

## EXECUTIVE SUMMARY

**Title:** Teaching English Lived Experiences of Elementary Teachers Under the New **Normal**

**Total No. of Pages:** 141

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### *Background and Rationale of the Study*

As a result of the emergence of COVID-19 pandemic, many schools have been forced to switch to a more varied delivery of lessons. Many teachers, on the other hand, have discovered that creating effective online lessons in a short period of time is exceedingly stressful. They have become more creative in dealing with their students; hence, they employ a variety of strategies and techniques in their lessons preparations and classroom management online. This shows that learning evolves in response to the demands of time. And teachers whose tasks involve teaching English in this new normal are no exception. English teachers modified their teaching methods and strategies to keep up with the current normal mode of education. Distance learning paved the way for teachers teaching English language and literature to utilize various platforms applicable to distance education in order for quality instructions to be delivered to the learners.

In response to this sudden shift of methods on learning, the government implemented distance learning method in order to keep millions of Filipino learners' education not to be hindered by such pandemic crisis. Distance learning is a form of teaching and learning style that involves limited or no face-to-face interaction between learners and teachers. Another term for this is blended learning.

According to the Department of Education, "blended learning" is a combination of online distant learning and in-person delivery of printed materials to learners' homes thru barangays for those who do not have access to the internet or interactive facilities at home (Custodio, 2020). Because blended learning is still in its early phase of implementation in the Philippines, it has both advantages and disadvantages as an educational approach (Lawless, 2019).

Teachers must see to it that the quality of learning is maintained even in the absence of in-person experiences, from the planning of lesson plans to conducting instructions and distributing assignments (Mayol, 2020). Aside from that, the teacher is responsible of monitoring the learners' outputs and accomplishments in this type of learning. The learners can connect with their teachers through text message/instant messaging, e-mail, and phone, among other ways (Llego, n.d. in Dangle & Somaoang, 2020). Despite the pandemic, the educational system, through the teachers, ensures that learning continues in the new normal. As a result, learners, institutions, and teachers face both advantages and challenges. To clearly state, Jamon et al. (2021) concluded that the onset of covid-19 provided teacher educators with advantages, disadvantages, opportunities, and risks during this new normal.

As a consequence, the growing demand for blended learning raises questions and concerns, particularly among the Department of Education teachers. Understanding their lived experiences as they deliver and ensure quality instruction during the pandemic will provide answers to questions about the difficulties, they face in performing their duties. This will help to pinpoint what impedes effective teaching and learning.

In light of the discussion, the purpose of this study is to investigate the experiences, adaptive responses, and innovations of elementary English teachers in the Tubungan school district under the new normal through phenomenology. The teachers' needs and concerns were not properly documented, according to Stacey and Gerbic (2008), especially the challenges they underwent when using blended teaching methods. Experts believe that teachers' experiences, particularly their exploration of their teaching situations and struggles with blended learning, are critical factors that must be investigated (Martin & Nunes, 2016; Previtali & Scarozza, 2019; Selim, 2007). Few teachers had prior experience with distance teaching, so they had little to no adaptive expertise to draw from (Hain, 2020).

As a teacher in a primary school in Tubungan's district, the researcher also went through the stages of adjusting to this new normal of education in order to effectively deliver instruction. He believes that teachers are not adept to this new normal of instruction. Therefore, conducting this research is important in order to understand more about their experiences with modular distance learning, as well as their linguistic and technical challenges and the impact of this modality on teachers' professional and personal lives.

### *Problem Statement*

Hence, to consider the previous studies mentioned and the personal perspectives presented, the researcher would like to seek for answers to the following questions: What are the insights, adjustments and over-all experiences of teachers with Modular Distance Learning?; What are the technical and linguistic challenges participants faced when teaching English via modular distance learning?; How did this new learning modality affect the participants' relationship with their colleagues, their learners, and the learners' parents?, and How did the

implementation of this learning modality affect the participants' personal life? This study is anchored on the Constructivism and Interpretivism theory which states that understanding requires generating meaningful connections between existing knowledge, new information, and the learning processes.

