

Modular Distance Learning In English: Challenges And Strategies Of Students And Parents

Lorena Monte Chan^{1*}, Dr. Maredil R. Ambos²

^{1*}Central Philippine University, College of Education Graduate Programs Lopez-Jaena St., Jaro, Iloilo City 5000

²Central Philippine University, Adviser, College of Education Graduate Programs

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ABSTRACT

The purpose of the study was to describe and identify the difficulties and methods that parents and students faced when learning English through modular distance learning. This study used a concurrent mixed-methods research design, which enables both qualitative and quantitative investigations to address the issue. Out of the 150 children and their parents who participated in the quantitative study, only seven were used in the qualitative investigation. The pupils' challenges included not understanding the module, running out of time due to the abundance of tasks, finding the work boring, not having enough guidance, taking too long, and not having parents available to assist their children, according to the findings. Conversely, parents found it difficult to assist their children in learning English due to a variety of factors, including their own workload, time constraints, their children's limited comprehension of the modules, language barriers, and the length of the modules. The pupils frequently used the following strategies: spending additional time to comprehend and respond to the modules; asking family members for help; utilizing dictionaries and other references; exploring the internet; and using models. Similar to this, the parents used the following strategies to aid their children's English learning during the modular distance learning: putting the education of their children ahead of other tasks, being self-prepared, providing internet access for research, asking for help from family members, using dictionaries and references, proper scheduling, and offering rewards.

Keywords: *Modular Distance Learning, Mixed Methods, Challenges and Strategies*

Introduction

Background of the Study

The COVID-19 pandemic presented a huge challenge to educational systems. As a result, the Department of Education (DepEd) Philippines implemented rules and procedures to ensure that Filipino students continued to access educational services despite pandemic-related restrictions. One of the options was distance education. Any instructional method can be used to complete it, including online, modular, TV, video, or radio. The majority of Filipino students prefer modular distance learning (MDL) over other types of distance learning, according to a survey by DepEd's National Learner Enrollment and Poll Forms (LESFs). This preference is primarily due to accessibility issues with the internet and other major technical devices. MDL, however, continues to be a challenge for many students, teachers, and parents.

In particular, English language learners who are more disadvantaged by the distant learning approach have suffered from the change in the learning methodology (Sayer and Braun, 2020). The vital social connections required to acquire a language are lost due to the absence of face-to-face contact. The acquisition of the English language is extremely difficult for pupils without supervised contact from teachers, especially for those whose parents are insufficiently educated (Pulke and Kukulkska-Hulme, 2020). The most important concerns are module comprehension, student commitment, and internet connectivity (Tarrayo, Paz, and Gepila, 2021). In the Philippines, it was found that elementary pupils, especially those in rural areas, had difficulty reading and understanding the English modules (Marohombsar, 2021).

In contrast to the conventional approach, learning English through distant education, that is, without in-person conversation and face-to-face interaction, is more challenging, claim Zhang and Cui (2010). Sayer and Braun (2020) also provided this justification for why English language learners are more adversely affected by the COVID-19 pandemic's effects on education, citing the fact that socioeconomically disadvantaged families lack the means to acquire the required materials, communicating effectively in English via distance education is difficult, and students are obviously denied the social interactions that are essential for learning a second language. The challenges are even more difficult for young language learners when their parents themselves lack literacy skills and when people at home do not genuinely practice the language.

The Department of Education - Division of Camiguin, along with many other regions, has embraced the modular method as a form of learning as a result of the pandemic that threatened not only the Philippines but the entire world. The Most Essential Learning Competencies (MELC), a curriculum designed to lessen learners' workload, were made sure to be covered in the modules that were sent. The Department stresses that the K-12 curriculum review is still ongoing and that it should be informed and enhanced by the school years' experience with MELCs. The Department's long-term response to SDG 4's demand to build resilient education systems, particularly during catastrophes, included the distribution of the MELCs in addition to addressing the pandemic's immediate concerns.

As a result, it might be utilized in specific situations as a method to guarantee educational continuity via the curriculum dimension. As obstacles in learning delivery were expected, the MELCs will allow the Department to concentrate instruction on the most crucial and important competencies that students must master. Additionally, it will make it easier to adapt from traditional classroom-based learning resources to those that are suitable for distant learning (www.deped-click.com 2022).

Teachers were encouraged to employ modular remote learning in order to address the issues the epidemic caused with the local students' learning processes. Teachers thought that using modules as a substitute for in-person instruction and learning could be an effective way to transfer knowledge to students. A self-learning module, according to Padmapriya (2015), is a brief instructional unit covering a single conceptual unit of subject matter. It is a self-contained and independent instructional unit with the main emphasis on a few clearly defined objectives. It is a crucial component of modular distance learning and acts as a motivator for Filipino students to continue receiving a top-notch education despite the COVID-19 pandemic.

In order to help their children learn the material utilizing the modules in the absence of the teachers, teachers anticipated that parents would act as para-teachers due to the pandemic's effects. To prepare their homes as a venue for a positive learning environment in the new normal, several parents overlooked their responsibility as para-teachers. Additionally, several parents struggled to read and comprehend the module content, which pushed them to dismiss their children's questions. Additionally, this circumstance caused pupils to have negative module-answering experiences and challenges. The majority of pupils are unable to properly follow the directions in the modules or study independently, which results in blank answer sheets, according to a study conducted at two National High Schools in the Philippines (Pe Dangle, 2020).

Despite the Department of Education's efforts to continue providing instruction to students during pandemics by employing modules, teachers questioned if the students had a thorough understanding of the modules' subject matter. The effectiveness of parents' efforts to help their children learn the subject in their absence was also a point of concern for teachers. During this outbreak, the majority of teachers admitted that they were more concerned on how their students were learning the material utilizing prepared modules. Teachers were concerned about how the pupils adjusted to the new teaching methodology at their younger ages because at this point, these students needed more help and direction from the teachers. Additionally, educators were worried about the children's mental health in the wake of the pandemic, which discouraged direct physical interaction between pupils and teachers in particular.

With these observations and experiences, the researcher was inspired to find out the difficulties the Grade 6 students faced and the coping mechanisms they employed when studying English through modular distance learning. The researcher also sought to know what difficulties parents faced when helping the children learn English utilizing a modular distance learning system and how they overcame those difficulties.

Statement of the Problem

The study's quantitative and qualitative objectives were to determine the challenges experienced and the different strategies used by parents and pupils to learn English through modular distance learning.

Specifically, this study:

1. described the characteristics of pupils in terms of age and sex;
2. described the characteristics of parents in terms of sex, age, educational attainment, family income, and occupation;
3. determined the challenges encountered by pupils in learning English through Modular Distance Learning;
4. determined the challenges encountered by parents in helping their child/ children learning English through Modular Distance Learning;
5. determined whether there is a significant relationship between the pupil's characteristics in terms of age and sex and the level of challenges they encountered in learning English through Modular Distance Learning;

6. determined whether there is a significant relationship between the parents' characteristics in terms of age, sex, educational attainment, occupation, family income and the level of challenges they encountered in helping their child /children in learning English through Modular Distance Learning;
7. determined whether there is a significant relationship between the pupil's characteristics in terms of age and sex and the strategies they used to address the challenges;
8. determined whether there is a significant relationship between parents' characteristics in terms of age, sex, educational attainment, occupation, family income and the strategies they used to address the challenges;
9. determined the challenges faced by pupils in learning English through Modular Distance Learning through key informant interview (KII);
10. explained the challenges encountered by parents in helping and supporting their child or children in learning English through Modular Distance Learning;
11. explained the strategies used by pupils in learning English through Modular Distance Learning through key informant interview (KII); and
12. explained the strategies used by parents/guardians in assisting their child or children in learning English through Modular Distance Learning.

Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant relationship between the age and sex of pupils and the level of challenges encountered by the pupils in learning English through Modular Distance Learning.
2. There is no significant relationship between the age, sex, educational attainment, occupation and family income and the level of challenges encountered by the parents in helping their child/children in learning English through Modular Distance Learning.
3. There is no significant relationship between age and sex of pupils and the strategies they used to address the challenges.
4. There is no significant relationship between the age, sex, educational attainment, occupation and family income of parents and the strategies they used to address the challenges.

Theoretical Bases of the Study

Pragmatism

Pragmatism as a research paradigm embraces a variety of approaches due to its reliance on pragmatism's intellectual contributions across time (Maxcy, 2003). According to Tashakori and Teddlie (1998), pragmatism is a research paradigm based on the philosophy and/or methodological approach that scientists should employ based on what works best for the specific study challenge at hand. It is frequently connected with mixed-techniques or multiple-methods research because it emphasizes research topics and findings rather than methods (see, for example, Biesta, 2010; Creswell and Plano Clark, 2011; Johnson and Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2014; Teddlie and Tashakkori, 2009).

Human behavior, according to pragmatism, is intrinsically related to one's former experiences and the beliefs that came from those experiences. Thus, action and the human mind are intricately linked. People make decisions based on the prospective results of their actions, and the outcomes of those decisions are used to forecast the outcomes of similar acts in the future. Pragmatism, as a research paradigm, avoids tackling contentious philosophical concepts such as truth and reality. Instead, it acknowledges the idea of a single or several realities that can be investigated empirically (Creswell and Plano Clark, 2011). Scholars who belong to pragmatism believe in an objective reality that is distinct from human perception. This reality, which is entrenched in the environment, can only be experienced through personal experience (Goles and Hirschheim, 2000; Morgan, 2014; Tashakkori and Teddlie, 2008). The idea that knowledge and reality are founded on socially created beliefs and habits is a key tenet of pragmatic philosophy (Yefimov, 2004). All knowledge in this world is socially created, according to pragmatics, although some of these social creations better fit individual experiences than others (Morgan, 2014).

According to Biesta (2010), pragmatism is more effectively understood as a set of philosophical tools useful for solving difficulties rather than solely as a philosophical perspective. Pragmatism is a research paradigm that focuses on finding solutions to real-world issues that are practical. It developed as an approach to study for scientists with a more pragmatic outlook (Creswell and Plano Clark, 2011; Maxcy, 2003; Rorty, 2000).

Social Learning Theory

The social learning theory of Albert Bandura gives light on how cognitive and environmental factors influence human learning and behavior. This idea explained how modeling, imitating, and witnessing other people's attitudes, behaviors, and emotional reactions influence a person's learning and behavior. Such behaviors were shown by parents, family members, peers, teachers, and even television characters. This was a type of observational learning in which the observer might either copy or merely study the mannerisms (McLeod, 2016). Due to the lack of student-teacher interaction, learning facilitators at home (parents, guardians, or other family members) all function as models and so play an important part in the child's learning. Despite the lack of in-person communication, professors can still influence students' learning through phone conversations, text messaging, or video calls. Teachers can improve learning in the English subject, particularly

in reading comprehension, by employing pre-recorded video lessons that incorporate reading selections and stories with matching questions as part of the module.

For observational learning to occur, four conditions must be met: attention, retention, reproduction, and motivation. Many elements influence an observer's attention, including the qualities of the model. As a result, learning facilitators must make sure that classes are engaging and interesting in order to keep students' attention. Because each student learns differently, it is critical to incorporate a variety of activities throughout the modules. Reproduction is another prerequisite of behavior that takes into account an individual's mental and physical ability to imitate observed activities.

Motivation was the most important factor in learning. Any amount of attention, retention, or reproduction cannot compensate for a lack of motivation (Stone, 2017). Teachers and learning facilitators who are enthusiastic and passionate about their work might inspire pupils to learn. Furthermore, positive reinforcement, prizes, and verbal persuasion can increase a student's intrinsic motivation and self-efficacy.

The Social Learning Theory was used in this study because it focuses on how students gain learning through the supervision of their modular learning by their parents, guardians, and other family members at home. According to the modular method, a student's degree of knowledge is highly influenced by external factors such as educational resources available at home, the learning environment, and the amount of time and quality of support provided. The presence of a punishment and reward system was also important to the child's learning at home, especially because, unlike in a school setting where achievements are publicly recognized, study behavior at home is either positively or negatively reinforced depending on how the child's accomplishments are rewarded by the parents or guardians.

Constructivism

According to Constructivism, learners' experiences shape their own reality, and people construct their own understanding (Elliot et al., 2000). Learning is basically an active process in which learners construct meaning and gain understanding through active interaction with the world, i.e., by establishing links between knowledge from the past and present. Constructivist Learning Theory advocates student-centered teaching approaches, as opposed to traditional education, which views knowledge as a passive process. The constructivist teaching technique entails developing a collaborative environment in which students actively participate in their learning and professors act as facilitators rather than instructors (McLeod, 2019). Constructivism theory of learning is divided into three branches: cognitive constructivism, social constructivism, and radical constructivism.

Cognitive Constructivism asserts that an individual's stage of cognitive development determines how a learner produces information. Thus, a cognitivist teaching technique aims to aid learners in integrating new knowledge with earlier ones while also allowing them to adjust their existing intellectual framework (McLeod, 2019). Social Constructivism, on the other hand, holds that human development is a socially mediated process in which communities play an important part in the process of "making meaning." Thus, social interaction is critical in cognitive growth (Vygotsky, 1978). Unlike in Cognitive Constructivism, where a child's development comes before learning, social learning comes before development in Social Constructivism (McLeod, 2020).

Constructivism theory is relevant to the study's methodology. Because Modular Distance Learning promotes individual study, there was a high level of student autonomy and initiative, which is a hallmark of a constructivist learning environment. Learning continues through social groupings when kids engage with parents, other family members, and even peers. Furthermore, the modular method was student-centered; the lack of teacher-pupil interaction compels the student to put in more effort in independently studying the courses, which involves allotting extra study time and looking for supplementary references to better grasp the modules. As a result, the quantity of learning obtained in this distant education setup is mostly attributable to the students themselves.

