted. In the Philippines, one of the common modalities of learning in the course of the Covid-19 pandemic is the modular learning. Modular learning gives the marginalized members of the society an access to education. Modular distance learning involves the use of self-learning modules (SLMs), in print or digital format/electronic copy, and various learning resources like learner's materials, textbooks, activity sheets, worksheets, study guides and other study materials. In a study conducted by Ibyatova *et al.* (2018) to engineering students who are learning English language via modular learning, it revealed that modular approach to language learning, with the aid of technology, is effective in improving students' knowledge and critical thinking. On the same note, a study was conducted by Rosli & Idrus (2017) which focuses on the effects of modular instruction to language learning. The study revealed that carefully prepared modules can help and address the varied language learning needs of language learners. Also, modular instruction fosters autonomy among language learners because its use develops self-confidence specifically when students do not need major supervision from the teachers.

In Tenorio Elementary School, the attitudes of students in English language learning through modular learning during the Covid-19 pandemic vary. The variation of the attitudes among the students are observable in the course of learning during the Covid-19 pandemic. Many studies have operated on the significance of attitude in language learning. However, studies that deal with the exploration on the students' attitude in English language learning through modular approach to learning is a timely topic worth pursuing since various studies have shed light that attitude plays a key role in successful language learning. Working on the exploration of students' attitude would clarify the idea whether English language learning through modular learning among public elementary schools in the Maguindanao 2 Division is effective during the pandemic.

Statement of the Problem

The study explored learners' experiences in English language learning in the course of the Covid-19 Pandemic where modular approach to learning is mainly adopted. Specifically, it sought to answers to the following questions:

1. What are the learners' experiences of modular learning, as affected by:
 - a. Personal factor;
 - b. Teacher factor;
 - c. Subject matter factor; and
 - d. Technological factor?
2. What attitudes are observed among learners in English language learning through the modular approach, in terms of:
 - a. Cognitive;

- b. Affective; and
 - c. Behavioral?
3. How do these attitudes affect their performance in English language learning?

LITERATURE REVIEW

English Language Learning in the Philippines

The Philippines is proclaimed as the biggest English-speaking country worldwide with most of its people possessing fluency in English (Cabigon, 2015). Because of the country's rich linguistic diversity, English served as the country's lingua franca. In fact, English language is the language of business and law as well as the primary medium of instruction from primary level of education up to post-graduate level of education in the country (Cabigon, 2015). The Philippines use English language officially as a second language with the aim of unifying the country, without forsaking the country's native languages (Mijwil, 2018). Many research have shown that English language teaching and learning in the Philippines have been successful as evident on the promotion of English in media, home, school, tourism, and business (Turmudi & Hajan, 2020). Moreover, the fact that different Asian countries that utilize English as foreign language prefer Filipino English teachers than others is an evidence of the success of English language learning in the Philippines.

Attitude Defined

Attitude is defined in various ways by experts of various fields. However, a fixed definition of the term has not been established. Ajzen (1993) viewed attitude as a person's certain degree of favorable or unfavorable disposition towards a certain event, object, behavior, person, or other discriminable variables surrounding a person. The deciding variable for a certain attitude is the attitude object or the stimulus object on which one holds either a favorable or unfavorable disposition. Similarly, Bohner & Dickel (2011) regarded attitude as an evaluation of an object of thought which has a cognitive, affective, and behavioral components (Wenden, 1991 as cited by Bohner & Dickel, 2011 and Altmann, 2008). These components are essential to the formation and expression of attitude and it is an overall evaluation of a stimulus object (Wenden, 1991 as cited by Haddock & Maio, 2008). The cognitive components of attitude include the belief, thoughts, and attributes one associate with attitude object; the affective components refer to feeling and emotion associated with attitude object; and, the behavioral components refer to past behaviors with respect to attitude object (Wenden, 1991 as cited by Haddock & Maio, 2008). The cognitive aspect of attitude makes the receiving and understanding of knowledge easy during the learning process. The learner's behavior during the learning will be described by the behavioral or conation aspect. The learner's feeling or emotion towards learning will be depicted by the affective aspect. The three aspects of attitude can be shown through verbal or nonverbal responses or actions.

This mean that a student who shows a positive attitude in learning may show diligence in understanding a topic and will surely demonstrate positive behaviors towards learning such as putting effort and time in re-learning and researching the ideas presented. He will certainly become an active student during class discussions and will not hesitate to raise his queries to the teacher. On the other hand, a student who is idle in learning may exhibit aloof and detached behaviors towards learning such as inactive participation and divided attention in class discussion. The positive or negative behaviors the student is possessing will determine the dominant attitude towards learning.