### *Objectives of the Study*

#### *General*

The study described the lived experiences of Elementary teachers teaching English in selected schools in Tubungan's district during the new normal.

#### *Specific Objectives*

1. Determine the experiences of teachers with Modular Distance Learning;
2. Identify the challenges teachers faced when teaching English via modular distance learning; and
3. Explain how the Modular Distance Learning modality affects teachers' professional and personal lives.

### *Research Design*

#### *Research Design*

This qualitative study was conducted to gain insights on the adjustments, innovations and or transformations made by teachers teaching English in the new normal through their day-to-day experiences at their respective school assignment.

Phenomenology approach was employed in this study to describe the lived experiences of the participants under the new normal who had been utilizing modular distance learning among schools in the District of Tubungan.

Phenomenology in the most comprehensive sense refers to the lived experiences accumulated by a person (Giorgi, 2000 in Cabal, 2018). Moreover, it is an

exploration of the significance of a person's lived experiences (Manen, 2007 in Cabal 2018).

### *Participants of the Study*

The participants of this study were the English teachers who used Modular Distance Learning to teach English in Grades IV to VI in Tubungan district. Teachers from public elementary schools in the municipality of Tubungan were among the participants. There were 17 elementary schools in Tubungan's district, but the schools with two (2) to three (3) teachers teaching English in grades four to six were qualified for the study. The participants were chosen with care to ensure the accuracy and relevance of information gathered in the topic under investigation.

The participants were selected based on the qualifications listed below: (1) licensed professional teacher (2) teaching English in an elementary school in Tubungan (3) has at least three years of experience teaching English at the fourth, fifth, or sixth grade levels (4) may or may not be an English major (5) willing to share his or her teaching experiences with the researcher. Because the study focused on schools that offer modular distance learning, which was employed by all public elementary schools in Tubungan's district, private elementary school teachers were excluded from the study. Teachers with less than three years of experience teaching English, as well as those who teach in primary grades such as first, second, and third grade, were not qualified in the study. Two teachers from each school were considered participants in total. This study had a total of six participants. The researcher did the draw lots from the list of identified schools to determine the final three schools that made up the study's final six participants.

The participants were composed of five females and one male. Three participants were between 37-42 years old with over ten years of teaching experience. Two of them aged 47 and 53 years old with the former having 11 years of teaching experience while the latter had 25 years. The last and the youngest participant was below thirty years old with at least three years of teaching experience.

Because most identified schools have two teachers teaching English to students in grades four to six, teachers teaching English at the intermediate level in the selected schools were automatically included in the study. Among the six participants, two were teaching Grade VI. There were also two participants teaching grades IV and V. One participant was teaching only Grade IV and also one participant teaching only Grade V.

The participants were identified as, Participant 1, 2, 3, 4, 5 and 6. Each participant was also given a pseudonym Participant 1 (Ms. Independent), Participant 2 (Ms. Jolly), Participant 3 (Ms. Novice), Participant 4 (Ms. IP), Participant 5 (Mr. Accomplished), Participant 6 (Ms. Outstanding). Since there were only six participants, pseudonyms were assigned for each participant based on their characteristics, personal background and or accomplishments. A pseudonym was assigned to each participant and for privacy. Letters for approval were sent to the three school administrators of the selected schools. The participants were also informed prior to the interview. Informed consent was explained to each participant for their agreement to participate in the one-on-one interview.

Due to the restricted number of face-to-face interviews and the need to follow health standards in order to prevent the spread of the Covid-19 virus, the researcher opted to only include six people in the study. In phenomenology, it is

acceptable to have six participants. Researchers should interview between 5 and 25 people who have all seen the phenomena in question, according to the Society for Phenomenological Studies (Creswell, 2013 in Mitre Marciaga, 2019). The participants' profile and characteristics are shown in Table 1 below.