Conceptual Framework

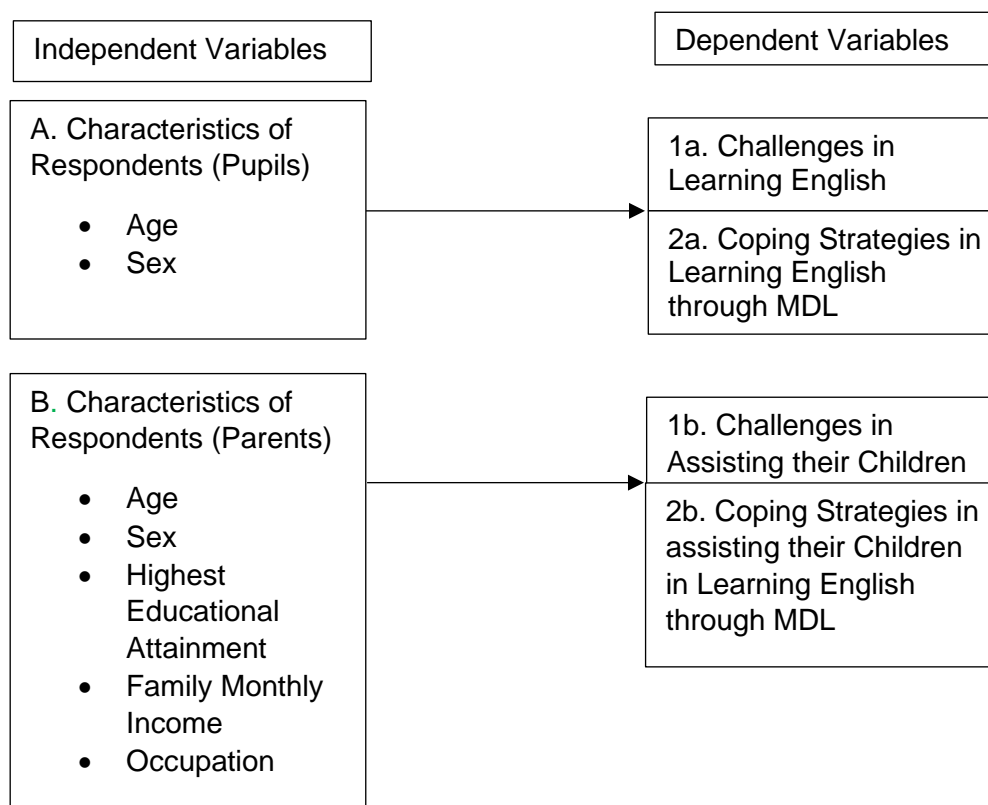
The researcher aimed to find out the challenges the pupils faced while learning English through modular distance learning, as well as their coping methods to overcome challenges throughout the COVID-19 epidemic. Similarly, the researcher was interested in learning about the challenges that parents faced when aiding their child/children in learning English through modular distance learning, as well as their coping mechanisms for overcoming such challenges. Furthermore, there were two groups of independent variables and two groups of dependent variables in this study to aid the researcher in developing objectives and testing hypotheses. The knowledge gained by the students while learning the subject was thought to be influenced by numerous elements, both internal and external. However, employing modular remote learning is a constructivist method of receiving knowledge from sources. The content, a module, encourages student-centered teaching approaches, in contrast to traditional education, in which students may be able to develop their knowledge about what is covered in the module.

Furthermore, engaged and motivated teachers and learning facilitators can inspire pupils to learn. The Social Learning Theory was used in this study because it focuses on how students gain learning through the supervision of their parents, guardians, and other family members at home who monitor their modular

learning. External factors such as educational resources available at home, the environment favorable to learning, and the amount of time and quality of support provided all have a significant impact on a student's level of knowledge in the modular approach.

In this study, the challenges and strategies of both students and parents interviewed were identified both quantitatively and qualitatively. In the quantitative part of this study, characteristics of the respondents (both students and parents) were the independent variables, while the challenges experienced and coping strategies in learning English through modular distance learning were the dependent variables. In the qualitative part of this study, key informant interviews were conducted with selected students and their parents to identify both respondents' challenges and strategies in learning English through modular distance learning during the pandemic. The figure below shows the flow of the study.

Figure 1 *A Research Paradigm Illustrating the Relationship Between Variables*



Scope and Limitations of the Study

The aim of the study was to determine both quantitatively and qualitatively the challenges and different strategies of students and parents when learning English through modular distance learning. The study mainly focused on the challenges and strategies of students and parents in learning English through a modular distance learning approach. The study population included 236 students in seven public elementary schools in Mambajao District I of Camiguin Division for the 2021-2022 school year. From the target group, a sample of 150 students and their respective parents were included in the study. Seven students, one from each of the seven schools in the Mambajao District I of the Camiguin Division, were chosen for the study's qualitative component. They participated in a thorough key informant interview process alongside their parents. Throughout the study, a concurrent mixed method was employed, allowing for the examination of the variables and the provision of both qualitative and quantitative descriptions of the subjects.

Moreover, the challenges and strategies of both pupils and parents as respondents were determined both quantitatively and qualitatively. In the quantitative part of this study, the challenges experienced and coping strategies employed in learning English through modular distance learning were determined using questionnaires. Cramer's V coefficient and Gamma coefficient were used to determine the existence and significance of relationships between and among variables. Statistical significance was set at .05 level.

Key informant interviews with designated key informant pupils and their parents were undertaken for the qualitative portion of this study. The qualitative data obtained focused on the challenges and strategies used by pupils as well as parents in learning English through modular distance learning all through the pandemic.

Review of Related Literature and Studies

This chapter examines a selection of relevant literature on this subject. The researcher obtained useful and up-to-date information from a range of sources. This chapter covers the following topics: (1) Education in the New

Normal; (2) Modular Distance Learning Implementation; (3) English Language Learning through MDL; (4) Parental Role in MDL: Challenges and Strategies; and (5) Student Role in MDL: Challenges and Strategies.

Related Concepts and Theories

Education in the New Normal in the Philippines

The pandemic has caused limits in a variety of industries, most notably education. As a result, countries all over the world have developed strategies and tactics to keep learning going in the face of adversity. Education has moved away from the four walls of the classroom and toward the four walls of the home. The most popular distant learning mode in the Philippines, according to a DepEd survey, is modular distance learning. DepEd, in collaboration with the DOH, WHO, and other government agencies concerned with educational continuity, has mandated that all learning institutions, both public and private, implement the "Basic Education Learning Continuity Plan" (BE-LCP), which includes all of the conditions required to continue education in the face of the pandemic. Learning competences, multiple learning delivery modalities, health protocols in schools and workplaces, and other specific activities are examples of such requirements (Briones, 2021).

Learning in the new normal presents difficulties for instructors, students, and even parents. After postponing the start of online classes on August 24, DepEd now affirms that they are ready for the start of classes in October for the school year 2020-2021, using blended learning methodologies, after reaching more than 23 million students (www.paramountdirect.com, 2020). Blended learning is a combination of both online and offline learning methodologies, with the use of technology. Online is when the students study with their teacher and classmates through an application that uses a webcam while offline is when the teacher provides the students with the lesson, seatwork or assignment that they can finish at their own pace, within the deadline. All works are submitted and graded via online.

This new manner of learning brought about by the COVID-19 epidemic may be an additional challenge during this difficult period. And, since returning to "normal" is unlikely anytime soon, let us all do our best to adjust and make this current scenario work. Remember that the purpose of online learning is to keep students engaged intellectually so that they retain what they have learned (www.paramountdirect.com, 2020).

Modular Distance Learning Implementation in the Philippines

Distance learning can be performed through online, modular, or a combination of the two methods. According to a DepEd poll, 8.8 million or 39.6% of the total respondents chose MDL as a method of remote learning out of the 22.2 million participants. 3.9 million students choose mixed learning, 3.8 million prefer online learning, and around 1 million prefer TV and radio-based learning. As a result, MDL has been implemented in order to keep education going despite the pandemic. This strategy is used in the Philippines because a large percentage of Filipino learners, particularly those residing in rural areas, lack access to the internet and are not affluent enough to own smart gadgets (Dangle & Sumaoang, 2020).

Learners in MDL are given printed modules that contain decongested learning skills (De Villa & Manalo, 2020). According to Ibyatova et al. (2021), a module is a learning resource that includes instructions, objectives, educational exercises, and self-assessment tools. It is a more individualized method of instruction that allows students to use either printed or digital copies of self-learning modules (SLMs) based on DepEd's most essential learning capabilities (MELC) (Martinez, 2020). Teachers, on the other hand, are responsible for routinely monitoring pupils' progress, either through home visits or through online/text/call communication (DepEd Order 03, s. 2020).

With MDL, learners are encouraged independent study such that, it is the students themselves who put in great effort to learn, and teachers are only there to facilitate and supplement their learning, and to monitor their progress. This kind of system enables the learners to improve their self-study skills and develop their competency. However, despite the positive outcomes, there is still an evident problem of learners having difficulty in answering without the teacher's supervision, their lack of commitment, and their parents' tendency to answer the modules in their place (Anzaldo, 2021). Parents, on the other hand, serve as para-teachers, facilitating learning for their children and consulting teachers about their child's difficulties adapting to the new learning style; all of this while working to make a livelihood in this time of economic crisis. Furthermore, when it comes to educational attainment, a considerable proportion of parents are not well-equipped with sufficient schooling, leaving them at a loss (Manalac).

Meanwhile, many Filipino teachers support MDL as a distance learning modality for the following reasons: it is more accessible, it can cater to students who do not have access to gadgets and the internet, it allows for more study time, and it allows students to be more flexible with their time because they work at their own pace (Anzaldo, 2021). Furthermore, the modular method has the potential to facilitate autonomous language acquisition by allowing students to learn and analyze their progress individually (Jose & Raja, 2012). Its application enhances the educational process and has been shown to boost understanding and critical thinking (Ibyatova et al., 2018).

English Language Learning in Modular Distance Learning

Learning English through distant education, that is, without in-person communication and face-to-face interaction, is more challenging than the traditional technique (Zhang & Cui, 2010). Sayer and Braun (2020)

explain why English learners are more disadvantaged when it comes to the educational impacts of the COVID-19 pandemic, namely: socioeconomically marginalized families do not have the means to obtain the necessary resources, communicating effectively in English via distance education is difficult, and students are obviously deprived of social interactions that are crucial in learning a second language. The problems are compounded significantly when people at home do not actively practice the language, and it is also more difficult for young learners when their parents lack reading skills.

Learning a language is heavily reliant on real-world interactions between students and educators. The most difficult challenge for English learners has been a lack of supervised communication with teachers (Pulke and Kukulska-Hulme, 2020). A virtual classroom atmosphere is noticeably different from a physical classroom (Walsh, 2006). Remote learning removes the contact from language learning, making it less understandable. Several students, particularly young ones, prefer studying with teachers and their peers since it provides quick support to any challenges they may be experiencing. Furthermore, with remote learning, the physical part of learning is overlooked (Dolidze, 2012). Such physical activities are critical in stimulating connections in the brain, allowing one to be more concentrated.

The closure of learning institutions caused substantial difficulties for English as a second language (ESL) learners, especially in the speaking competence (Ying, Siang, Mohamad, 2021). Speaking is a key ability that takes precedence over reading and writing talents since communication occurs frequently in one's daily life. Learners struggle to express themselves in a virtual context, likely due to a lack of confidence (Sayuti et al., 2020) as well as a fear of making mistakes. Peer interaction, which is vital in language learning, is limited by distance learning. Psychological factors also have a significant impact on learner engagement (Sison & Batista, 2021). Without proper touch with educators, it is difficult to develop two-way communication (Lestiyawati & Widyantoro, 2020). Lack of motivation as a result of being continually presented with a computer is also a major worry.

There is a clear problem with reading attitude and English ability in the Philippines (Marohombsar, 2021). The modules are difficult to read and comprehend for elementary students. Marohombsar's (2021) study at Mindanao State University concludes that MDL negatively affects learners' attitudes about reading and may lead to poor competence. Furthermore, another study conducted by Romeo (2017) shows that Filipino learners in distant areas score worse in English. Furthermore, Taga (2011) emphasizes the importance of reading and understanding for students. Though demographic profile has a significant impact on reading ability, excitement and attitude toward learning are even more crucial. Furthermore, a teacher's instructional skill contributes to the efficiency of MDL English learning (Kalandayag, 2014).

Challenges of Teachers Amidst the COVID-19 Pandemic

Many changes occurred in the educational scene as a result of the introduction of COVID-19 in the Philippines. One of these is the mode of instruction implemented by the Department of Education. The present COVID-19 dilemma has compelled most educational systems to develop alternatives to face-to-face teaching and learning. Many education systems transferred activities online to allow instruction to continue even when schools were closed (OECD, 2020). The transition of teaching-learning delivery in schools to modular remote learning made the delivery of basic quality education more difficult for school workers. That is why DepEd officials are constantly looking for solutions to challenges and preparing teachers and school leaders to be more effective in the field of modular remote learning (Bagood, 2020). Bagood (2020) also stated that recognized teaching personnel, in collaboration with Education Program Supervisors, produced modules in all disciplines for all grade/year levels spanning four quarters beginning in May 2020 in accordance with the "Most Essential Learning Competencies."