Attitude and Learning

Learning is always an individual performance. Having a positive or a negative attitude towards learning will always have a strong impact towards successful language learning. Moreover, the attitude of an individual towards learning is heavily dependent on various stimuli (Getie, 2020). Stern (1983) as cited by Getie (2020) claimed that the affective aspects of attitude contributes much to language learning rather than the cognitive skills. The studies of Gardner (1985), Skehan (1989), Spolsky (1989), and Eveyik (1999) as cited on Getie's (2020) study, present the concept that affective variables play significant influences on the success of language learning. This means that negative dispositions to learning caused by anxiety, fear, and stress can lead to inactive and aloof performance in the learning process (County, 2015). Attitude has been acknowledged in education as important behavioral element which affects learning. Attitude influences and arouses one's motivation and interest in learning. Gardner (1985) pioneered the study that attitude is a component of motivation in language learning. According to him, motivation includes favorable attitudes and behaviors in language learning. He emphasized that language learning is influenced by the learner's attitude towards the language, its usage and importance. Gardner (1985) pointed out that attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal. This argument led Wenden (1991) to present a comprehensive definition of attitude on which he classified attitudes into three components, namely: cognitive, affective, and behavioral component. Researchers share the identical viewpoint that positive attitude facilitates the language learning. Krashen's (2002) theory of affective filter hypothesis specified that learners with high motivation, self-confidence, positive behavior, and lower anxiety level in language learning are thought to be better second language learners.

Modular Learning and Student Factor

With the health risk brought by the Covid-19 pandemic, the Department of Education imposed the immediate shift from the conventional face to face learning to distance learning. This change brought significant changes to successful learning. Various studies have revealed that learning is primarily influenced by student's factors which

may include student's motivation, interest, intelligence, attitudes and preparedness (Krapp, 2005; Gardner and Gauld, 1990).

According to Perez (2020), teachers are worried that modular approach to learning will not work to some of the students because aside from the fact that some students still can't read and comprehend on their own; their parents are also not capable of guiding them because they too are not capable of reading with comprehension as well. The lack of supervision is one of the imposing threats to student's successful learning. Stress is also one of the major factors that affect learning. Blona (2005) asserted that students experience stress since some are trying to cope up with the demands of adapting to a new living environment, new peers, academic pressure, and sexual concerns. Moreover, the existence of learning difficulties greatly affect successful learning. Individuals who have a learning difficulty may not absorb information in the same way or as quickly as their peers, and they might find certain aspects of learning, such as the development of basic skills, to be challenging.

Modular Learning and Teacher Factor

Teachers influence learning in many ways. The teacher, as the knowledgeable individual, is expected to be flexible in his ways of attaining the goal of imparting knowledge to the learners. However, with the modular approach to learning, the challenge of imparting knowledge to the learners have become even more challenging. Face to face interaction with the learners are prohibited which hinders teacher's direct supervision. A study of King (2015) as cited by Ntibi *et al.*, (2020) stated the idea that a teacher may possess mastery of the subject matter but the choice of method and strategy of presentation of the concept may reduce his effectiveness of imparting knowledge to the learners. In the modular approach to learning, teachers have to consider many factors in order to deliver the lesson and assure that learning is still occurring. Therefore, teaching styles and strategies must be calibrated in order to meet the demands of modular approach to learning.

Modular Learning and Subject Matter Factor

The English language is widely regarded as one of the most difficult to master. Because of its unpredictable spelling and challenging grammar, it is challenging for both learners and native speakers. The International TEFL and TESOL Training Blog (2020) revealed that average Filipinos are having the most difficulty in grammar and proficiency in English, sometimes college graduate students from these areas are still not very good in the English language even if they have been given enough years of study in school. In the study of Kwaah and Essilfie (2017) where they studied the coping strategies of students who were taking distance education at the University of Cape Coast, Ghana, it revealed that academic workload and high frequency of examinations were the major causes of stress among the students.

English language learning has become more daunting to learners who are not proficient users of the language because of the complexity of the language used in their modules and the stacks of activities and assessments they have to accomplish.

Modular Learning Technological Factor

Technology improves many learning opportunities and provides ease for students. But, it can also be a tool that is too heavily relied on and can potentially affect student's development. According to Harris (2016), educators are now under great pressure to provide 21st century students with a quality education based on 21st-century standards. With the ever-changing trend in learning, technology have become a great aid in teaching and learning experiences. And with the absence of direct and physical contact in learning, technology has aided in student's learning. With technology being an ally in education, during the implementation of modular approach to learning, technology have become an adversary in some cases. According to Recaña (2020), the reports about the suicide cases in Bicol indicated that distance learning-related difficulties such as phone signal challenges, internet connection problems, and cost of buying load for data were the most feasible reasons behind the suicide cases.

METHODOLOGY

Research Design

The researchers used a qualitative design employing phenomenology in order to generate the interpretation of the text relating to the shared experiences of selected Grade 6 learners from Tenorio Elementary School in English language learning in the course of modular approach to learning during the Covid-19 pandemic. Phenomenology, as defined by Creswell (2013) . in addition, qualitative research commonly produces a meaningful and detailed information about much smaller number of people and cases (Patton, 1990). that talks about the study of things in their natural setting (Denzin & Lincoln, 2011) as cited in Fukofuka ,2014; Dangalao , 2020) the lived experiences of others, when collecting and interpreting autobiographical narrations or an interview data (Creswell, 2014). As cited by,(Mohamad, 2022; Manakan, Untong, Mohamad, & Sinsuat, 2023).

The Phenomenological approach was used to describe how one orients to lived experiences (Sloan & Bowe, 2014). Phenomenology allows the researchers to get in deep conversation with the participants in order to invite readers to understand the participants' lived experiences through the texts disclosed in front of them. In order to collect the necessary data needed for the understanding of the attitudes of the selected Grade 6 learners from Tenorio Elementary School who are undergoing modular approach to English language learning. The participants' description of their experiences were based on the factors and the various aspects that affected their attitudes towards modular learning in English language learning.