Table 1. Participants' Profile and Characteristics

<b>Participant Identified by Number</b>	<b>Participant's Age</b>	<b>No. of Years in Service</b>	<b>Grade Levels Taught for S.Y. 2020 – 2021</b>
1	47	11	Grade IV
2	37	13	Grade V
3	25	3	Grade VI
4	42	18	Grade IV & V
5	37	11	Grade IV & V
6	53	25	Grade VI

### *Research Setting*

Teachers teaching English in higher grade levels, specifically fourth and fifth grade, were the subject of the research project, which was done in three public elementary schools in Tubungan's district. One school in the District of Tubungan is a small school with only 72 students and six teachers, including the Teacher-in-Charge. Three teachers oversee English classes in this institution, which range from fourth to sixth grade. This elementary school is a barangay school, however it only takes a few minutes to get there from the DepEd district office. The second is

among the biggest schools in the district of Tubungan with 517 total learners and 29 teaching and non-teaching staff. This school has two teachers handling English classes from fourth to sixth grade. The third school is the farthest school in the whole district with 125 total learners and 6 teaching and non-teaching staff. Two of its teaching staff teaches English in fourth to fifth grade. It takes about an hour to reach the school from the district office. Indigenous People live in the community where the school is situated.

### *Data Gathering Procedure*

Interview, observation, and documentation approaches were employed to gather the data. Interviews, files, and audio-visual resources are employed in qualitative research (Creswell, 2009; Patton, 2002). During the school year 2020-2021, the following steps were taken to collect data:

First, a written request was submitted to the Dean of the Central Philippine University School of Graduate Studies for approval to conduct the study on the lived experiences of Elementary English teachers in selected schools in Tubungan's district. The letter was addressed to the College Dean and included the following information: the study's title, the researcher's name, the adviser's name, the study's purpose, and why Elementary English teachers in grades four through six were chosen as participants. Information materials were formally distributed through the school heads and principals of each school. Emails and text messages were also used for information dissemination. The study's objectives and procedures were well-understood by the participants. A list of instructors who were qualified for the study during the school year 2020-2021 with the approval of the school head and principal of the recognized schools was obtained. To choose the final six participants, a lottery was held to determine the three schools from



which the participants would come. After the instructors were identified, their contact information, including their email and phone numbers, was gathered with the assistance of their school heads or principals. Qualified teachers were contacted and to obtain their permission to formally request their involvement in the study.

Second, a validated researcher-made questionnaire was prepared to be used for the one-on-one interview. Hard copies of questionnaires were printed out for each participant. Guide questions were also printed and used by the researcher during the interview. General interview guide approach was utilized in conducting the interview. A list of guide questions necessary to get useful information for future analysis was used by the researcher. Audio recording app and gadget were checked and prepared for the conduct of interview.

Third, after the consultation with each participant, the researcher set the date and place where the interview and data gathering took place. One-on-one interviews were conducted depending on the participant's availability. Participants and others taking part in this study were not exposed to the currently contagious COVID-19 virus as a result of following health standards and safety precautions. Participants were encouraged to speak freely and tell stories about their experiences. Although the school heads let the researcher interview the participants in person, one participant chose to be questioned electronically. The researcher's phone and recorder were used to meticulously record the responses of the participants. For the virtual interview, video was used, and for the face-to-face interview, audio was used. The researcher performed 40-to-60-minute interviews with each subject. According to Shazia Jamshed (2014), in-depth interviews are conducted with an individual or a group and usually last 30 minutes

to an hour. However, the participants were subjected to a series of interviews and meetings in order to substantiate their responses and collect additional information for study. Teachers were encouraged to participate, although it was entirely optional, and consents were obtained prior to data collection and interview. Each teacher was given a code to use as his or her personal identifier when filling out the personal information questionnaire. Any information that was supplied by the participants was kept confidential. Participants were informed that their responses would be kept private.

Fourth, in this stage, audio recordings were transcribed to get meaningful statements and phrases considered significant to the study. Through Colaizzi's steps in phenomenological data analysis, the researcher was able to get related ideas, thoughts, and reflections from each extracted transcript. Unnecessary and excess narratives were eliminated while all arising themes were defined into a comprehensive description. Since participants were allowed to use any language or dialect, the researcher translated some transcripts when the participant's answers were stated in Hiligaynon or Kinaray-a. The transcripts were then checked by an independent researcher who had a background in qualitative research.