These self-learning modules are already regarded learning packages because they include a pre-test, discussion, and a sequence of evaluation/assessment tasks. The modular learning class schedule is sent to all learners. This method of instruction has been adopted by public school instructors throughout the Philippines. Teachers are critical to maintaining quality education in the face of the pandemic. Teachers were found to be well aware of the presence and implications of the COVID-19 pandemic in a study conducted by Lapada et al. (2020). Despite the concerns of the COVID-19 pandemic, teachers continue to serve by developing modules that act as students' learning guides. As a result, the teacher becomes a facilitator in the student's growth as a part of their community and a member of society (Martineau et al., 2020). However, Malipot (2020) emphasized that teachers should also raise their concerns about modular remote learning. As front-liners in the educational system, they have undergone various training and seminars to be better equipped in delivering better education amid the COVID-19 pandemic, as it is a departmental norm to train teachers not only for professional growth but also to become prepared for unexpected circumstances, according to Bagood (2020).

According to Ambayon's (2020) research, modular instruction is more effective in the teaching-learning method than traditional teaching approaches since students learn at their own pace in this modular approach. It is an unfettered self-learning system in which instantaneous reinforcement, a comment is offered to practice exercise, which excites the pupils and generates curiosity in them. As a result, this type of learning modality promotes a more student-centered approach to learning. However, the application of modular instruction created a number of issues for instructors, students, and parents. Furthermore, Dangle and Sumaoang's (2020) research found that the key challenges that developed were a lack of school funding in the design and distribution of modules, students' difficulties with self-study, and parents' lack of understanding to

academically advise their child/children. As a result, it is evident that employing modular distance learning poses some difficulties.

Role of Parents: Their Challenges and Strategies in Modular Distance Learning.

Due to the lack of student-teacher interaction, parents take on the role of an educator, facilitating their child's learning. As a result, parents or guardians become teachers' educational collaborators (Manlangit, 2020).

Parents have struggled to adjust to the new educational environment; among the most perceived challenges are the teachers' lack of guidance and support, the amount of stress that comes with teaching their children themselves, the poor quality of printed modules (Constantino et al.), and, for some parents, their lack of knowledge of the child's lessons (Bayucca). Many parents either hire personal instructors or respond to the activities themselves, which undermines the active learning process (Damao, 2021). Some students do not even take the modules seriously, displaying apathy in learning sessions and thereby undermining the purpose of studying.

There have also been complaints about not having enough time to complete module activities (Olivio, 2021). Because they are not inside the four walls of the classroom, many youngsters appear to believe that this is not a time for schooling, but rather a time for vacation, and hence have no interest in participating in school-related activities. These issues are exacerbated for parents who work from home (Bhamani et al.).

Manlangit et al. (2020) listed several ways that parents might take to help their children adjust to MDL, including communication with teachers, regular monitoring of the child's weekly plan, creating a favorable learning environment, and positive reinforcement to increase the child's motivation to study. Furthermore, UNESCO Beirut (2020) establishes ways to encourage children to learn even at home, such as providing a structured daily learning routine, maintaining open channels of communication with the school and with the child, actively engaging with the learning process, and using various methods of learning based on the child's preference. Luana (2021) also provides suggestions on how parents/guardians can aid their children's learning process, such as providing explanations and examples to elaborate the topic, issuing corrections, and assisting them in exploring for further resources.

Role of Pupils: Their Challenges and Strategies in Learning English through MDL

In general, students find modular learning tough and challenging, particularly in the English subject. Common difficulties include a lack of references, a lack of guidance from teachers and parents, and the difficulty of understanding the language on their own (Bayucca, nd). Pupils who are not supervised and monitored by their parents/guardians seek guidance from others or try to learn independently by surfing the web (for those who have access), while some other students simply cheat (Barcenas & Bibon, 2021). The widespread use of social media does not assist, and in fact exacerbates the problem, since students are easily distracted, leaving them inattentive and unfocused when studying and responding to modules (Gumapac & Alba, 2021).

Online Platforms Teacher Used

Students, in general, use online platforms that are user-friendly, affordable, and time-limited, such as Google Meet, Google Classroom, Zoom, and Facebook Messenger. Google Meet is the most widely utilized. Messenger can also be used to communicate in groups. These platforms were chosen because they are always available. However, Francisco and Barcelona (2020) noted that the utilization of these platforms poses a problem to both educators and students. Students must be comfortable with technology. This implies that both students and teachers will need to think imaginatively in order to make the most of this virtual classroom. It is beneficial for them to challenge themselves and equip themselves with the 21st century skills demanded by the present educational system. certain students, however, find it impossible to attend scheduled virtual classes because certain places lack both internet and a phone connection. Many students are unable to attend owing to a lack of internet connection, a lack of a phone, a lack of load, or a lack of signal in their region. Gocotano et al. emphasized the availability of technology. (2021), is an important component of the research since it may affect the learner's capacity to grasp and complete academic activities during online education.

Their findings show that, while flexible learning is the best option for universities to replace in-person instruction, it is not suitable for all students, particularly those who live in remote areas, in areas with unstable networks, or in families with unstable finances. During a pandemic, administrators and educators must consider alternative learning practices that are acceptable for students' backgrounds, such as the use of non-digital devices.

Despite the fact that most students believe that taking classes with unusual formats is tough, Patt and Trewen (2011) discovered that they did not believe that the structure of the class will have an impact on their academic achievement. According to the survey, the most common tactics employed by students during online classes were: listening to lectures, taking notes, sharing thoughts, responding to questions from instructors, and participating with their classmates on certain activities. The first step that most students practiced was preparing the cellphone. The faculty then taught the online lessons. The reporting method was used occasionally, followed by a class debate or exchange of views. Teachers and students watched and engaged in the discussion, taking notes, making comments, and/or responding to questions as they listened.

Teaching Strategy of Instructors

The teaching and learning process, according to Joan (2013), is what brings the curriculum to life and influences what happens in the classroom and, as a result, the quality of the learning outcomes. Another study found that a variety of teaching techniques, such as lectures with tutorials, independent study, discussion, seminar groups, debates, student-led discovery approaches, and educational gamification, can be used to present learners with options. In this study, the teachers employed visual aids, PowerPoint presentations, and verbal and nonverbal exercises (Gordon, 2013). Throughout the course of the study, the instructor used PowerPoint presentations, checked to see if the students understood the talks, and let them take part in the activities. However, several students were unable to participate in the lesson due to a bad internet connection, despite the fact that the survey respondents regarded this strategy to be effective. The teacher would share films, demonstrations, or audio lectures with the class via group chat.

Teachers interacted with the students during the presentations to prevent boredom on their part. According to Yang's (2004) research, while students' positive experiences included flexibility, affordability, accessibility to electronic resources, ease of internet connection, and a well-designed class interface, their negative experiences were brought on by instructors' slow feedback, their inability to provide technical support, their teaching style, and the poorly designed course material.

Some participants, according to the study by Lovric (2020), struggle with motivation, concentration, and learning. Teachers' efforts throughout this crisis were rated as being very effective, as was the way that work was organized at the school. Face-to-face education rather than online or module-based lectures, as well as teacher visits at least once per month, were among the ideas students made to improve the way in which instruction is delivered. The blended learning paradigm, as described by C. Ziuban, is the method that is being used in this strategy. et. Al's (2013) definition of blended learning refers to pedagogical practices that combine the efficiency and sociability chances of the classroom with the technology improvements of online learning.

Blended learning, according to Poon (2013), encourages student-led learning and fosters independence in learning. Academic performance is improved since students have greater freedom in their study. The students also recommended that the institution provide them more access to the internet so they can use and debate the courses during the virtual sessions efficiently. In fact, one participant said she understood the module better than the virtual class. Young, D. and Sumaang, J. The lack of school financing for the development and distribution of modules, the challenges students have with self-study, and parents' lack of knowledge on how to guide their children academically are listed as the main problems with remote learning and blended learning by (2020).

The study's ability to identify the participants' primary resource, preparedness, and communication difficulties allowed it to draw a conclusion. Another alternative is for the faculty to pay closer attention to students who consistently miss virtual sessions and to be aware of the circumstances surrounding the students. This is supported by Gilbert, C.'s study. (1999), which stressed the importance of assisting students in developing plans and methods for making choices about their learning. The benefits and cons of learning in a technologically enhanced environment are unfamiliar to many people.

Synthesis

The traditional way is easier than learning English through online education, which excludes face-to-face interaction and in-person communication (Zhang & Cui, 2010). English language learners in underprivileged communities are particularly affected by the COVID-19 pandemic's effects on education, according to Sayer and Braun (2020). Many of the students in these locations come from low-income households that lack the wherewithal to enroll in distant learning or properly communicate in English. The social interactions that are essential for learning a second language are evidently denied to many pupils due to financial hardship. The challenges are even more difficult for young language learners when their parents themselves lack literacy skills and when people at home do not genuinely practice the language.

As a result of the lack of student-teacher connection, parents function as educators who support their child's learning. However, as teachers' coworkers and partners in education, parents or guardians face obstacles and challenges (Manlangit, 2020). There have also been complaints about not having enough time to do the activities in the module (Olivio, 2021). Since they are not inside the four walls of the classroom, many kids appear to believe that this is a time for vacation rather than school, and as a result, they have no interest in engaging in activities linked to education. These issues are made significantly more difficult for parents who work from home (Bhamani et al.).

Manlangit et al (2020) enumerated various strategies parents could use in adapting to MDL, among those suggested were: communicating with the teachers, regular monitoring of the child's workweek plan, providing a conducive learning space, and positive reinforcement to heighten child's motivation to learn. Pupils who were not being guided and monitored by their parents/guardians either sought guidance from other people or independently tried to learn by surfing the web (for those who have access) while some other students just resorted to cheating (Barcenas & Bibon). The rampant use of social media was not helpful either. Research evidence showed that the use of social media even aggravated the problems of some students as they tended to get easily distracted which left them inattentive when learning and answering the modules (Gumapac & Alba, 2021).

In addition, it was asserted by Francisco and Barcelona (2020) that the modular distance is a useful challenge for both teachers and pupils. They recommended that pupils needed to be digital savvy. It was proposed that in order to fully utilize the virtual classroom, both professors and students must exercise their creative faculties. Rendering to Gocotano et al., technology is readily available. (2021) is an important component of the study since it can impact a learner's capacity to comprehend and complete academic tasks while enrolled in online coursework.

According to Lovric's study (2020), pupils with learning disabilities lacked motivation, had trouble focusing, and had serious learning challenges. It is thought that the way the school is set up for work and the teachers' efforts in this crisis are quite effective. suggestions for enhancing the way education is delivered. In general, students recommended seeing them at least once a month and favoring in-person education over online or module-based courses. The definition of this mixed learning model comes from C. Ziuban. et al. (2013) as a collection of pedagogical techniques that combines the efficiency and chances for social interaction found in the classroom with those found in online learning.

Blended learning, according to Poon (2013), encourages student-led learning and fosters independence in learning. Academic performance is improved since students have greater freedom in their study. The students also recommend that the institution provide them more access to the internet so they can use and debate the courses during the virtual sessions efficiently. In fact, one participant said she understood the module better than the virtual class. Dangle learned this, Y. J. Sumaoang is also included. (2020) identified three main problems: students' struggles with self-study; parents' ignorance of how to guide their children's academic lives; and a lack of school funds for the development and distribution of modules.

The results of the literature review support the need for this study because there were a variety of findings regarding the difficulties students experienced and the methods parents used to support the education of their children. Families range widely in financial situation, and parents have differing levels of language proficiency and parenting experience. These characteristics can all affect how well pupils perform in class in ways that can't be fixed by the same techniques. This inspired the researcher to carry out further comparable or related studies that will compare learning environments and how these are related to challenges and solutions encountered by students, teachers, and parents in the application of the modular distance learning approach in teaching English.

Methodology

This part presents in detail the processes involved in the conduct of this study. The following parts are discussed in this chapter: (1) research design; (2) participants in the study; (3) research setting; (4) data gathering procedures; (5) data analysis; and (6) ethical considerations.

Research Design

This study utilized a concurrent mixed method research design. According to Teddlie& Tashakkori, (2009), in a concurrent mixed method, there is one phase of research wherein the quantitative and qualitative approaches are implemented concurrently at each stage. At the data analysis stage, the quantitative and qualitative are analyzed separately as well as converged by way of transforming the qualitative codes of the verbal interpretation of each respondent's scale. The quantitative and qualitative data hold equal status throughout the data collection, analysis, and interpretation stages.

The variables addressed in this design were implemented and characterized in two phases using the concurrent mixed approach, which allows for both qualitative and quantitative descriptions of the subjects. First, the quantitative procedure that elaborates on the conclusions from the qualitative phase was followed by the collection and analysis of qualitative data. In-depth interviews were used in this study to gather qualitative information about the challenges faced and solutions adopted by parents and pupils. These interviews comprised key informant interviews (KII) and focused group discussions (FGD).

Population and Sampling Procedure

The target population of this study consisted of 236 Grade 6 pupils in 7 DepEd supervised schools in Mambajao District 1. To be assured of the reliability of the results of this study, the researcher decided to adopt a total enumeration of the Grade 6 pupils to be included. In as much as the researcher wanted to include all the Grade 6 students, they were all requested to participate in the study, however, only 150 pupils were given consent by their parents to participate in the study.

The researcher contacted the parents of these chosen students and requested their participation in the study in order to balance the number of students and parents required for the investigation. The researcher made sure that the quantity of respondents correctly represented each school involved in the survey.

In the quantitative parts of the study, 150 students and 150 parents each received a questionnaire developed by the researcher to ascertain the students' level of challenges in learning English through modular distance learning and the parents' level of challenges in helping their children complete the modules in English.