This study focused on the description of the participants' lived experiences which relate to the phenomenon. Cresswell (2007) summaries the philosophical postulation associated with phenomenology as the study of the life experiences of individuals, with the understanding that these experiences are conscious ones. The study includes the development of descriptions of the substances of these experiences, not explanations or analyses.

Research Locale

This study was conducted at Tenorio Elementary School for the school year 2021-2022. It is a DepEd-managed elementary school in Datu Odin Sinsuat, North District of Maguindanao II Division. It is located at Tenorio, Awang, Datu Odin Sinsuat, Maguindanao and a school for learners coming from tri-people: the Moro, the Christian settlers, and the Lumad or Highlanders. The school opened its door to students on January 1950. Based on the school records as of 2021-2022 and as enrolled in the Department of Education system, 1353 learners are enrolled despite the modular mode of learning adapted by the school. 649 enrolled learners are Muslim which equates to 48% of the school's population; 312 learners or 23% of the population are Non-Muslim; and, 392 learners or 29% of the population are Teduray. Filipino is the main language used amongst the majority of the learners; however, there are still many who primarily speak their dialect like Maguindanaon, and Teduray. The language preference among the teachers, parents, and learners is Filipino.

Research Participants

The participants of this study were six selected Grade 6 students of Tenorio Elementary School. The researcher asked the help of the Grade 6 English subject teacher in the selection of the six Grade 6 learners. The participants were chosen under the condition that they have experienced struggle in ELL during the modular mode of learning. Moreover, the participants were actively answering their modules and that there are few recorded lapses in the retrieval of their modules. The ability to share and speak about their lived experiences with the researcher was also considered. Morse (1994, p.225) claimed that at least six (6) participants would suffice for a qualitative study since it is concerned with meaning and not making generalized hypothesis statements (Crouch, Mira and McKenzie, Heather, 2006). The real names of the participants were not revealed in respect of their privacy and in observance of the research protocol that would protect them from any harm, prejudice, or bias that may be brought about by the sensitive topic or idea which may be revealed during the interviews. In the recruitment of the participants for this study, the researcher made use of purposive sampling. With the help of the Grade 6 English teacher, the researcher was able to identify the participants who have lived experience of the phenomenon being focused on.

Research Instrument

The study utilized a semi-structured interview guide as instrument for this phenomenological study. It contained open-ended questions to gather information pertaining to the learners' attitude in English language learning through modular learning during the Covid-19 pandemic. The questions covered the demographic profile of the participants. It also included determining the student's perception of using the modular approach to learning, identifying the attitude portrayed by students in English language learning through modular approach, and describing the effects of these attitudes on their performance in English language learning. Follow-up questions were further asked with the intention of extracting richer and detailed narrative of their experiences whenever necessary. The approach to phenomenological approach of conducting interview is built on Husserl's (1970) phenomenological theory which stated that it uses themes of contextualizing experience, apprehending phenomenon, and clarification of the phenomenon. Since Filipino is the lingua franca of the participants, the questions from the interview guide questions were translated into Filipino in order to obtain understanding. The questions were framed in English but the grade six English teacher who selected the participants for this study suggested to prepare the translated version. Moreover, this was done to ensure that the questions were understood well and that richer and detailed descriptions of the learners' experience would be shared and taken. The researchers made sure to maintain cordiality during the interview so as to invite the participants to share their experiences without hesitations.

Data Gathering Procedure

The researchers sent the request letter to the school principal of Tenorio Elementary School asking for permission to conduct the study. Upon the approval of the school principal, a letter was also sent to the grade six English subject teacher who is also the class adviser of the target participants of the study. After the selection of the suggested participants for the study with the help of the English subject teacher, a letter of invitation to the learner participant was sent. Upon the acceptance of the learner participant, the researchers secured the consent forms from the participants. Upon receiving the consent form, and set the favorable date for the participants to conduct the in-depth interview for the 6 participants. The setting of schedule was in coordination with the participants, the school principal, and the English subject teacher. Since the interview was done at the school, the researchers requested the English subject teacher to let the participants choose their preferred time slot. There were three (3) participants interviewed on each day for two days. A break of thirty (30) minutes after each interview was observed in order to prepare the interviewee and the materials for the interview. The in-depth interview was done via home visitation. The selected participants were scheduled for individual in-depth interview at their

respective homes with the consent of their parents or guardians. Rest assured that with the conduct of the in-depth interview, proper observance of the health protocols such as use of alcohol and hand sanitizers, wearing of facemask, and maintaining at least 2 meter physical distance was practiced and maintained. Before the conduct of the interview, the researcher asked the permission from each participant to audio record the interview.

After the interview, the participants were informed that a copy of the transcript of their interview as well as the description of the fundamental structure of their shared experience towards English language learning in the course of modular approach would be sent to them for validation.