Lastly, the credibility and validity of findings through triangulation was ensured. A combination of methods such as interviews, observations and documentations were utilized to make sure that interpretation of data was valid. A study's credibility is enhanced by triangulation. (Patton, 2002 in McGraw, 2011). Teaching materials, lesson plans and documentations of learners' outputs were examined by the researcher to check whether they are consistent with the participants' responses.

The data gathering procedure summarized in 5 Stages is shown through Figure 1 below.

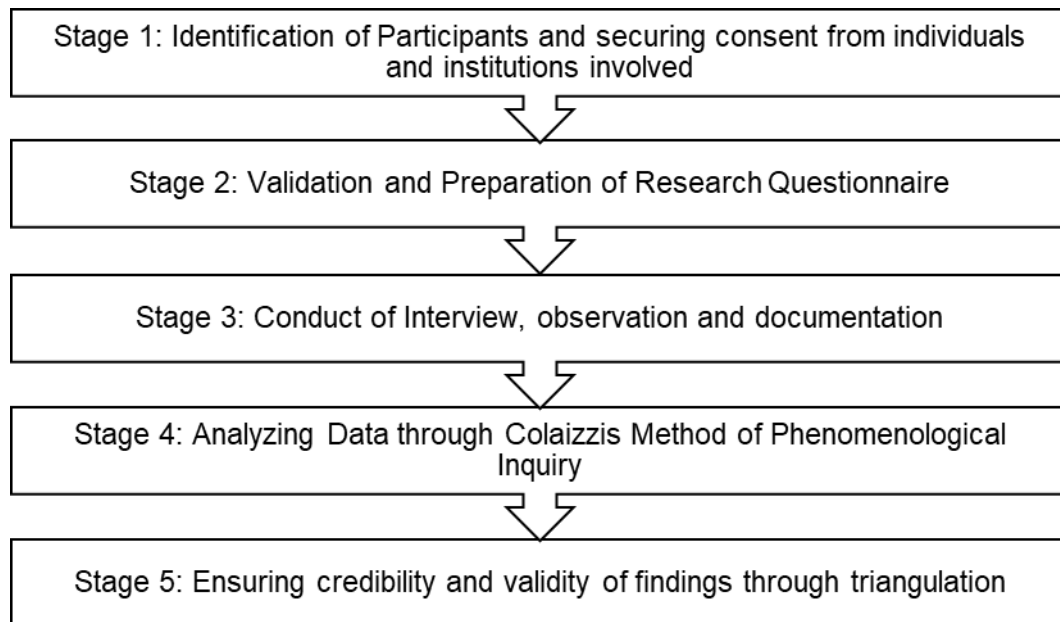


Figure 1: Stages of Data Gathering Procedure

### *Research Instrument*

An interview guide questionnaire was primarily used during the interview. The research questionnaire was consisted of two parts. Located on the first part was the demographic information and their background on distance learning. The second part was composed of the interview guide questions. Prior to the conduct of the study, the interview guide questionnaire had gone through validation from experts in the field of English and qualitative research. Below are the questions reflected on the interview guide questions:

*Research Question 1 - How would you describe your feelings, insights, adjustments and over-all experience with Modular Distance Learning?*

*Research Question 2 - Based on your experience as facilitator of learning during the previous school year, can you mention some challenges you faced when teaching English via modular distance learning?*

*Research Question 3 - How did this new learning modality affect your relationship with your: a.) learners b.) their parents? c.) co-teachers?*

*Research Question 4 - Modular distance learning is not practiced by majority of teachers before the Covid-19 pandemic and it drastically affected people's lives. How did the implementation of this learning modality affect your personal life?*

The four questions used in this study were ensured to yield substantial responses from the participants and that they would be able to answer the research objectives.