In the quantitative parts of the study, 150 students and 150 parents each received a questionnaire created by the researcher to ascertain the pupil's degree of challenges in learning English through modular distance learning and the parents' level of challenges in helping their children complete the modules in English.

Research Instrument

An interview guide was prepared for the in-depth interviews of the cases for the qualitative study, while survey questionnaires were used in this study to collect data from 150 pairs of students and parents. For the quantitative interviews, two sets of questionnaires were made: one for the students and one for the parents. The survey instrument for the students was divided into three parts: Part 1 asked about the respondent's profile, including their age and sex. Part 2 included 10 questionnaires to determine the level of challenges encountered by the pupils in learning English through modular distance learning. The survey questionnaire was composed of 10 questions answerable by using the Likert's Scale; Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1). The respondents who chose to agree or strongly agree implied that they thought the identified conditions were challenges, the respondents who chose neither agree nor disagree implied that they thought the conditions were moderate challenges, and the respondents who chose to disagree implied that they thought the conditions were not challenges. An answer that is "Very challenging" would receive a score of 3, "Moderately challenging" would receive a score of 2, and "Not challenging" would receive a score of 1. Total scores from the responses were determined and the conditions where the highest score found would mean that it was the most challenging conditions encountered by pupils in learning English through modular distance learning.

Part 3 included questions in determining what strategies utilized by the pupils to cope with their challenges in learning English through modular distance learning. There were four strategies identified: *self-learning*, *seeking help from family*, *use of references and modelling*. Each of these identified coping strategies was given questions answerable by Likert's Scale of 1 to 5 with the following equivalent interpretations: "Strongly Agree" (5), "Agree" (4), "Neither Agree nor Disagree" (3), "Disagree" (2), "Strongly Disagree" (1). Total scores were determined from their responses and the strategy which has the highest scores was considered strategy employed by the pupils in coping the challenges that they encountered in learning English through modular distance learning.

Survey questionnaires for the parents was also composed of 3 parts: Part 1 was composed of questions to determine the profile of the parent-respondents in terms of age, sex, highest educational attainment, family monthly income, and occupation. Part 2 included questions to determine the level of challenges encountered by the parents in assisting their children in learning English through modular distance learning. The survey questionnaire was composed of 10 questions answerable by a Likert's Scale of 1 to 5. The scale was assigned the following score and interpretation: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1).

Respondents who chose to agree or strongly agree implies that these pupils believe that the identified conditions were challenges, those who chose neither agree nor disagree believe that the conditions were moderate challenges and those who chose disagreed conform with the idea that the conditions were not challenges. A score of 3 was given to a response equivalent of "Very Challenging," "2" for "Moderately Challenging," and "1" for "Not Challenging." The total score for the responses was determined and the conditions which obtained the highest score was identified as the most challenging condition encountered by parents in assisting their children in learning English through modular distance learning.

Part 3 of the questionnaire for parents included questions in determining what strategies employed were employed by parents to cope with their challenges in learning English through modular distance learning. There were four strategies identified; *use of references*, *self-preparedness*, *seeking help from family*, *proper scheduling and rewards*. Each of these identified coping strategies were given questions answerable by a Likert's Scale of 1 to 5, with the following equivalents: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1). The total score of their responses was determined and the strategy which has the highest mean was considered strategy employed by the parents in coping the challenges that they have encountered in assisting their children in learning English through modular distance learning.

This study also used a thematic analysis using an interview guide questionnaire and a personal interview questionnaire to collect data on pupils and parents' experiences and challenges with implementing flexible learning during a pandemic. This design is considered appropriate because the study's objective was to get participants' feedback on their experiences and challenges.

Interview guide questions contained inquiries that aimed to verify the responses of both students and parents. It was given that the questions to be asked must yield substantial responses that could answer the research objectives.

Validity and Reliability of the Instrument

The instruments were pilot tested to determine their validity. Prior to the conduct of pilot testing, the researcher submitted the survey questionnaire for validation to the three experts with Master's degree. The

researcher also submitted the self-made questionnaire to a psychometrician for corrections and revisions. Modifications were made according to the suggestions advised by the validators.

The validated instrument was given to 20 randomly chosen respondents in Grade 6 from one of the schools in Mambajao District 1 who were not a part of the research area to assess the instrument's reliability. Reliability for each part of the questionnaire was tested using Cronbach's alpha. The questions for the level of challenges encountered by the pupils and questions for the strategies employed in coping with these challenges yielded an alpha value of 0.707 and 0.895, respectively, which were deemed "acceptable" as they exceeded the alpha value of 0.7.

Likewise, the questionnaires for the parents were reliability tested with 20 randomly selected parents who were not included in the study sample. The results for each part of the questionnaire were tested using Cronbach's alpha. The questions for the level of challenges encountered by the parents in assisting their children in learning English through modular distance learning and the questions for the strategies employed in coping with these challenges resulted in alpha values of 0.870 and 0.702, respectively, which were deemed "acceptable" as they also exceeded the alpha value of 0.7. The results of reliability tests using the Cronbach alpha for both pupils and parents showed that the questionnaires were now ready to be used in gathering all the data needed in the study.

Ethical Considerations

This study was conducted after obtaining ethical clearance from the University Research Ethics Committee. All information obtained from this study was kept strictly confidential and used only for research purposes. The following were observed to ensure that ethical standards are met.

Data Gathering Procedure

Quantitative Data

Before the final gathering of the data, a letter of permission to conduct a study and approval were secured from the school's division superintendent and the respective school heads included in the study. When permission was granted, a letter seeking permission for participation and explaining the purpose of collecting data was sent to both student and parent participants. The validated and reliability-tested survey questionnaires were personally administered to the respondents in their respective homes. A consent letter was attached to individual questionnaires to ensure that responses would be treated with the utmost confidentiality. Health protocols were strictly followed throughout the course of this study. The researcher personally retrieved and checked the questionnaires to be sure that all important data needed for the study were properly answered. The questionnaires gathered were organized for data processing.

Qualitative Data

After being permitted to conduct a study, an unstructured interview with one general question was conducted for the participants, and they were asked follow-up questions based on their answers. The duration of the interview for each participant lasts about forty-five (45) minutes or more. Before starting the interview, the researchers administered the consent forms to the respective participants of the study. The researchers assured confidentiality about the respondents and their answers. The one-on-one interview then begins. An audio recorder and note-taking materials were utilized with the permission of the participants. The audio recorder was used in order to capture the total responses for each question in a verbatim manner. After every interview, the researchers transcribed the recorded answers in a verbatim manner.

The researchers only stop interviewing when the point of saturation in data collection is reached. The process undertaken in the investigation was thoroughly documented and recorded for the audit trail to augment the credibility of the study. The data collection utilized the key informant interview, wherein the researchers interviewed the participants one by one. Since a key informant interview is a type of qualitative interview that focuses on the people and what is going on with their community, the researchers see it as the most fit for this type of study.

The following phases were taken to collect the data during the school year 2021-2022: Phase 1. The researcher obtained written permission from the school division superintendent and the respective school heads where the study would be conducted. Following the grant of the permit, the researcher sent a letter to the participants explaining the purpose of the study.

Phase 2. Consent letters were sent to the parents of the pupils, and only those who gave their approval were included as respondents and participants. For individual study participants, validated survey questionnaires and guide questions for key informant interviews were prepared prior to the administration.

Phase 3. Actual data gathering required participants to fill out the survey forms and answer the interview, for which audio-video recording was utilized to obtain qualitative data. Participants were allowed to use whatever language they were most comfortable using. The responses were recorded verbatim and later translated by the researcher.

Phase 4. Data Analysis. Key informant interviews were analyzed using thematic analysis.

Phase 5. The credibility and validity of the data were ensured through triangulation. Interviews, observations, and documentation will be used to guarantee valid data interpretation.

The data gathering procedure summarized in 5 Stages is shown in the following Figure below:

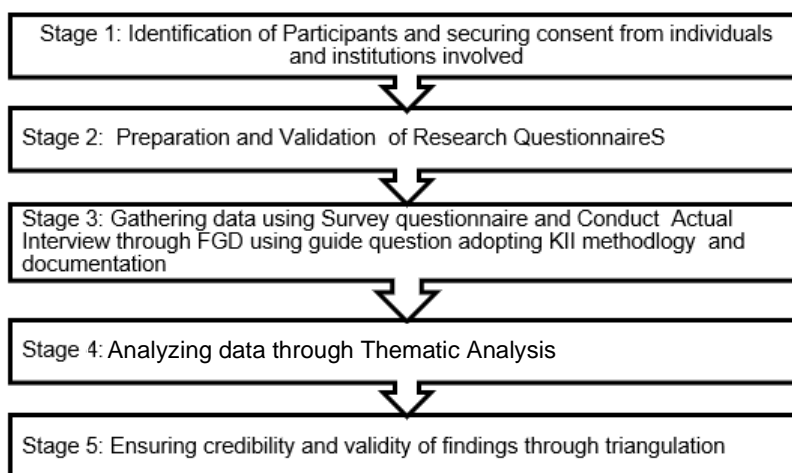


Fig 2. Stages of Data Gathering

Data Processing and Analysis

The following were the processes that were used in data processing and analysis:

Data that were relevant, such as the profile of the participants (pupils), which includes their sex and age, and the profile of parents, such as age, sex, highest educational attainment, family monthly income, and occupation, were examined with descriptive statistics and statistical treatments such as frequency, percentage, and mean. Cramer’s V was used to figure out how two nominal variables are related and the relationship between nominal and ordinal variables. A gamma test will be used to determine the strength of the relationship. All tests were based on a level of significance of .05.

Thematic analysis was used to recognize patterns and themes in qualitative data. Braun & Clarke (in Maguire and Delahunt, 2017) provide a six-phase guide for conducting this kind of analysis, which the researcher will follow: 1) gathering data; 2) generating initial code; 3) searching for themes; 4) reviewing themes; 5) defining themes; and 6) writing it all up.

Results and Discussion

This chapter discussed the results and discussions of data in this study. This study was divided into two stages. The first stage was qualitative research, which was completed through interviews. The second stage was quantitative research, which was completed by questionnaire.

Characteristics of Pupils in terms of Age and Sex

Table 1 presents the characteristics of the pupils in terms age and sex. In order to determine the participant's characteristics, the questionnaires were used to tabulate the data.

Findings reveal that of the 150 pupils who participated in the study, three-fourths (75.0%) of them are ages 12 and below, and the rest are ages 13 and above. It must be noted that the pupils included in the study were in Grade 6 levels, and based on the age requirements for this level, pupils must be between 11 and 12 years old. Moreover, results show that more than half (56.0%) of the pupils included in the study were female. It must also be noted that only those pupils with approved consent from their parents were included as participants in the study, and the higher proportion of female pupils compared to male pupils is probably because more female pupils were allowed and given consent by their parents to participate in the study.

Table 1 Characteristics of Pupils in terms of Age and Sex

Characteristics of Pupils	f	%
Age		
11 – 12 Years Old	113	75.3
13 Years Old and Above	37	24.7
Sex		
Male	66	44.0
Female	84	56.0
Total	150	100.0

Characteristics of Respondents (Parents) in terms of Age, Sex, Highest Educational Attainment, Family Monthly Income, and Occupation

Presented in Table 2 are the characteristics of parents who participated in the study in terms of age, sex, highest educational attainment, income, and occupation.

Based on the findings, almost half of the parents who participated in the study (45.3%) were ages 40 and below, and the rest were ages 41–50 and 51 years old and above, respectively. The higher proportion of parents ages 40 and below may imply that most of the parents who participated were young enough to have children who were now in the sixth grade. Moreover, findings show that more than three-fourths (78.7%) of parents who participated in the study were female, and the rest were male. The higher proportion of female parents who participated compared with the proportion of male parents may be due to the idea that it is the responsibility of the mothers to take care of their children, and they must know what should be done to help their children specifically in their required learning. The higher proportion of mothers compared to fathers who participated may be due to the idea that most of the mothers stayed at home to take care of their children and family, whereas fathers were out to find a living, and only mothers were available during the conduct of this study. Furthermore, findings show that more than half (56.7%) of the parents were high school graduates, and the rest were either elementary graduates or college graduates. The higher proportion of the parents who were high school graduates may be influenced by their practices in the community, and based on observations, most of the parents got married at an early age.

The results of the survey show that more than 40 percent (42.0%) of the parents have a monthly income of P5,000 and below, more than one third (36.0%) have a monthly income of P6,000–P10,000, and the rest of the parents who participated have a monthly income of more than P10,000.00. The findings also show that most of the parents included in the study have a low to very low monthly income. The low income of the parents was more likely contributed by their nature of work, in which the majority of them were laborers and skilled workers.

Findings reveal that more than 40 percent of the parents (42.0%) who participated in the study were laborers, almost 20 percent (18.7%) were skilled workers, and the rest were farmer/fishermen, businessmen, government employees, and government employees. As revealed by the parents during the survey, most of them served as helpers and laborers to earn a living.

Discussions and Thematic Analyses of the Gathered Information During the Key Informant Interview

The researcher conducted a key informant interview (KII) to extract information from the participants. The interview process focused on these specific topics: (1) challenges encountered by the pupils in learning English through modular distance learning and the challenges of the parents in assisting their children; (2) strategies employed by both the pupils and the parents in overcoming the challenges; and (5) recommendations. The researcher jotted down the responses and shared ideas of the respondents, and the results of the interview were transcribed and analyzed to identify the themes in order for the researchers to have ideas for the analyses and recommendations.