The researchers used one (1) 2015 model of Vivo Y51 to record the audio of the interview. The unit has internal memory of 16GB storage, 2GB RAM, main camera 8MP with video of 1080p@30fps, and built-in battery of 2350 mAh. One (1) 2017 model of Vivo Y53 was used to capture the video and details of the interview. It has internal memory of 16GB storage, 2GB RAM, main camera 8MP with LED flash HDR, and built-in battery of 2500 mAh. The English subject teacher of the participants assisted the research during the conduct of the interview.

Data Analysis

The researchers utilized the Colaizzi's (1978) seven steps strategy in data analysis in phenomenological methods that provided a rigorous analysis with each step staying close to the data. Transcripts were read repeatedly, significant statement, formulated meaning, cluster themes, developing exhaustive description, producing the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis. As cited by. (Morrow, Roise, Rodriguez, Alison and King, Nigel 2015; Mohamad, 2022; Zaniel, Mohamad & Parcon, 2023) The responses of the participants were recorded, noted, and transcribed. The significant statements from the responses of the participants were singled out as basis of getting the code. (Mohamad, 2022).

RESULTS AND DISCUSSION

Overview

This chapter presents the gathered phenomenological data from the objective of the study. The data were taken from audio recordings of six (6) Grade Six Learners from Tenorio Elementary School. The audio recordings were manually transcribed and translated into English.

The process of formulating themes involved the identification of significant statements from each transcript of interviews up to the formulation of meanings which led to the clustering of themes that recognized the surface patterns. Themes were formulated according to the learners' experiences in English language learning in the course of Covid-19 pandemic where modular approach to learning is mainly adopted.

Table 1: Learners' Experiences of the Modular Learning as Affected by Personal Factors

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
3; 97-100	“Hindi po kasi hindi po ako sanay na module lang po. Mas sanay po kasi ako na nakikita ang mga teachers.” (No because I am not used with modules. I am more used to seeing my teachers.)	Learners were more accustomed to learning where teachers are physically present.	Modular Learning: A New Concept for the Learners	Acclimatization to Modular Learning
5; 155-159	“Medyo mahirap sa una pero patagal nang patagal, nasasanay na rin na walang teacher na nag-ga-guide sayo.” (It was quite difficult at the beginning but as the time goes by, I become used to the idea that there is no teacher that guides you.)	Habitual modular learning eases the burden of modular learning	Modular Learning: A New Concept for the Learners	Acclimatization to Modular Learning
3; 60-64	“Meron po kasi akong nakikita sa internet, nagsisikap sila kaya po nakatapos kaya nagsisikap din po ako sa pagmo-module para makatapos po.” (I have seen something in the internet, they are striving so they finished their studies; so I am striving on my modules so that I can finish my studies.)	Other people's achievements posted online encourages continuity of learning.	People's Achievements: Inspiration for Modular Learning	Extrinsic Motivation
5; 83-87	“Yung pinsan ko kasi malapit na siya mag-graduate. Mag-exam na lang siyang ng pang-teacher. Bali siya po yung naging inspiration ko po sa pag-aaral.” (My cousin will graduate soon. She will just take the exam for teacher. She is my inspiration in pursuing my education.)	Relative's educational achievements inspires the learner's academic endeavor.	People's Achievements: Inspiration for Modular Learning	Extrinsic Motivation
6; 55-57	“Mahirap lang naman po kasi di ako makasagot minsankasi po may sakit.” (It becomes difficult because sometimes I cannot answer because I am sick.)	Sickness negatively affects academic performance.	Health Matters in Learning	Health Problem

Table 2: Learners' Experiences of the Modular Learning as Affected by Teacher Factors

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
1; 95-99	“Naging mahirap po, Ma'am. Kasi wala pong nag-e-explain, minsan hindi po masyadong naiintindihan kaya sariling sikap na lang po talaga ang ginagawa ko.” (It was difficult, Ma'am. Because no one explains, sometimes I do not understand so I have to help myself.)	Since there is no adult who guides in learning, teacher's explanation is needed on the understanding the content of the module.	Adult cannot guide in learning and teacher's supervision is a must.	Lack of Adult's Guidance or Teacher's Supervision
2; 83-87	“Dahil may mga bagay po na hindirin maintindihan sa module. Si teacher lang po ang nakaka-alam kaya kailangang tanungin ko talaga sila.” (Yes. Because there are things from the module that I cannot understand. Only teacher knows of it so I have to really ask them.)	Some parts of the modules demand teacher's explanation	Teacher's explanation for clarity of idea.	Lack of Adult's Guidance or Teacher's Supervision

Table 3: Learners' Experiences of the Modular Learning as Affected by Subject Matter Factors