#### *Data Analysis*

Specifically, Thematic Analysis method was utilized in identifying the themes within the scope of this research study. Thematic analysis according to Clarke & Braun (2013) provides core skills useful in doing various kinds of analyses. Unlike other qualitative methodologies, Thematic Analysis is not tied to a particular theoretical perspective making it flexible to utilize in various studies in learning and teaching (Clarke & Braun, 2013 in Maguire & Delahunt 2017). In addition, Thematic Analysis method is used to summarize the major points from the one-on-one interviews that are conducted.

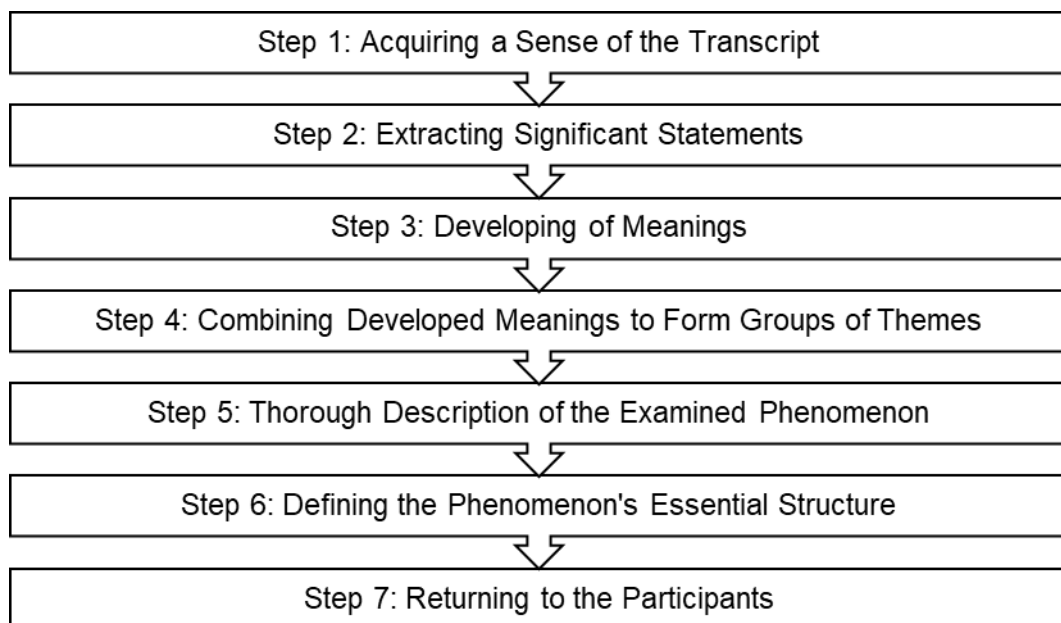
The interviews were audio-recorded using the researcher's cellular phone and a recorder. The researcher observed the participants' body language while conducting the interviews and took note some important responses. In addition, the instructional materials they used were examined and documented. Documents such as lesson plans and artifacts of students' accomplished tasks or outputs were checked to help paint the complete picture. By doing so, the researcher was able to look for consistency and discrepancy in the data (Patton, 2002 in Mcgraw, 2011). The recorded interviews from the six participants were transcribed to get statements relevant to the study. The researcher translated most transcripts since most of the participant's answers were stated in Hiligaynon or Kinaray-a. The transcripts were then examined by an independent researcher who had a background in qualitative research. To serve as guide and basis in analyzing data gathered from the participants, Colaizzi's Process for Phenomenological Data was utilized.

Sanders, 2003, Speziale, and Carpenter, 2007 mention Colaizzi's Process for Phenomenological Data Analysis.

1. Transcripts should be read thoroughly multiple times in order to gain an over all understanding of the entire content.
2. From each transcript, significant statements relevant to the lived experiences of the teachers will be extracted.
3. Vital meanings should be formed from the significant statements.
4. Each of the formulated meaning will then be categorized in accordance with their theme cluster.
5. Exhaustive description of the lived experiences of teachers teaching English under the new normal should be integrated with the findings of the study.

6. Detailed information showing the lived experiences of teachers teaching English under the new normal.
7. Finally, the verification of the results through returning to the participants to further elicit their views on their lived experiences.