Thematic analysis was used to recognize patterns and themes in qualitative data. Braun & Clarke (in Maguire and Delahunt, 2017) provide a six-phase guide for conducting this kind of analysis, which the researcher will follow: 1) gathering data; 2) generating initial code; 3) searching for themes; 4) reviewing themes; 5) defining themes; and 6) writing it all up.

Discussions and Thematic Analyses of the Gathered Information towards Challenges Encountered by Pupils in Learning English Through Modular Distance Learning During the Key Informant Interview (PUPILS)

The following are the research questions to gather information on an emerging theme:

Question No.1. Based on your experiences as a pupil, can you state what difficulties or challenges you have encountered in the modular distance learning of English? The transcribed statements of the respondents in response to the questions asked during the Key Informant Interview (KII) were presented below.

Theme 1: Lack of comprehension and understanding about what is included in the module (From the questions: Based on your experiences as a pupil, can you state what difficulties or challenges you have encountered in modular distance learning in English?)

The transcribed statements of the respondents in response to the questions asked during the Key Informant Interview (KII) were presented below.

When selected students were asked about the challenges, they had experienced in answering the module, they revealed that they had a hard time answering the English module because the learning activities included in the module were difficult to understand. Students who participated in the study may have found answering the module boring, and they were less motivated, probably due to the nature of the modality employed.

One of the reasons is probably the lack of contact and interactions between teachers and students, which does not cause some motivation among students to learn the subject. Another reason why students felt less

motivated and bored was because most of these students' lacked comprehension and understanding about the activities in the modules.

According to **Respondent No. 1**, "dili kaayo ko makasabot sa module sa English subject kay galisud ko basa sa English words or sentences. dugay kayo ko mahuman basa kay dili kayo ko pakabasa.labi na ang pagsabot sa akong gibasa.laayon ko usahay kay Intero adlaw wala usab si mama nga ako mapangutana kay gapahelper sya." *I cannot understand the module in English because I have a hard time to read English words or sentences. I cannot finish reading because I cannot read well, specifically to understand what I have read. This is what I have experienced because my mother was not around for the whole day for me to ask some questions. My mother served as a helper.*

Moreover, **Respondent No. 2** shared, "Usahay walay magtudlo if wala si mama.kay gatranaho sya Walay magpasabot sa ako sa insakto unsaon nako pag answer.sa lisud mga lesson ug questions. Galisud pud ko pag construct sa sentence or paragraph.Dili ko matudloan ni mama sa lisud nga questions kay di sya kabalo." *Sometimes no one will teach me if my mother is not around, because she is busy. No one will explain to me exactly how to answer difficult lessons and questions. I also have a hard time constructing sentences or paragraphs. Mom can't teach me difficult questions because she doesn't know. Sometimes I cannot answer the module, especially in English, because it's hard to read.*

Furthermore, **Respondent No. 3** shared her challenges in answering her modules in English, stating that "Ang ako ray lisudan is ang pagsabot sa ako gibasa."Maayo ko mubasa pero galisud ko sabot sa ako gibasa, like pagsabot sa comprehension questions sa story. Ako ra isa maningkamot pag answer sa Modules, kay pasagdan ra ko sa ako mama. Mao dugay ko mahuman inansera.Ingon sya ako gyd daw una maningkamot pagread ug pagsabot sa lesson,para makabalo gyd daw ko, ayha rako nya tudloan kung unsay wrong sa akong answer.Kung wrong ako answer kay iya ko pabalik balikong pagbasa,dili ko tudluan unsay answer..Gusto unta ko magsearch sa google permi pero dili musugot akong mama,kay magsalig na daw ko sa google. She further said that "kung nay lisud na gyd kaayo nga dili na nako kaya answeran, ayha na nako loadan ni mama sa wifi para makagoogle. Usahay akong kopyahon ang examples sa Google. makalearn ko sa ako paningkamot." *(My only difficulty is understanding what I read. I read well but I have a hard time understanding what I read like understanding the comprehension questions in the story. I am the only one who tries to answer the Modules because my mother will let me do it alone. That's why it took me a long time to finish the lesson. Like her, I always try to read and understand the lesson first so that I can understand and so he can teach me what is wrong with my answer. I want to search on Google all the time, but my mom doesn't agree because she says I'll rely on Google. She further said that "if it's so difficult that I can't answer anymore, maybe I can load it on the wifi so that I can google it. Sometimes I copy examples from Google. I can learn from my efforts.)*

Respondent No. 4 also shared that, "Base sa akung naexperiensahan in Modular Distance Learning, dili kaayo ko makasabot sa Module sa English subject kay galisud ko basa sa English words or sentence.dugay kayo ko mahuman basa kay dili kayo ko pakabasa.labi na ang pagsabot sa akong gibasa. (Based on my experience in Modular Distance Learning, I don't really understand the Module in English subject because I have a hard time reading English words or sentences. It takes me a long time to finish reading because I could hardly read and understand what I have read.)

As mentioned above, one of the challenges that the students encountered was a lack of understanding and feel bored with answering modules in English through distance learning. This was also supported by the findings of Tuckman (2007), as cited by Malipot (2020), that students tend to withdraw or participate minimally or completely from the course, resulting in a lack of opportunities to collaborate and receive feedback and social support, while Rost (2019) found that online environments can generate a feeling of anonymity for students, which makes it easier. These theories showed that students in online learning suffered from anxieties that led to a lack of participation.

Theme 2: Lack of time to answer the module due to so many assignments to be accomplished.

Another challenge that pupils encountered in accomplishing their module was the lack of time that pupils have due to other assignments assigned to them at home. During the interview with the pupils, some of the students shared that they found it difficult to submit the module on time because of some assignments assigned to them. Another reason that pupils were not able to submit on time was also due to the lack of time they spent answering the module because there was nobody to assist them.

Respondent 1 shared that "gamay ra akong time sapag answer sa English kay kailangan pa nako answeran uban subjects" *(I have no more time to answer English because I need to answer some of the subjects.)*

Respondent No. 2 also shared that "kinahanglan ko dugang pa nga panahon sa paganswer sa akong assignment sa English module tungod kay daghan ra mga activities nga ipahaman (I need more time to answer my assignment in the English module because there are many activities to be completed.)

Respondent No. 3 reported that "Maka basa ko pero dili kayo ko kasabot sa gibasa labibi mga difficult words sa English Module.Dili sabko dali makahaman pag answer sa English Module kay ipauna sa ako mama ang paghuman buluhaton sa panimalay ug pagpanigway sa hayop ayha mag answer Module. Dili sab ko maguide ni mama sa adlaw kay gapahelper sya. Dili sab ko matudloan ni mama labi na sa English kay dili daw sya kahibalo Kapoy mag answer sa module nga walay magtudlo unsaon." *(I can read, but I don't understand what you read, especially the difficult words in the English Module. I can't easily finish answering the English Module because my mom will prioritize finishing the housework and taking care of the animals before*

answering the Module. Mom also can't guide me during the day because she is a helper. Mom also can't teach me, especially in English, because she doesn't seem to know. It's tiring to answer the module without anyone teaching how.)

Theme 3: Pupils Lack Motivation to Answer the Module.

When the pupils were interviewed regarding some other challenges, they experienced in answering the modules given to them, some of the pupils reported that they were not motivated to answer the modules because nobody from their family assisted them. Nobody will serve as a reference or confirm whether the answers that they posted in the module were correct or not. Some of the pupils also shared that they tried to answer the modules by themselves, but they lacked interest and motivation because they could not be assured that their answers were correct. The absence of their parents and any members of the family to assist them made these pupils more hesitant and afraid to answer the module.

The information shared by the pupils was also supported by the statements transcribed during the interview. **Respondent No. 6** shared that “walay moguide nako. Liusdan ko. Walay mam papa mo guide.walay guide sa teacher.(Nobody will guide me; I find it difficult to answer. My father is not around to guide me, no teacher to guide me also.) **Respondent No. 3** also shared that” dili kaayo ko kasabot sa gibasa kay walay mag guide sa ako ug dili sab ko kaayo kabasa kay small ug blard kau ang word sa module.” (I don't understand what I read because no one guides me and I don't read very well because the word in the module is small and blurred.)

Respondent No. 5 also shared that “maglisud ko kay usahay dili ko tabangan sa akong magulang kay busy” (I find it difficult to answer because my parents cannot assist me since they are busy.) **Respondent No. 4** also added that “Dili ko makasabot sa uban activities kay walay mutudlo kung malisdan ko” (I don't know some of the activities because nobody taught me if I cannot understand.) **Respondent No. 7** also commented that “galisud usahay sa questions.Usahay kapoyan ko mag answer. Dili ko gusto mag answer. (The questions were so difficult. I am tired of answering g them I don't want to answer.)

The findings and gathered information above were supported by the findings of the study conducted by Guan and Benavides (2021), as cited by Cudillo, Mutya, and Adlaon (2022), which revealed that learners included in their study encountered problems regarding collaboration with their parents. Likewise, this is also true, as concurred by Anzalo (2021). There are parents who are having a hard time teaching their children at home, especially those in the higher grades and the secondary students, for whom the lessons are more complicated and no one is better to teach than the teacher. There are also parents who do not know how to read and write, making it more difficult to teach their children the lessons in their subject areas.

Discussions and Thematic Analyses of the Gathered Information towards Challenges Experienced by Parents During the Key Informant Interview (Parents)

From the information shared by representative parents during the interview, most of the parents find it hard to assist their children in answering the modules in English due to: (1) a lack of time due to workload; (2) a lack of comprehension; (3) a lack of understanding; (4) a low level of education; (5) language difficulties; and (6) the modules being so lengthy.

Theme 1: Parents have no Time to Assist their Children Because of their Workload.

Parents-learners' engagement is an issue in modular distance learning since most of the parents are not at home to earn a living. They prioritize their work rather than being engaged with their child or children in answering modules, especially in English. They only have less time to learn. On the other hand, house parents also find difficulty facilitating learning for their children since they are also very busy doing household chores such as attending to their little children and a lot more. There are many factors to be considered in establishing parent-learner engagement in modular distance learning. As a result, there is less chance of parent-learner engagement in performing the learning task of the English module. Parents shared that they have a problem with the contact time with their child or children in the modular distance learning modality since they are working mothers or very busy doing household chores. The number of times or how often the parent engages with their child or children in guiding and facilitating them in answering and accomplishing the English module is also one of their challenges. Most of them worked the whole day and returned home in the evening. Only at night can they be able to guide and assist their child or children in answering the module.

This was attested by the information shared by **Respondent No. 3**, quoting her statements, “Kulang sab ko time pag gabay sa akong anak pag answer sa module kay gabii rako makalugar inig uli gikan panarbaho.” (I also don't have time to guide my son in answering the module because I have to go home late at night from work.) Respondent no. 5 also shared that “Gaproblema ko kay minus ra akong time sa pagfacilitate sa learning sa akong anak kay gabii rako maka lugar sa iyang Module labi na sa English kay dunay panginabuhì.” (I have a problem because I have less time to facilitate my son's learning because only at night I can get a place in his Module especially in English because I worked for a living.) **Respondent No. 7** also expressed that “Dili sab ko maka monitor or supervise unsa na gipamuhat sa akong anak sa adlaw kay wala man ko sa balay.” (I cannot monitor or supervise regularly what things have been done by my child in the daytime because I am not at home most of the time.) Respondent No. 1 also stated that “Kulang sab ko time pag gabay sa akong anak pag answer sa module kay gabii rako makalugar inig uli gikan panarbaho. Wala sab mi ikabayad sa paghire sa

tutor para sa akong anak kay ang among income kulang pa gani sa among adlaw adlaw nga panginahanglan.” (*I also don't have time to guide my son in answering the module because I have to go home at night when I come back from work. We also could not pay to hire a tutor for my son because our income is not even enough for our daily needs.*)

The findings of the study by Anzaldo (2021) also support this idea that most of the participants have less support from their own families since they are always busy with their work to earn for their daily needs. Not all parents or guardians are well-equipped to teach their children at home.

According to the study of Trovela (2021), as cited by Cudillo, Mutya, and Adlaon (2022), it reveals that parents have common challenges in the implementation of modular distance learning. Among them are time management, limited knowledge on the topics in the modules, and independence in learning. These also correlate with this study, wherein the participants unveiled all the challenges they had encountered or experienced in helping and supporting their children in learning through modular distance learning.

They shared their common challenges, like having difficulty facilitating learning in all subjects, most especially in English, because they are not knowledgeable about it. They also shared that they have less engagement or contact time to teach, guide, supervise, and monitor their children in answering the English module because most of them are working parents.

Theme No. 2: Parents Lack Comprehension and Understanding of What is included in the Module.

The lack of comprehension and knowledge about the terms included in the module outlines some of the challenges that parents encounter in assisting their children in learning English. Based on the challenges that parents-respondents encountered, they were hesitant or refused to assist their children in answering activities included in the module in English due to a lack of comprehension and knowledge about the terms included in the module. The lack of knowledge and comprehension about the terms included in the module may be contributed by the fact that a higher proportion of the parents were high school and elementary school graduates when combined.