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
1; 27-33	“Mahirap din po Ma’am kasi wala pong nag-e-explain sa akin kung ano po yung hindi ko naiintindihan na language, halimbawa po yung English po, nahihirapan po ako dun kasi medyo mahirap din po yung aming English subject.” (It’s difficult ma’am because no one explains what I do not understand on a language; for example in English, I am having difficulty on it because it is quite hard.)	The subject needs to be explained by someone more knowledgeable in English.	Learner’s Skill on using English Language Influences Absorption of Knowledge	Complexity of Language
1; 233-239	“Mahirap po Ma’am kasi minsan yung mga malalim na ibig sabihin ng English ay di ko po maintindihan kaya tina translate ko sya sa cellphone ko. Minsan po pag wala akong load, doon po sa dictionary.” (It’s tough Ma’am because sometimes I cannot understand English that have deep meaning so I translate them on my cellphone. Sometimes, when I do not have load, I use dictionary.)	Insufficient vocabulary affects the understanding of concepts.	Learner’s Skill on using English Language Influences Absorption of Knowledge	Complexity of Language
3; 293-300	“Opo, doon po sa describing images. Ide-describe po kung ano yung nasa picture. Minsan nahihirapan din po ako dun kasi minsan po blurred yung mga pictures na nasa module. Pero nalaman ko po kung paano mag-describe ng isang picture.” (Yes, in describing images. I describe what is in the picture. Sometimes, it is difficult for me to do them because pictures in the modules are blurred. But I have learned how to describe a picture.)	The quality of pictures used in the module affects learner’s performance.	Poor Quality Images in Modules Obstruct Visualization	Quality and Content of Module
5; 34-46	“Nung una, medyo nahirapan ako kasi hindi ma explain. Di ko masyado maintindihan yung mga learn and remember kasi kulang yung explanation ng mga guro at mas nasanay ako sa naga-explain ang guro kesa sa ako lang mag intindi mag-isa. Nasanay na rin po ako sa mga mahirap na English. Iniintindi ko po yung mga English na mahirap.” (I just got used to it. At first, it was quite difficult because it cannot be explained. I cannot quite grasp the “learn and remember” because the teachers’ explanations were not enough and I was quite accustomed to teachers doing the explanation rather than me solely understanding it. I just got accustomed to the difficult English. I just try my best to understand the difficult ones.)	Some explanation on the module need follow-up explanation	Insufficient Explanations of Key Concepts is a Burden to the Learners	Quality and Content of Module

2; 20-23	“Mahirap po dahil mahirap maghanap ng mga eksplenasyon. Ano din kasi po, ang mga sagutan mahirap din po.” (It’s difficult because it’s so hard to look for explanation. Also, the activities are difficult too.)	The activities are quite difficult for the learner’s level.	Difficulty Level of Activities Do Not Match Learner’s Level	Quality and Content of Modules
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Table 4: Learners’ Experiences of the Modular Learning as Affected by Technological Factors

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
1; 65-67	“Ma’am kasi medyo nahihirapan din ako minsan lalo na po pag brownout sa amin so di po ako makastudy.” (Ma’am because it gets difficult for me sometimes especially when there is brownout in our area so I cannot study.)	Power outage causes learner to miss studying.	Power Outage Affects Learner’s Study Time	Power Outage
1; 174-177	“Minsan po yung brownout na tumatagal ng isang araw, bali isang araw po ako nadi nakakapag-module.” (Sometimes when the brownout lasts for a day, I cannot do my modules for a day.)	Power outage impedes a day of study time for the learner.	Power Outage Affects Learner’s Study Time	Power Outage
1:67-73	“Wala din po kaming wifi atsaka di rin po ako madalas makapaload sa cellphone, soyun po. Iniintindi ko na lang po kung ano yung nasa module ko.” (We also do not have wifi and I cannot always buy load for my cellphone. I just simply understand what’s on my module.)	Lack of Wifi, cellphone, and cellular load drives learner to self-learning.	Inaccessibility to Internet Pushes Learner to Self-Learning	Accessibility to Internet
2; 73-79	“Mahirap po kasi di ko minsan mabasa o malaman na may ina-announce na ang teacher. Minsan late ko na po malaman kasi wala po kaming internet at nanghihiram lang ako ng cellphone sa ate ko.” (Yes. It’s hard because sometimes do not know that there announcements from teachers. Sometimes, I am informed late because we do not have internet and I only borrow my big sister’s cellphone.)	Unavailability of mobile phone hinders communication and information dissemination.	Mobile Phone for Information Dissemination	Accessibility to Internet and Lack of Mobile Phone
1; 164-170	“Nakatulong po siya ma’am lalo na kapag yung subject ay mahirap. Halimbawa, Science po tsaka Math, binibigay niya po yung answer. Tsaka ang cellphone po dapat di ginagamit sa paglalaro. Ginagamit po ito sa pag-aaral.” (I helped ma’am especially if the subject is difficult. For example, Science and Math, it gives the answer. Also, cellphone must not be used on playing. It is used on studying.)	Cellphone is used as a tool for researching	Cellphone aids in addressing academic concerns.	Cellphone as a Tool for Learning
3; 150-155	“Yang cellphone po para sa gc po. Kasi sa gc po naga-update si ma’am. Tsaka paminsan naga-research din po ako sa cellphone kung di ko maintindihan ang topic namin.” (Cellphone for group chat. Because ma’am gives update on the gc. And sometimes I research on my cellphone too if I have a hard time understanding our topic.)	Group chats are an avenue for information dissemination and communication between learners and teacher.	Cellphone where group chats are accessed are vital for researching and learning.	Cellphone as a Tool for Learning