Figure 2: Colaizzi's Method of Phenomenological Inquiry



First, every transcript was carefully perused and re-read to get the substance of its entire content, particularly on the relevant experience of each respondent. In this stage, related ideas, thoughts, and reflections caught while perusing the transcripts were recorded for its accessibility or possible use in the future.

Second, the meaningful statements and phrases considered significant to the study as a whole were taken or extracted from each transcript. These

statements were then moved to a different sheet and coded depending on their individual extract. After the extraction of the important statements, the researcher went over and checked the original transcripts to make sure all valuable statements were incorporated.

Third, meanings were developed from valuable statements and each developed meaning was then coded in one group.

Fourth, after checking the developed or formed meanings, they were classified into groups under the clusters of themes. The meanings considered significant to the formulated meanings were included to all the coded cluster of themes. Cluster of themes which reflected a certain view was then combined to form a unique concept of theme.

Fifth, a detailed explanation of all arising themes was thoroughly written.

Sixth, in this stage, reduction of results was done by the researcher and unnecessary and excess narratives were eliminated.

Lastly, to explore the validity of the findings, the researcher made use of “member checking” technique. The data were given back to participants to check its accuracy as based on their experiences.

### *Triangulation*

To check the consistency of the participants’ responses with documents and resources they used in the implementation of modular distance learning, the researcher further inquired on the challenges the teachers encountered on printing these materials. Participants were also made to confirm the difficulties they went through in constructing appropriate evaluations or summative tests and the problems they faced upon conducting these examinations. This became part of the analysis in the gathered data from the participants. Two participants were able to

send copies of their summative tests with Table of Specifications (TOS). Three of them sent samples of lesson plans. Two participants were able to send documentations during their actual distribution of modules. The researcher was also able to document learning resources found in each participant's classroom. Copies of lesson plans, TOS and summative examinations are found on appendices H, I, J, K, L and M.

Participants confirmed juggling various tasks such as printing of modules, constructing tests, supplementary learning materials and other school forms. Ms. Jolly stated, *as a teacher, in printing the modules, tama ka budlay mag print kang module as a teacher we need to go back to school every day to print*. Another participant complained of not having much time in doing multiple tasks aside from printing, *a lot of challenges occurred, from printing of modules, distributing and retrieving, checking, and recording*.

Summative tests were based on the modules delivered in a particular period. English modules however also contain short activities or quizzes that promote engaging learning. Participants though find it hard to have reliable results from summative tests since these tests are given together with the modules during distribution. Aside from that the researcher confirmed that these participants faced problems in giving interventions due to health protocols which needed to be followed when interacting with learners during home visitations.

In an interview with one of the school heads, innovation was mentioned to be one of the significant factors to be able to deliver better instruction to the learners during this pandemic considering the health protocols which should be strictly followed by schools. Araña, 2021 stated, *amo ra nga gina encourage kita*



*kang DepEd nga dapat may mga innovation kita, so kami may innovation naman kami nga plan like sa mga remedial reading or remedial teaching.*

### *Ethical Considerations*

Ethics were taken into account throughout the research investigation. The participants were informed of the purposed of the study, and the information they provided was kept private. According to Creswell (2009), when collecting data, evaluating data, and writing about the study, the researcher should follow ethical guidelines. There are four ethical principles supporting research practitioner proposed by the National Centre for Guidance in Education (NCGE, 2008 in Hearne, n.d.); respect for the individual's rights and dignity, as well as competence, accountability, and integrity. In this study, the researcher followed several steps to make sure that ethical principles were being considered and participants would never go through adverse effects as a result of the research.

First, the target participants were sent a letter informing them that they will be included in the study. Each of them was informed that he/she had the right to decline if he/she felt uncomfortable sharing his/her experiences with the researcher. Cabal (2018) mentioned in his study *The Treaty Principle of Participation* as cited by McLeod (2009) stating that it should be reflected in the invitation that taking part in the study is voluntary.