The challenges of a lack of comprehension and understanding of the module were attested to by some of the parents during the interview. **Respondent No. 1** revealed that “Ang akong problema or kalisud nga na experience sa Modular Distance Learnings sa akong anak labi na sa English kay dili ko kahibalo sa English. Kulang ko knowledge sa English mao dili ko makatudlo sa akong anak sa pag answer sa English Module.” (*My problem that I have experienced in Modular Distance Learning with my son, especially in English, is because I don't know English. I lack knowledge in English, so I cannot teach my son to answer the English Module.*) **Respondent 3** also shared that “Galisud ko pagtudlo kay gastruggle sya sa pagconstruct sa sentence ug galisud pud sya pagsabot kaayo sa English. Dili sab ko knowledgeable tanan sa lesson sa English Module, kay mostly lisud ang topic. Dili sab ko maka monitor or supervise unsa na gipamuhat sa akong anak sa adlaw kay wala man ko sa balay only to know nga usahay galaag sya sa iya mga friends ug magdula sa gadgets so mabyaan nya iyang pag answer sa Module labi na ang English nga pwerti ka lisud.” (*It's hard for me to teach him because he struggles to construct sentences and he also has a hard time understanding English. I am also not knowledgeable in the English Module lesson because the topic is mostly difficult. I can't monitor or supervise what my son is doing during the day because I'm not at home only to know that sometimes he wanders off with his friends and plays with gadgets so he leaves his answers in the Module especially the English skills which are difficult.*)

“**Respondent No. 6** shared her thoughts that “Gaproblema ko sa akong anak kay dili pa kayo sya kabalo magbasa ug pagsabot sa questions sa Story. Dili usab ako makabalo unsaon pag tudlo sa pagpabasa sa English labi na sa mga lisud nga questions sa story.” (*I have a problem with my son because he does not know how to read and understand the questions in the story. I also don't know how to teach reading in English, especially the difficult questions in the story.*)

Theme 3: Parents Lack the Education to Assist their Children. Answering the Module.

The knowledge of parents in assisting the learning process of their children is very vital and significant. It is therefore necessary that parents also be knowledgeable about the subject so that they can assist their children in learning it. Basically, teaching English in the elementary grades includes vocabulary, grammar, functions, reading, listening, speaking, and writing. Moreover, to be able to use the language system, learners must develop the four basic skills: listening, speaking, reading, and writing. This is the challenge for the parents in teaching English to their students during modular distance learning because, during the interview, it was known that all of them have no sufficient stock knowledge and skills to teach English to their children. Though this modular distance learning in English brings obstacles or difficulties to the parents in the new normal, they view it as a challenge and a new experience being a parent and a home facilitator to their children.

During the one-on-one face-to-face interview, respondents being interviewed disclosed their experiences about the challenges they face in assisting their children learning English through modular distance learning. **Respondent No. 1** shared her challenges, saying, “Dili ko makatudlo sa akong anak sa English sa SLMs kay elementary graduate lang ako nahuman. Wala koy kahibalo sa pagtudlo sa SLMs labi na sa English (*I can't teach my son English in SLMs because I only graduated elementary school. I have no knowledge of teaching SLMs, especially in English.*)

This was also affirmed by **Respondent No. 2, who revealed** that because she is only an elementary graduate, she has no stock knowledge and skills to neither facilitate her child's learning nor teach him how to read. She also said that it is sometimes difficult on her part as a mother because she has nothing to do to help her child, who also has difficulties reading and understanding difficult questions in the module. To quote her statements, "Gaproblema ko sa akong anak kay dili pa kayo sya kabalo magbasa ug pagsabot sa questions sa Story. Dili usab ako makabalo unsaon pag tudlo sapagpabasa sa English labi na sa mga lisud nga questions sa story. (I am worrying about my son because he does not know how to read and understand the questions in the story. I also don't know how to teach reading in English, especially the difficult questions in the story.)

She also added that "Ang akong problema or kalisud nga na experience sa Modular Distance Learnings sa akong anak labi na sa English kay dili ko kahibalo sa English. Kulang ko knowledge sa English mao dili ko makatudlo sa akong anak sa pag answer sa English Module." (My problem or difficulty experienced in Modular Distance Learning with my child, especially in English, is because I don't know English. I lack knowledge in English, so I cannot teach my child to answer the English Module.) **Respondent No. 4**, who was a high school graduate, also responded during the interview that "Gaproblema usab ko sa pagtudlo kay makaread akong anak pero minus ang comprehension. She further said, "Mao dugay mahuman ang English module pag answer. comprehension. Wala ko hanaw baya kau kay dilli ko teacher." (I have difficulties teaching my child in English because he can read but has less comprehension.) This is the reason why the module cannot be answered soon, and besides, I am not good at comprehension because I am not a teacher.

These findings also conform with the findings of Anzaldo (2021) that not all parents or guardians are well-equipped to teach their children at home (Anzaldo, 2021). Parents' level of education also impacts their involvement with their children to learn, and parents with less education often feel that they do not possess the ability to make an impact on their child's education. Parents experienced difficulty teaching their children with SLMs because some concepts were more complex than their acquired competencies (Pe Dangle & Sumaang, 2020). Some parents claimed that due to a lack of knowledge of some things, they could not understand some topics in the module, so they could not help their children answer the learning activities (Olivo, 2021).

Discussions and Thematic Analyses of the Gathered Information on Strategies Employed by Pupils to Overcome Challenges in Learning English through Modular Distance Learning during the Key Informant Interview

The discussions below focused on the strategies employed by the pupils in overcoming their challenges in learning English through modular distance learning.

Theme No. 1: Pupils taking more Time and Focusing on Answering Module by themselves Alone.

With the challenges and difficulties experienced by the pupils in dealing with their modules in English, they tried to think of possible strategies in order to comply with all the requirements assigned to them. Some students took the initiative to answer all the questions required in the module, in spite of the fact that they were assured that their answers were correct or not. Others tried to seek help from other members of the family, and others tend to use other references, books, dictionaries, and sometimes the internet to search for possible answers.

When pupils were asked what strategies they utilized once experiencing problems or challenges in answering their module in English, **Respondent No. 1** said that "Sa sige nako balik balik basa, Maam kadugayan naa rakoy masabtan bisan gamay Nakahelp nako ang pag sige balik balik basa bisan hinay basta kanunay. Nakahelp nako ang pag Sige practice basa bisan walay magtudlo nako pagpabasa ug si Google brainly pero naa lang gyd usahay laayon ko mam segi balik balik basa So, when he was asked what he should do if he feels bored in answering the English Module, he said... "Magdula ko games sa cellphone. (When I keep reading repeatedly again and again, Maam, after a while, I can understand even a little. It helped me to practice reading even though no one taught me how to read and Google brainly, but sometimes I get bored and read again and again.)

Respondent No. 2 shared that for her not to experience more stresses, "magbasa basa ko sa English ng book sa akong ate para mahuman nako pagsabot ang akong gibasa." (I tried to read books of my older sister for me to understand what I am reading.) **Respondent No. 5** also shared that "balik balik lang nako pagbasa Maam bahala diko makasabot, hinay hinay naa ra koy masabtan gamay Ako lang gihapon basahon balik balik bisan dili kaayo ko kabasa". (I just read the words or sentence many times even I could hardly read it. To be able to understand I just read it slowly many times until I can understand even though I am not good in reading.) **Respondent No. 7** gave her experienced saying, Akong balik balik pagbasa ang Learning activities sa English modules to understand (I read what is in the learning activities many times so that I can understand).

The strategy of self-learning is supported by the findings of the study of Kofahi and Srinivas (200–4), as cited by De Claro (2021), which concurred that distance learning is gaining in popularity due to two inbuilt tools, 'self-motivation' and 'self-discipline'. Self-motivation is one's inner spirit—the self-drive that makes a person capable of doing whatever is put in their mind to do. This is also supported by the study of Curtis J.

Bonk and Mimi Miyoung Lee, as cited by Reeve (1996), which found that learners need greater opportunities to learn and, in the process, gain a sense that they are free to learn when and where they feel the need.

Theme No. 2: Students seek Assistance from Parents and other Members of the Family.

Parents are the first teachers of a child since education starts at home, where parents have molded the total personality of a child. It is in the home that the child learns everything and feels comfort from their parents about whatever they want to learn during their childhood. When they go to school to have a formal education, they learn from their teachers, yet they still ask for help from their parents on the lessons or assignments. Tested by the pandemic, students must have to continue their education at home through modular distance learning using printed self-learning modules. During this mode of learning, some of them have encountered challenges or difficulties in achieving basic education, but they don't have a choice but to cope with them by asking help directly from their parents or older sisters and brothers. They have the trust and confidence with their family members that they can help them understand the English module and enable them to get the correct answer; however, not all student participants asked for help from their parents since some of their parents lack knowledge of English, so they just asked for help from their siblings who are already in high school or college. Therefore, some of the students and participants were able to cope with their challenges with the help and guidance of their families. According to **Respondent No. 2**, "Muduol ko sa akong ate patudlo sa lisud nga questions—Kung dili na busy si mama, magpatudlo ko nya pero mga sayon nga questions ra iyang maansweran." (*I asked my older sister to teach me to answer difficult questions in the module. If my mother is not busy, I also asked for assistance from her, but she can only help me with some questions she only knew.*) **Respondent No. 1** revealed that she tried to study the module alone. In areas where she cannot comprehend and understand, she said, "Magpatabang ko sa akong magulang pag di na kaya." (*I ask for help from my brothers and sisters if I cannot do it anymore.*) When **Respondent No. 7** was asked what strategy or strategies you used if ever you have some problems answering your module, she replied, "Mangutana sa akong ate kuya or guardian, Ug magpa answer nalang sa nakablo mo answer." (*I asked answers from my brothers or sisters or my guardian, or I will be requesting somebody with knowledge about what is in the module to answer it.*)

Based on the findings of this study, seeking help from family is one of the strategies employed by the students to cope with the challenges that they have encountered in learning English. This finding also conforms with the findings of Manlangit et al.'s (2020) study, which found that learners have different preferences for their family members who will support them with their lessons and assignments.

Theme No. 3: Students do Research on the Internet and use Dictionaries and other References to Answer the Module.

One of the strategies that the students used to overcome their challenges in answering English modules was the use of references by searching on Google. When they could hardly understand difficult words or even had difficulty understanding the lesson, they just searched for it on Google, and they would be able to answer the English module, no matter how difficult it was. Pupils used the Google platform as the learning facility that they could use as sources to answer the module even when their parents or siblings are not around to teach or guide them, and even when they don't know the answers. They simply buy Wi-Fi to have Google access. Although some of the students have difficulty searching on Google due to their geographical location, they still find ways to get the Wi-Fi signal because it is one of the learning resources that they can use to cope with the challenges they have encountered in answering the English module. But accessing Google is so expensive that only a few of the students could afford to buy a Wi-Fi load.

One of the pupils, **Respondent No. 6** shared during the interview that, "Gadownload ko sa dictionary ug uban pa apps sa Google para makakuha ko explanation with examples unsay buot ipasabot sa words ug uban pa nga lesson. She further explained that "Ako answeran ang questions sa google para mapractice ko kung nakasabot ba gyd ko sa leskyon. Kung dili sako akong answer, isearch nako sa google para masabtan nako. (*I will download the dictionary and other apps from google so that I can get an explanation with examples of what words mean and other lessons. She further explained that "I will answer the questions on google so that I can practice if I understand the lesson." If my answer is not correct, I will search on google to understand.*)

Respondent No. 1 also shared that, "kung nay lisud na gyd kaayo nga dili na nako kaya answeran, ayha na nako loadan ni mama sa wifi para makagooogle. usahay akong kopyahon ang examples sa google. (*I used to google when I could no longer understand the lesson or if cannot answer the module. My mother will give me internet load so I can used google and copy examples from google.*)

Respondent No. 3: When asked, what strategies did you use to overcome your challenges in learning English through modular distance learning? She replied, "Mugamit ko sa dictionaries para makatabang kanako sa pagsabot sa ubang words or statements nga anaa sa English module." (*I used dictionaries to help me answer other words or statements included in the English module.*) **Respondent No. 7** also replied, "Magresearch ko from the Internet pinaagi sap ag Google sa unsay possible nga answer sa mga pangutana nga anaa sa English modules." (*I do research from the Internet through Google on what is possible to answer the questions that are in the English modules.*)

The use of references and internets to answer the modules in English also conforms with the findings of Cook (2019), as cited by Rotas and Chapay (2021), that participants also confessed that when they could hardly

understand difficult words and the lessons as well, they preferred to search for them on Google as their reference through the use of mobile Wi-Fi or a wireless router or find an area or location where an Internet connection or signal can be accessed.

Discussions and Thematic Analyses of the Gathered Information on Strategies Employed by Pupils to Overcome Challenges in Learning English through Modular Distance Learning during the Key Informant Interview

In modular distance learning, most parents have difficulty supervising and guiding their children in answering English modules since they only do this during their free or vacant time. The reason, as they said, is that they prioritize their work rather than being with their child or children to do so. When they reach home in the evening, that's the time that they supervise and guide their children, but the dilemma is that their child or children are already tired from answering modules on their own, so they just check their output without taking much time to guide their child or children on how to answer. As difficult as it is, being a mother means she has to do household chores in the evening and wake up early in the morning for work. In this hard situation, while they are at work, the child or children are left at home to answer modules without the supervision and guidance of the parents. Below are some observations and information gathered about how parents overcome their challenges in assisting their children in answering the module in English.

Theme No. 1: Parents Decided to take more Time Assisting their Children and Prioritizing their Children Over Other Assignments.

In spite of the challenges that the participants have encountered, they still continued their roles as para-teachers of their children by using some strategies to overcome those challenges. Some parents let their children read the context many times so that they can grasp the difficult words and understand the whole context. Although it takes time to finish reading the context, it really helps the students in answering the English module, especially in answering comprehension questions. Reading the context repeatedly, as mentioned by the parents, really has an impact on their children's reading comprehension because, by doing so, they would be able to answer the module, although it takes more time to finish it.