6; 204-206	“Mayron po kasing example dun sa activity na nahahanap ko pag nagse-cellphone ako.” (There are examples in the activities that I can find when I am using my cellphone.)	Activities are sometimes better understood through the aid of cellphone	Cellphone scaffolds learning	Cellphone as a Tool for Learning
1; 164-170	“Nakatulong po siya ma’amlalo na kapag yung subject ay mahirap. Halimbawa, Science po tsaka Math, binibigay niya po yung answer. Tsaka ang cellphone po dapat di ginagamit sa paglalaro. Ginagamit po ito sa pag-aaral.” (It helped ma’am especially if the subject is difficult. For example, Science and Math, it gives the answer. Also, cellphone must not be used on playing. It is used on studying.)	Answers on activities are directly found through the help of cellphone.	Cellphone provides answers on activities	Cellphone as a Tool for Learning
3; 150-155	“Yang cellphone po para sa gc po. Kasi sa gc po naga-update si ma’am. Tsaka paminsan naga-research din po ako sa cellphone kung di ko maintindihan ang topic namin.” (Cellphone for group chat. Because ma’am gives update on the gc. And sometimes I research on my cellphone too if I have a hard time understanding our topic.)	Group chats are an avenue for information dissemination and communication between learners and teacher.	Cellphone where group chats are accessed are vital for researching and learning.	Cellphone as a Tool for Learning
6; 204-206	“Mayron po kasing example dun sa activity na nahahanap ko pag nagse-cellphone ako.” (There are examples in the activities that I can find when I am using my cellphone.)	Answers on activities are directly found through the help of cellphone.	Cellphone provides answers on activities	Cellphone as a Tool for Learning
5; 237-243	“Paminsan pag yung di ko mga alam na sagot, paminsan naga-Google ako, PhotoMath, pati yung solving fraction dun sa app sa cellphone ko. Yun po yung ginagamit ko pag di ko alam yung sagot.” (Yes, sometimes when I do not know the answer, I sometimes use Google, PhotoMath, and also solving fraction on the app on my cellphone. Those are what I use when I do not know the answer.)	Access to online websites and applications affect academic performance.	Cellphone provides access to online websites and application	Cellphone as a Tool for Learning
1; 212-215	“Naisip ko na baka mali kasi sa brainlyph po minsan po mali yung binibigay nila na sagot.” (There is. I thought that it might be wrong since it is from brainlyph because sometimes it gives wrong answer.)	Other online websites give false information.	Credibility of online websites is not secured.	Cellphone as a Tool for Learning

Table 5: Observed Attitudes among Learners in ELL through Modular Approach in terms of Cognitive Aspects

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
2; 198-203	“Kadalasan po di ko po ma-gets. Dahil po yung karamihan po iba po ang sinasabi po sa module. Halimbawa po, iba po yung binibigay na eksplenasyon.” (Sometimes yes but usually I cannot get it. Because the other topics do not coincide with those on the module. For example, the explanations are different.)	The content and explanation of ideas confuse learners.	Learners’ level of understanding and content of module do not align.	Knowledge on the Content of Module

2; 269-272	“Mabigat po ma’am pero minsan naman po, hindi rin. Madalas nabibigatan po ako kasi mahirap po talaga yung mga questions.” (It’s heavy, ma’am but sometimes, it’s not. It’s heavy sometimes because I struggle on the questions.)	Heavy feelings are felt by the learner due to the difficulty of the questions on the module.	Difficulty of questions results to heavy feelings.	Knowledge on the Content of Module
3; 295-301	“Listening po kasi di ko naman po naririnig yung mga lessons lalo na ngayong module. Lalo na po sa pronunciation, mahirapan po talaga ako magbigkas ng mga bago ko lang nakita na mga salita sa English.” (Listening because I did not listen to the lessons especially during modular learning. Especially in pronunciation, I am having difficulty in pronouncing English words that I just encountered.)	Listening skill activities that address pronunciation are usually omitted.	Listening as a neglected skill	Development of Macro Skills
4; 300-306	“Yung pagsasalita po kasi minsan mag-video po kami tungkol sa mga project namin, nahihirapan po kasi ako kasi di po masyado ako maka-memorize. Kaya ginasulat na lang ni Mama sa papel para basahin ko na lang.”	Speaking that involves memorization is a burden to the learner.	Speaking with memorization burdens learner.	Development of Macro Skills

Table 6: Observed Attitudes among Learners in ELL through Modular Approach in terms of Affective Aspects

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
1; 291-294	“Opo gusto ko po kasi sabi po ng magulang ko, maganda po ang lenggwaheng English kasi marami ka pong natututunan.” (Yes I like it because my parents told me that English language is good because I can learn a lot from it.)	English is an informative language according to learner’s parent.	English as an informative language	View on Importance English Language Learning the of
6; 290-293	“Nakikinig po ako sa sinasabi ni Mama kasi si Mama po ang nage explain sa mga modules ko na nahihirapan ako. Tsaka kung wala po si Mama, di po ako maka-Grade 6.” (I listen to my Mama because she is the one who explains about the modules that I struggle with. And without Mama, I will not be promoted to Grade 6.)	Learner’s mother provide the biggest support in ELL.	Parental support is a must in ELL	View on Importance the of English Language Learning
2; 261-265	“Kasi kung di ka mag-module Ma’am, wala ka ring makuha. Di ka po maka-graduate. Mabagsak ka lang po tsaka maiwan ka po ng mga kaibigan mo.” (Because if you will not do your modules, you will get nothing. You will not graduate. You will fail and be left behind by your friends.)	ELL is a must for promotion to higher grade level.	Continuity of ELL for grade level promotion and completion	View on the Importance of English Language Learning