Second, it was explained to the participants that their honest responses were important and that the study would not do any harm to them personally or professionally. Before the actual gathering of responses or interview took place, the participants were oriented of the aims of the study and the processes in conducting the research.

Third, to ensure anonymity and confidentiality, the data that were gathered from the participants were safeguarded. Codes for identifying each participant were also used to preserve anonymity. Printed transcripts or audio-recordings secured place in the researcher's office, electronic data as well as confidential documents were saved in password-protected computers. Participants were asked to review and verify accuracy of the transcriptions derived from recorded information, after which, recorded information (visual or audio) were deleted leaving only the transcribed information.

Before finally conducting the study, an approval from Research Ethics Committee was sought; After passing the required paper and forms for ethical review, modifications and revisions on some parts of the research paper were made. Research Ethical Committee suggested revising the theory used, from Transformative Learning Theory and Narrative Identity to Constructivism and Interpretivism. Purpose of the study and statement of the problem were added on Chapter I. Participants in the Study was changed to Sources of Data in Chapter III. In Colaizzi's technique of phenomenological research inquiry, documentation through instructional resources utilized by teachers in the classroom was kept and validated. The informed consent form was also changed, and the CPU-REC template was used. In order to meet the REC's standards, it took nearly two weeks to modify and edit some sections of the research paper. Some sections of the research paper were rewritten, while others were kept and revised. The researcher sent back the required forms after incorporating all of the ideas from the Research Ethical Committee, and was relieved to receive approval and a certificate to conduct the study.

### *Summary of Findings*

Sixty-two significant statements were extracted after transcribing the gathered data through one-on-one in-depth interviews. These significant statements were then grouped into fifteen subthemes where three major themes emerged.

The findings exposed three (3) major themes and fifteen (15) subthemes. The first theme, Challenges in Delivery of Learning Materials includes the following subthemes: (1) Howling and Delivering Modules, (2) Availability of Teaching Materials, (3) Resources for Printing Modules and (4) The Need for Innovations in Teaching Delivery.

The second theme, Challenges in Monitoring, Assessments and Intervention consists of the following subthemes: (1) Reliability of Learners' Outputs, (2) Contents of Modules, (3) Strategies in Addressing Learner Needs, (4) Disadvantages of Learning through Modules and (5) Parents Role as Facilitator of Learning at Home.

And the third theme, Personal and Professional Adjustments have the following subthemes: (1) Teacher Learner Relationship, (2) Teacher and Parent Connections, (3) Relationship with Colleagues, (4) Observing Skeletal Workforce and Work from Home, (5) Extending Working Hours and (6) Insights on Modular Distance Learning.

### *Conclusions*

Based on the results of the study in general, teaching English in the new normal is challenging for teachers who have no enough experiences with the new mode of teaching and learning. According to the participants, Modular Distance learning has brought both advantages and disadvantages on their personal and professional lives. Below are the following conclusions drawn for each theme;

### 1. Theme 1 – *Challenges in Reproduction and Delivery of Learning*

*Materials* showed that teachers faced challenges in the reproduction of learning materials for their learners. Distribution of modules was also a challenge considering that houses of some learners are quite far from school. The distance of schools can affect howling of hard copies of learning materials from DepEd offices in addition to the connectivity issues that made teachers experienced a hard time in downloading soft copies of English learning materials to be distributed.

Labrado et. al (2020) had a similar finding with issues on internet connectivity. His study identified the lack of signal and internet connection as among the disadvantages of modular distance learning. Using texts messaging, calls, and messenger was a challenge. These supposed to help teachers connect with learners and their parents during the distribution of learning materials. Further, difficulty in segregating learners by Purok in each barangay also became a challenge based on his study.

With all these challenges, teachers teaching English were able to make adjustments and solutions to these common problems. They utilized the involvement of parents to help in the distribution of materials. Innovations were also able to patch the gap between teachers of English in the new normal with the learners and their parents. Through partnership, innovations and strategies, the participants were able to provide solutions on the common challenges in reproduction and distribution of learning materials in their respective schools.