Coping up with the challenges they experienced in assisting their children learning English, **Respondent No. 1** shared that "Akong ipabalik balik kaniya pagread para iya gyd masabtan ang iyang gibasa ormaong leksyon. Ako una pasagdan pagread, pagtuon ug pag answer ayha nako icheck tama ba iya answer ug pagsabot." (*I let him read again so that he can understand what he read or that lesson. I will first let him read, study, and answer so I can check if his answer and understanding are correct.*)

When **Respondent 3** was asked how she coped with the challenges she encountered while assisting her child in answering the module in English, she narrated, "Gacreate ko sa classroom sa balay, then gibutangan nako 3 division para sa akong tulo ka anak nga gamodule. Tagsa tagsa nila aduna silay kaugalingon cubicle para dili sila madisturbo sa usag usa inig study nila sa module labi na English". (*I created a classroom at home, then I put 3 divisions for my three children who are kindergarteners. Each of them has their own cubicle so that they do not disturb each other when they study the module, especially English.*)

She further narrates that "Maghim ko schedule pagsupervise or montor tagsa tagsa nila para machek nako nahuman na ba nila ang module like English, Dili gyd ko mag tudlo sa answer. Pasagdan nako sila maningkamot pagtuon nga dili magsalig tanan sa Google para maka kat on. Gamit ghaon sila Google, pero kana ra di na kaya sabton. Patudloan pud nako sila sa ilang elder sister and brother, kay busy man ko. Aduna pud silay load budget para pang research sa Google sa mga lisud na gyd kaayo. Nakahatag mayo nga epekto ang pagbutang sa classroom sa balay diin ang tulo nako ka anak nga elementarya labi na akong grade six kay makafucos sila sa pagtuon nga dili madisturbo labi na sa English." (*"I made a schedule to supervise or monitor each one of them so that I can check if they have completed the module like English. I will not teach the answer at all. I will let them try to study without relying on google to get on. They use google everyday but that's all they can't understand. I also advised them to refer it to their elder sister and brother because I am busy. They also have a load budget for research on google for those that are very difficult. The placement of the classroom at home where my three children are in elementary school, especially my sixth grader, has made a great impact because they can focus on their studies without being disturbed, especially in English."*)

The findings of this study correlates with the findings of the study of Cluver, et. al. (2020) as cited by Cudillo, Mutya & Adlaon (2022) that parents have the potential to help their children learn and grow through natural daily interactions and activities. This connotes that in this study, students under modular distance learning modality are greatly helped mostly by their parents to facilitate learning particularly in English since they are not in the classroom setting to learn as confessed by the participants.

Theme No. 2: Provide Wi-Fi Access, use Dictionaries, and References in Assisting Children Learning English through Modular Distance Learning.

Internet connectivity opens the door to information, knowledge, and educational resources. Parents also use it to extend their range of learning to impart knowledge to their child or children, as they are the ones teaching and guiding them to learn during modular distance learning. Though modular distance learning modality uses only self-learning modules for the students to learn, parents also need to access Google to search for additional

knowledge and information, especially when they don't have stock knowledge of lessons in the English module. The internet has a vital impact on student academic outcomes through the guidance and supervision of parents. Parents said that they found it very useful in the improvement of their child/children's learning outcomes specifically in English, that is why they consider the internet as a positive influence on education especially under the new normal wherein students are not in the actual classroom with the teachers to learn. The instantaneous access to internet helps the parent acquire knowledge and information for their child/children to learn and able to understand the difficult lessons.

One of the strategies that the parents used to overcome their challenges in assisting their children in answering English modules is providing them with internet access to search for references using google platform. When their children could hardly understand difficult words or even having difficulty in understanding the lesson, they just search it from the google and they would be able to answer the English module even how difficult it is. Pupils used Google platform as the learning facilities that they could use as sources to answer the module even when their parents or siblings are not around to teach or to guide them and even when they don't know the answers. They just simply buy Wifi load to have google access. Although some of the students have difficulty in searching from google due to geographical location but still they find ways to get the Wifi signal because it is one of the learning resources that they can cope up with the challenges they have encountered in answering English module but to access google is expensive that only few of the students could afford to buy for a Wi-Fi load.

Respondent No. 1 testified that *“Para makabalo akong anak sa answer labi na sa mga lisud nga words sa English ako loadan iyang cellphone para maka google sya unsaon pag answer”*. (In order for my son to know the answer, especially for difficult words in English, I load his cell phone so he can google how to answer.)

Respondent No. 2 also reveal that *“Ako loadan iyang cp para maka google sa lisud nga words nga dili nya masabtan. Makahelp sa bata ang akong pag load sa wifi kay makasearch sya sa google sa lisod nga words”*(I buy load for his cellphone so that he can google difficult words that he cannot understand. By loading the wifi will help my child because he can search on google for difficult words.)

Respondent No. 4 also shared her experiences that *“Ako pud gani gipa installan iyang cellphone sa Dictionary ug uban pa nga mga App from the google para maka research sya unsay answer or unsay buot ipasabot or explanation.labi na kay walay maka guide or makatudlo sa iya whole day.”*(I even installed his cell phone with Dictionary and other Apps from the google so that he can research what the answer is or what it means or explanation. especially since no one can guide or teach him the whole day.)

The use of references as parents' strategy in helping their children answer the modules in English also conform with the findings of Cook (2019) as cited by Rotas and Chapay (2021) that participants also confessed that when they could hardly understand difficult words and the lessons as well, they prefer to search it from google as their referencethrough the use of mobile wifi or wireless router or finding area or location where Internet connection or signal can be accessed.

Theme No. 3: Parents Advised Children to seek Help from other Members of the Family.

The support of parents in terms of their children's education has continued to be valued despite the adversities during the pandemic. Luaña (2021) enumerated ways parents' guide their children in answering modules, namely, guiding by explaining, giving examples, correcting their children's incorrect answers; guiding by 'Googling' the answer; and guiding by directly giving the correct answers.

Parents participated in this study shared their coping strategies in facilitating learning in English during modular distance learning. Some parents employed different strategies in coping up their challenges such as Installing Mobile WIFI, tutorial from elder sister or brother ; supervision and monitoring; searching answers from google and letting their children read the context repeatedly. The strategies employed by the parents to overcome their challenges in assisting their children learning English through modular distance learning were properly documented on this study.

Respondent No. 1 stated that *“Dili ko tudloan ni mama, Pasagdan rako nya. Ayha nako nya tabangan kung dili na daw nako kaya sabton or answeran ang English module.Usahay mangutana ko sa ako ate ug kuya.”* (Mom won't teach me, She'll leave it to me. She will not help me if I can't understand or answer the English module anymore. Sometimes I ask my sister and brother.)

Respondent No. 4 also shared that *“Muduol ko sa akong ate patudlo sa lisud nga questions- Kung dili na busy si mama, magpatudlo ko nya pero mga sayon nga questions ra iyang maansweran.”*(I will go to my sister and asked her the difficult questions- If mom is not busy, I asked her to teach me but she can only answer easy questions.)

Usahay mangutana ko sa ako ate ug kuya.Ayha nako nya tabangan kung dili na daw nako kaya sabton or answeran ang English module.(Sometimes I ask my elder sister and brother but they only help me when I can no longer understand the lessons in the module).

Discussions and Analysis

According to the study of Trovela (2021), as cited by Cudillo, Mutya & Adlaon (2022), it reveals that parents have common challenges in the implementation of modular distance learning. Among them are time management, limited knowledge on the topics in the modules and independence in learning. These also correlate with this study wherein the participants unveiled all the challenges they had encountered or experienced in helping and supporting their children in learning through modular distance learning.

The findings of the study by Anzaldo (2021) also support this idea that most of the participants have less support from their own families since they are always busy with their work to earn for their daily needs. Not all parents or guardians are well-equipped to teach their children at home.

Challenges Experienced by Pupils in Learning English through Modular Distance Learning

Based on the observations made by the researchers, when selected pupils were asked about the challenges, they had experienced in answering the module, they revealed that they had a hard time answering the English module because the learning activities included in the module were difficult to understand. Pupils who participated in the study may have felt answering the module was boring, and they were less motivated, probably due to the nature of the modality employed. One of the reasons found by the research, as revealed by some respondents, was a lack of contact and interactions between teachers and pupils, which resulted in pupils becoming less motivated to learn the subject. Another reason why pupils felt less motivated and became bored in answering the module was that they had problems with comprehension and understanding about the activities in the modules.

Most of the pupils claimed that they cannot finish reading once they are required to read because they cannot read well and do not understand what they have read. Their difficulty in reading the module was charged by the pupils due to the absence of their parents and family members at times when they needed to ask some questions about what they had read. Nobody will serve as a reference or confirm whether the answers that they posted in the module were correct or not. Some of the pupils also shared that they tried to answer the modules by themselves, but they lacked interest and motivation because they could not be assured that their answers were correct. The absence of their parents and any members of the family to assist them made these pupils more hesitant and afraid to answer the module. The absence of the parents when the pupils wanted them to assist was due to the fact that these parents prioritized working as laborers that could support their daily needs. Another challenge that pupils encountered in accomplishing their module was the lack of time that they had due to other assignments assigned to them at home. During the interview with the pupils, some of the students shared that they found it difficult to submit the module on time because of some assignments assigned to them. Another reason that pupils were not able to submit on time was also due to the lack of time they spent answering the module because there was nobody to assist them.

The findings of this study were supported by the findings of Tuckman (2007), as cited by Malipot (2020), that students tend to withdraw or participate minimally or completely from the course and may lack opportunities to collaborate and receive feedback and social support, while Rost (2019) found that online environments can generate a feeling of anonymity for students, which makes it easier. These theories showed that students in online learning suffered from anxieties that led to a lack of participation.

Challenges Encountered by Parents in Assisting their Children in Learning English through Modular Distance Learning

Parents-learners' engagement is an issue in modular distance learning since most of the parents are not at home to earn a living. They prioritize their work rather than being engaged with their child or children in answering modules, especially in English. They only have less time to learn. On the other hand, house parents also find difficulty facilitating learning for their children since they are also very busy doing household chores such as attending to their little children and a lot more. There are many factors to be considered in establishing parent-learner engagement in modular distance learning. As a result, there is less chance of parent-learner engagement in performing the learning task of the English module. Parents shared that they have a problem with the contact time with their child or children in the modular distance learning modality since they are working mothers or very busy doing household chores. The number of times or how often the parent engages with their child or children in guiding and facilitating them in answering and accomplishing the English module is also one of their challenges. Most of them worked the whole day and returned home in the evening. Only at night can they be able to guide and assist their child or children in answering the module.

The findings of the study by Anzaldo (2021) also support this idea that most of the participants have less support from their own families since they are always busy with their work to earn for their daily needs. Not all parents or guardians are well-equipped to teach their children at home. According to the study of Trovela (2021), as cited by Cudillo, Mutya, and Adlaon (2022), it reveals that parents have common challenges in the implementation of modular distance learning. Among them are time management, limited knowledge of the topics in the modules, and independence in learning. These also correlate with this study, wherein the participants unveiled all the challenges they had encountered or experienced in helping and supporting their children in learning through modular distance learning.

The lack of comprehension and knowledge about the terms included in the module were some of the challenges that parents encountered in assisting their children in learning English. Based on the challenges that parents-respondents encountered, they were hesitant or refused to assist their children in answering activities included in the module in English due to a lack of comprehension and knowledge about the terms included in the module. The lack of knowledge and comprehension about the terms included in the module may be contributed by the fact that a higher proportion of the parents were high school and elementary school graduates when combined.

These findings also conform with the findings of Anzaldo (2021). Not all parents or guardians are well-equipped to teach their children at home (Anzaldo, 2021). Parents' level of education also impacts their involvement with their children to learn, and parents with less education often feel that they do not possess the ability to make an impact on their child's education. Parents experienced difficulty teaching their children with SLMs because some concepts were more complex than their acquired competencies (Pe Dangle & Sumaoang, 2020). Some parents claimed that due to a lack of knowledge of some things, they could not understand some topics in the module, so they could not help their children answer the learning activities (Olivo, 2021).

Strategies Employed by the Pupils to Overcome Challenges in Learning English through Modular Distance Learning

Based on the findings of this study, pupils were able to adopt intrinsic motivation with them to comply with all the requirements in the module by taking more time in thinking and searching for possible answers required in the module. Another observation that the researcher would like to emphasize is that pupils tend to seek help from family to cope with the challenges that they have encountered in learning English. This finding also conforms with the findings of Manlangit et al.'s (2020) study, which found that learners have different preferences for their family members who will support them with their lessons and assignments.

The strategy of self-learning is supported by the findings of the study of Kofahi and Srinivas (200–4), as cited by De Claro (2021), which concurred that distance learning is gaining in popularity due to two inbuilt tools: 'self-motivation' and 'self-discipline'. Self-motivation is one's inner spirit—the self-drive that makes a person capable of doing whatever is put in their mind to do. This is also supported by the study of Curtis J. Bonk and Mimi Miyoung Lee, as cited by Reeve (1996), which found that learners need greater opportunities to learn and, in the process, gain a sense that they are free to learn when and where they feel the need.

One of the strategies that the pupils used to overcome their challenges in answering English modules was the use of references by searching on Google. The use of internet platforms was found beneficial now a days wherein pupils, when they could hardly understand difficult words or even had difficulty understanding the lesson, would just search for it on Google and be able to answer the English module, no matter how difficult it was. Although some of the students have difficulty searching on Google due to their geographical location, they still find ways to get the Wi-Fi signal because it is one of the learning resources with which they can cope with the challenges they have encountered in answering the English module.