3; 318-321	“Opo kasi pag may foreigner po, mas madalian po ako makipagsalita dahil inaral ko po ang English.” (Yes because if there will be foreigner, it will be easier for me to talk to them because I studied English.)	ELL will provide language fluency needed for future communication with foreigners.	ELL will aid in communication with native speakers.	View on the Importance of English Language Learning
4; 326-330	“Pag magpunta ka po sa ibang bansa, maintindihan mo ang mga salita nila tapos kaya ko po maintindihan yung mga sinasabi nila sa ibang lugar.” (When you go to other countries, you can understand their language.)	ELL will be advantageous to those who wish to work or travel abroad.	ELL for future work or travel abroad.	View on Importance of English Language Learning
5; 380-386	“Medyo masaya po pero iba pa rin yung turo ng pag kaharap mo yung guro mo. Yun po yung pinakamaganda sa lahat, yung kaharap mo yung guro mo. Pero masaya rin po yung pag module.” (It was quite happy but it is better to have your teacher teaching before you. That’s what makes it better from everything, when your teacher is in front of you. But, modular learning is still a happy experience.)	Learner still prefers face to face learning.	Face to face learning is highly preferred	Preference of Face to Face Learning
5; 444-450	“Gusto ko rin pong mag-aral sa pamamagitan ng module pero mas masaya pa rin po yung face to face. Makikita mo yung guro mo, yung nakakalakad lakad ka tuwing recess sa school. Yun po yung pinakamasaya naa part pag face to face.” (I like learning through modules but face to face is better. You can see your teacher, you can walk around the school during recess.)	Many experiences during the face to face classes are fancied by the learner.	Face to face learning provides happy experiences	Preference of Face to Face Learning
4; 318-322	“Pareha lang naman po, Ma’am. Hindi rin naman po kasi ako masyado nagaseryoso mag-aral ngayong module. Ang importante lang naman po kasi sa akin may masagot ako.” (It’s the same, Ma’am. I do not get serious in my modular learning. The important thing for me is I have answers.) understand their language.)	Learner continues learning during modular learning merely for promotion purposes.	Modular learning for promotion purposes.	Preference of Face to Face Learning
5; 380-386	“Medyo masaya po pero iba pa rin yung turo ng pag kaharap mo yung guro mo. Yun po yung pinakamaganda sa lahat, yung kaharap mo yung guro mo. Pero masaya rin po yung pag module.” (It was quite happy but it is better to have your teacher teaching before you. That’s what makes it better from everything, when your teacher is in front of you. But, modular learning is still a happy experience.)	Learner still prefers face to face learning.	Face to face learning is highly preferred	Preference of Face to Face Learning

5; 444-450	“Gusto ko rin pong mag-aral sa pamamagitan ng module pero mas masaya pa rin po yung face to face. Makikita mo yung guro mo, yung nakakalakad lakad ka tuwing recess sa school. Yun po yung pinakamasaya naa part pag face to face.” (I like learning through modules but face to face is better You can see your teacher, you can walk around the school during recess.)	Many experiences during the face to face classes are fancied by the learner.	Face to face learning provides happy experiences	Preference of Face to Face Learning
4; 318-322	“Pareha lang naman po, Ma’am. Hindi rin naman po kasi ako masyado nagaseryoso mag-aral ngayong module. Ang importante lang naman po kasi sa akin may masagot ako.” (It’s the same, Ma’am. I do not get serious in my modular learning. The important thing for me is I have answers.) (Speaking because sometimes when we have to do video on our projects, I experience difficulty because I cannot easily memorize. So my mother writes in on a paper so that I just simply read it.)	Learner continues learning during modular learning merely for promotion purposes.	Modular learning for promotion purposes.	Preference of Face to Face Learning
1; 316-321	“Speaking po kasi ang gagamitin ng lenggwahe ay English. Di po kasi ako makasalita ng English nang dire-diretso kaya di ko po siya na-practice masyado ngayong nagmo-module kami.” (Speaking because English must be used. I am not really good in speaking straight English so I cannot practice it during modular learning.)	Usage of English language in speaking activities is still a challenge for learners who are not fluent in the language.	Practices for English speaking skills.	Development of Macro Skills

Table 7: Observed Attitudes Among Learners in ELL Through Modular Approach in Terms of Behavioral

Transcript and Line Numbers	Significant Statements	Formulated Meanings	Clustered Themes	Emergent Themes
5; 314-321	“Yung binabasa ko. Nagbabasa basa po ako ng English, nagwa-wattpad kasi ako tapos doon ako nagabasa ng English, doon ako natuto “Ah itong g a n i t o pala na salita, ganito ang English niya” tapos doon po ako natututo sa Wattpad ng mga English English.” (My readings. I am reading in English, I am reading in Wattpad and I read it in English and it helped me, “Ah this word, its English is this one” then that’s where I learn about English.)	Constant reading of stories on Wattpad enriches learner’s vocabulary.	Wattpad stories for vocabulary development	Constant Reading and Pre-Reading
3; 225-228	“Half an hour po yung kadalasan kasi po binasa ko na po siya ko pa sagutan kaya madali na lang po para sa akin.” (Half an hour is the usual because I have read them before answering them that’s why it becomes easy for me.)	Pre-reading the content of modules shortens the time spent on understanding the module.	Pre-reading as a study strategy that alleviates burden of modular learning	Constant Reading and Pre-Reading

5;433-439	<p>“Nanonood po ako sa Youtube. Halimbawa, ang lesson ay yung adverb o verb, pag di ko po maintindihan, naga-search po ako sa Youtube tapos panonoorin ko kung ano ba talaga at saan ba talaga ginagamit ang adverb o verb sa mga salita.” (I watch Youtube. For example, the lesson is adverb or verb, when I cannot understand it, I search in Youtube then I will watch what is it and where it is used in words.)</p>	Youtube Video Lessons provide more information and better understanding of concepts.	Youtube Video Lessons as a Tool in Modular Learning	Utilization of Youtube Video Lessons
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RESULTS AND DISCUSSION

From the exhaustive description of the learners’ attitude towards English language learning through modular learning, the following are the summary of findings of the study:

The Grade 6 learners of Tenorio Elementary School have varying experiences on modular learning. These experiences are influenced by several factors such as personal, subject matter, teacher, and technological factor. The personal factors that affected those experiences which further influenced their attitude in learning encompasses acclimatization to modular learning, extrinsic motivation, and health issue. Complexity of language and quality and content of modules are the subject matter factors that affect their attitudes. The lack of adult’s guidance or teacher’s supervision is a teacher factor that greatly affected their experiences. Lastly, technological factors such as power outage, accessibility to internet, and lack of mobile phones affected their experiences. The Grade 6 learners of Tenorio Elementary School who are undergoing modular learning have developed favorable and unfavorable attitudes in English language learning. These attitudes were manifested in cognitive, affective, and behavioral aspects. The cognitive aspects that influenced these attitudes include their knowledge of the content of module and the development of macro skills. Moreover, the affective aspect that contributed to the development of these attitudes encompass their view on the importance of English language learning and their personal preference for face to face learning. Lastly, the behavioral aspects that caused such attitudes include constant reading, pre-reading, and utilization of Youtube video lessons. The attitudes of the Grade 6 learners of Tenorio Elementary School affected their performance in English language learning positively and negatively as shown on the learner participants’ statements from the in-depth interview. There are learners who were motivated to find ways and solutions to their concerns. The social media platforms alleviated the challenges of modular learning for some of the participant learners. On the other hand, some were demotivated thus decreasing their drive for learning. The reasons for the decline on this motivation include the lack of learner’s engagement in learning and the tendency to resort to guessing of answers. Both reasons point to the idea that modular learning demands support and active participation of

parents in teaching their children and the limited access of the learners to the subject teachers.

CONCLUSION

Based on summary of findings of the study, it can be concluded that the grade six learners of Tenorio Elementary School struggle on modular approach to learning. The learners had a difficulty in adjusting on the shift of the mode of learning because they were accustomed to face to face learning. Also, this struggle can be pointed to the fact that the learners are only motivated to learn extrinsically – to be promoted to the next grade level. The issue of health is a factor that also affected their academic performance. Furthermore, the lack of adult’s and teacher’s guidance in understanding the complexity of the language contributed to their experiences. Electric connection and technological issues had been mentioned to have affected their learning performance. Additionally, the learners do not totally possess sufficient knowledge on the content of their module and the development of the necessary skills in language learning are usually neglected. These learners also prefer face to face learning rather than modular learning. Nevertheless, coping strategies such as constant reading, pre-reading, and utilization of available resources online alleviated their struggles. These attitudes towards English language learning during modular learning brought positive and negative effects on their performance. There are learners who were motivated to use the available social media platforms in understanding the lessons but there are also who have developed negligence in learning. Also, some were demotivated to learn because they always resort to guess the answers. This is primarily because immediate feedback is disregarded and learners are not informed of their progress.

RECOMMENDATIONS

There should be an adopted blended learning in order to address the need for teacher’s guidance and input and the development of the necessary skills in language learning. The Department Chairperson shall regularly check the content of modules for quality assurance. Since the subject teachers are the primary creator of the module’s content, the School Principal must delegate a department chairperson who will be tasked to assess and evaluate the content of the modules which will be

distributed to the students. Also, some of the teachers download the modules which are provided by the Department of Education; however, this does not guarantee that these modules are free from errors and misconceptions. Thus, it is still a must that these will go under evaluation for contextualization. Having quality assurance sessions will ensure that the modules which are distributed to the learners are learner-centered, complete, and comprehensible. English subject teachers as well as other subject teachers must provide immediate feedback to learners. This is to ensure that the learners are well-informed of the tasks and inputs that need further studying and intervention. Moreover, parents must be reminded that their role in the academic achievement of their children is very essential. Subject teachers may conduct limited face to face quarterly assessment. In order to address the doubt that the learners are not learning anything, the English subject teacher as well as the other subject teachers must find ways in order to conduct a limited face to face quarterly assessment where students are scheduled to take their quarterly examination at school. Moreover, the teacher must ensure that the minimum health standard protocol are followed in coordination with the authorized authorities.

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