The findings of this study correlate with the findings of the study by Cluver et al. al. (2020), as cited by Cudillo, Mutya, and Adlaon (2022), that parents have the potential to help their children learn and grow through natural daily interactions and activities. This connotes that in this study, students under the modular distance learning modality are greatly helped, mostly by their parents, to facilitate learning, particularly in English since they are not in the classroom setting to learn, as confessed by the participants.

Strategies Employed by the Parents to Overcome Challenges in Assisting their Children in Learning English through Modular Distance Learning

The parents persevered in their jobs as the children's para-teachers in spite of the difficulties they faced by employing several methods to get around them. The majority of parents mentioned that they had given their children access to a Wi-Fi network so they could look up the definitions of new or challenging words in the module online. They could also use Google to find out more facts and information to help them answer the module in English. Some participants claimed that they had to download or set up various apps while they were at work to assist their kids with learning particularly challenging lessons.

Other participants confessed that they seek help from their older sons or daughters who are already in high school or college to do tutorials and to answer the difficult lessons in the modules in order to submit the answers on time. Others also shared that they don't rely on Google searches but require their children to read the context repeatedly until they are able to understand the lesson after proper guidance and supervision. Some participants shared their experiences as working parents: they have to make a schedule for monitoring their children's modules so that when they arrive from work, they just monitor whether or not their children have accomplished the modules.

The use of references as parents' strategy in helping their children answer the modules in English also conforms with the findings of Cook (2019), as cited by Rotas and Chapay (2021), that participants also confessed that when they could hardly understand difficult words and the lessons as well, they preferred to search for them on Google as their reference through the use of mobile Wi-Fi or a wireless router or find an area or location where an Internet connection or signal can be accessed.

Results and Discussion

The study aimed to identify the challenges encountered and the different strategies employed by students and parents in learning English through modular distance learning. Specifically, this study aimed to describe the characteristics of students in terms of age and sex and the characteristics of parents in terms of sex, age, educational attainment, family income, and occupation. This also determined the challenges faced by students in learning English through modular distance learning and the challenges encountered by parents in helping

and supporting their children in learning English through modular distance learning. In addition, this study determined whether there is a significant difference in the level of challenges encountered by the students in learning English through Modular Distance Learning when classified according to age and sex and whether there is a significant difference in the level of challenges encountered by the parents in helping their child or children in learning English through Modular Distance Learning when classified according to age, sex, educational attainment, occupation, and family income. Identify the strategies used by students in learning English through Modular Distance Learning. Finally, this also identified the strategies used by parents and guardians in aiding their children in learning English through modular distance learning and the unique strategies employed in modular distance learning.

The 236 pupils enrolled in seven publicly funded elementary schools in Mambajao District I of Camiguin Division for the academic year 2021–2022 participated in this study. Only the students and parents who agreed to participate voluntarily were part of this study. There were only 150 pupils who participated, together with their parents, for a total of 300 participants. The information and data that were acquired for analysis were based only on the responses provided by the adequately qualified respondents who took part in this survey.

The exploratory sequential mixed approach, which enables both qualitative and quantitative descriptions of the subjects and the variables that must be addressed, was utilized in this investigation. Discussions for the qualitative analysis of the results were restricted to the comments made by the study's pupils as well as their parents. Cramer's V coefficient and Gamma coefficient were utilized in the quantitative analysis of the data to identify the important correlations between and among variables. The tests' findings were based on the significance level of .05.

Findings

1. The majority of the pupils who participated in the survey were female and ages 12 and below. Moreover, higher proportions of the parents who participated in the survey were females, with ages 40 and below, high school graduates, with family incomes of P5000 and below, and laborers.
2. Most of the pupils who participated revealed that they were moderately challenged in learning English through modular distance learning due to a lack of support from the family and a lack of comprehension in English.
3. Higher proportions of parents who participated also revealed that they were moderately challenged in assisting their children in learning English due to a lack of comprehension of what was included in the module and a lack of time to assist them.
4. There is no significant relationship between pupils' age and the level of challenges they have encountered in learning English through modular distance learning. Similarly, there is no significant relationship between pupils' sex and the level of challenges they have encountered in learning English through modular distance learning.
5. There is no significant relationship between parents' age and level of challenges encountered in assisting their children in learning English, parents' sex and level of challenges encountered in assisting their children in learning English, parents' highest educational attainment and level of challenges encountered in assisting their children in learning English, parents' family income and level of challenges encountered in assisting their children in learning English, parents' family monthly income and level of challenges encountered in assisting their children in learning English, and parents' occupation and level of challenges encountered in assisting their children in learning English.
6. The common challenges encountered by the pupils in learning English through modular distance learning were *lack of understanding of the module, lack of time due to so many assignments to accomplish, boredom, lack of motivation due to nobody to guide, the module being so long, too much time for parents to assist, and making guesses only to have more time with friends.*

As revealed by the pupils during the key informant interviews conducted by the researcher, they had a hard time answering the module because the things included in it were hard to understand. Pupils felt bored answering the module, and they were less motivated because of the nature of the modality employed.

Another challenge encountered by the pupils is that they have problems with comprehension and understanding about the activities in the modules. Most of the pupils claimed that they could not finish reading the module because they could not read well and did not understand what they had read. Their difficulty in reading the module was charged by the pupils due to the absence of their parents and members of the family when they needed to ask some questions about what they had read, and nobody would serve as a reference or confirm whether the answers that they posted in the module were correct or not. Some of the pupils also shared that they tried to answer the modules by themselves, but they lacked interest and motivation because they could not be assured that their answers were correct. The absence of their parents and any members of the family to assist them made these pupils more hesitant and afraid to answer the module.

Moreover, pupils were challenged in accomplishing their module due to a lack of time as a result of having the bulk of assignments assigned to them at home. During the interview with the pupils, some of the students shared that they found it difficult to submit the module on time because of some assignments assigned to them. Another reason that pupils were not able to submit on time was also due to the lack of time they spent answering the module because there was nobody to assist them.

7. The common challenges encountered by parents in assisting their children in learning English through modular distance learning were lack of *time due to workload, lack of comprehension, lack of understanding, low level of education, language difficulties, and the module being too lengthy.*

As recorded by the researcher, parents also find difficulty facilitating learning for their children since they are also very busy doing household chores such as attending to their little children and a lot more. There are many factors to be considered in establishing parent-learner engagement in modular distance learning. As a result, there is less chance of parent-learner engagement in performing the learning task of the English module. Parents shared that they have a problem with the contact time with their child or children in the modular distance learning modality since they are working mothers or very busy doing household chores. The number of times or how often the parent engages with their child or children in guiding and facilitating them in answering and accomplishing the English module is also one of their challenges. Most of them worked the whole day and returned home in the evening.

The lack of comprehension and knowledge about the terms included in the module were also some of the challenges that parents encountered in assisting their children in learning English. Based on the challenges that parents-respondents encountered, they were hesitant or refused to assist their children in answering activities included in the module in English due to a lack of comprehension and knowledge about the terms included in the module. The lack of knowledge and comprehension about the terms included in the module may be contributed by the fact that a higher proportion of the parents were high school and elementary school graduates when combined.

8. As identified by the pupils, the common strategies that the pupils employed to overcome their challenges in learning English through modular distance learning were that *they took time to focus on answering the module, sought assistance from the members of the family, used dictionaries and other references, conducted research through the internet, modeled, demanded more time from parents and siblings, and made activities to motivate themselves to answer the modules.*

The most common strategies employed by the pupils in learning English through modular distance learning were that they were able to adopt intrinsic motivation with them to comply with all the requirements in the module by taking more time in thinking and searching for possible answers required in the module. Another observation that the researcher would like to emphasize is that pupils tend to seek help from family to cope with the challenges that they have encountered in learning English.

Another strategy that the pupils also used to overcome their challenges in answering English modules was the use of references by searching on Google. The use of internet platforms was found beneficial now a days wherein pupils, when they could hardly understand difficult words or even had difficulty understanding the lesson, would just search for it on Google and be able to answer the English module, no matter how difficult it was. Although some of the students have difficulty searching on Google due to their geographical location, they still find ways to get the Wi-Fi signal because it is one of the learning resources with which they can cope with the challenges they have encountered in answering the English module.

9. Likewise, the common strategies employed by the parents in assisting their children in learning English through modular distance learning were *taking more time assisting their children, prioritizing children over other assignments, self-preparedness, providing WIFI access for research, seeking help from members of the family, using dictionaries and references, proper scheduling, and rewards.*

Most of the parents shared that they provided their children with WIFI Load to do research online on the meaning of unfamiliar or difficult words in the module, and they can even get additional knowledge and information from Google to answer the module in English. Some participants said that they were forced to download or install different apps to help their children learn especially difficult lessons, even when they were at work. Other participants confessed that they seek help from their older sons or daughters who are already in high school or college to do tutorials and to answer the difficult lessons in the modules in order to submit the answers on time.

Others also shared that they don't rely on Google searches but require their children to read the context repeatedly until they are able to understand the lesson after proper guidance and supervision. Some participants shared their experiences as working parents: they have to make a schedule for monitoring their children's modules so that when they arrive from work, they just monitor whether or not their children have accomplished the module.

Conclusions

From the findings, the following conclusions were drawn:

1. Pupils (respondents) who participated in the study were dominated by females, ages 12 and below. Likewise, parents (respondents) who participated in the study were also dominated by females ages 40 and below, high school graduates with family incomes of P5000 and below, and laborers.
2. Pupils who participated in this study were moderately challenged in learning English through modular distance learning. Likewise, parents were also moderately challenged in assisting their children in learning English.
4. Age and sex of pupils have nothing to do with the level of challenges encountered by the pupils in learning English through modular distance learning.

5. Age, sex, highest educational attainment, family monthly income, and occupation of the parents have no bearing on their level of challenges encountered in assisting their children in learning English through modular distance learning.
6. Lack of understanding the module, lack of time due to so many assignments to accomplish, boredom, lack of motivation due to nobody to guide, the module being so long, too much time for parents to assist, and making guesses only to have more time with friends were the common challenges encountered by the pupils in learning English through modular distance learning.
7. Lack of time due to workload, lack of comprehension, lack of understanding, low level of education, language difficulties, and the module being too lengthy were the common identified challenges encountered by the parents in assisting their children in learning English through modular distance learning.
8. Taking more time to focus on answering the module, seeking assistance from the members of the family, using dictionaries and other references, conducting research through the internet, modeling, demanding more time from parents and siblings, and making activities to motivate themselves to answer the modules were the common strategies utilized by the pupils in overcoming challenges encountered in learning English through modular distance learning.
9. Taking more time assisting their children, prioritizing children over other assignments, self-preparedness, providing WIFI access for research, seeking help from members of the family, using dictionaries and references, and providing proper scheduling and rewards were the common strategies employed by the parents in overcoming their challenges in assisting their children in learning English through modular distance learning.

Recommendations

From the above findings, the following were recommended:

1. As revealed by the findings of this study, pupils were mostly moderately challenged in learning English through modular distance learning. It is recommended that these challenged pupils be guided accordingly; their learning processes must be supervised and monitored; and they must be provided with all other materials that they need to motivate and inspire them to learn. Teachers and parents must work hand in hand to create a very inspiring and motivating environment for these challenged pupils to learn the subject. They must also be guided and supported with full supervision to avoid experiencing so many stresses and challenges that may affect their mental status while they are acquiring more knowledge.
2. As also revealed in the findings of this study, parents were also challenged in assisting their children in learning the subject. It is recommended that parents also seek support from those who are knowledgeable about the subject for them to have more background and knowledge in assisting their children, who were also being challenged by the new method of learning. They may refer their concerns to the teachers where their children belong for them to have an orientation and guided instructions that could help them assist their children in learning the subject. The researcher further recommends that parents of challenged pupils may know how to manage their time even if they are working for a living to have quality time with their children, assist them towards their studies, and help their children look for other people to assist and discuss with them what is included in the module.
3. It also recommended that teachers preparing the module must be more aware with the characteristics and quality of pupils they have. They must also consider preparing modules which are more informative that pupils can understand clearly at their own level. Modules that can be easily understood by the learners are effective materials for the learners to learn the subject. Learners can respond positively with what are included in the activities for assessment in the module if they clearly understood what were included in the module.
4. Furthermore, the researcher recommends that English teachers at all levels continue to find the best strategies that can help their pupils understand the lesson and improve their performance in the subject. Teachers may also attend seminars, symposia, and conventions to stay abreast of the new methods of teaching and learning English that were found effective, as revealed by other teachers and researchers, especially in times of pandemic. This can be a new challenge for them, specifically in times of pandemic, to be more efficient and effective teachers in imparting their acquired knowledge to their pupils and making them more aware of the adapted strategies in teaching.
5. The researcher further recommends that the school's principals and supervisors conduct programs such as in-house seminars and workshops, trainings for module preparation for teachers to enhance teachers' knowledge about the subject taught, and skills in preparing effective and efficient learning materials. It was also believed that teachers attending seminars may develop confidence and preparedness to perform their role as teachers specifically for challenged pupils.
6. For the Department of Education personnel in charge of the contextualized learning module, the researcher recommends that the prepared learning materials in English be simple, understandable by pupils according to their levels, comprehensive, and child-friendly so that pupils can comprehend, understand, and learn. It is further recommended that more examples and explanations be included and the simplification of terms that can easily be understood by pupils at their own level be observed.

7. Finally, for future researchers, it is recommended that this study be replicated in other public or government-supervised schools in all elementary levels and junior high school students, specifically in remote areas, to determine the other challenges and strategies of pupils and parents assisting their children in learning English using a module. Furthermore, a correlational study may also be conducted among these pupils and students, as well as the challenges of parents assisting their children to determine what challenges they have encountered and how these challenges affect the pupils and students' performances in English.

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