### 2. Theme 2 – *Challenges in Monitoring, Assessments and Intervention*

revealed that teachers had experienced a hard time in monitoring the actual activities done by learners at home, conducting reliable assessments and giving interventions to struggling learners. Teachers had difficulty in checking the

reliability of learners' outputs, since according to them, some parents answer their children's modules or let other children answer the modules for them. Giving of assessments was also a challenge due to standard health protocols which should be followed when dealing with the learners. In addition, it showed that teachers teaching English in this new normal experienced a hard time in giving assistance to learners of English who needs intervention. These conform to the results of a study conducted by Jamon et. al (2021) which found out that monitoring, assessing and giving of feedback were a challenge for teachers during the new normal.

Sejpal (2013), on the other hand does not agree with the study's findings. Based on his study, modules are self-contained, have an independent instructional component, are carefully produced, and have a way of evaluating the output.

3. Theme 3 – *Personal and Professional Adjustments* showed that modular distance learning caused major adjustments both on their personal and professional lives. Majority of the teachers believed there are more challenges concerning modular distance learning, however since this is a new mode of teaching delivery for them, they also feel the excitement of having the chance to experience this type of teaching and learning modality. Teaching in the new normal was stressful for them, however, being a 21<sup>st</sup> century teacher they had no other choice but to respond to the needs of their learners and become adaptive to changes brought about by the pandemic. These agree with the study of Jamon et. al (2021), concluding that the onset of covid-19 provides educators with advantages, disadvantages, opportunities as well as risks. This is due primarily to lack of exposure to this type of learning modality. Hain (2020) conforms to this finding, saying that few teachers had prior experiences with distance teaching, so they had little to no adaptive expertise to draw from.

Pratiwi (2020) on the other hand had an opposite finding, in her study regarding learning English in the new normal era, teachers in this new normal are ready about blended learning and when it comes to teaching their students. On this study however, the participants' experiences with modular distance learning for couple of months made them conclude that in-person classes is entirely different from modular distance learning. And that they were able to learn from their months of teaching experiences as well as from best practices and innovations of other schools in the country.

The findings of the study did align with the concept on the theory of constructivism. As teachers' teaching English in the new normal relate new teaching experiences with their past experiences, they were able to form new perspectives on their profession as teachers. They learned and grow as educators through their new experiences with the sudden shift from in-person classes to the new teaching delivery modes which is modular distance learning. As teachers teaching English in the new normal relate to the current learning modality, they were also able to cope and devise teaching strategies to solve common challenges they encountered in their workplace. They turned those challenges into opportunities to adjust and hone their skills in teaching English to their learners.

The theory of interpretivism helped the researcher delved more on the participants' lives, the various challenges they faced and their perspectives with modular distance learning. The results of this study only reflected the idea of interpretivism, as it considers individuals as complex and diverse, who view a particular thing differently. As the researcher employed interview as one of its methodologies, the teachers teaching English in this new normal shared their varied encounters while stating their views, challenges and adjustments in modular

distance learning. As the data from participants were interpreted, common and unique answers were identified, showing the varied experiences and views of each participant as they teach English through modular distance learning.

### *Recommendations*

The following are formulated recommendations based on the results of the study:

1. *Department of Education.* The results of this study could be used by the Department of Education as basis to consider when delivering both soft and hard copies of modules and other learning materials especially to far-flung schools. There are factors which can affect the howling and delivery of these teaching materials and if not addressed, teachers as well as learners will suffer.
2. *Curriculum Planner.* The results of this research may be useful in Department of Education especially those assigned in crafting the curriculum. Considerations should be given to the group of learners in urban and rural areas so they could make appropriate learning materials suited for each group.
3. *Government.* There must be the best way in implementing modular distance learning in public schools which does not place too much burden on teachers who are struggling in printing modules for the learners. The findings of this study perhaps, could be used by the government to provide monetary assistance and give the best possible solution to help teachers in this new normal especially in reproduction of learning materials. Teachers will be glad when hard copies are available for learners' consumption so they will only focus on evaluating learners' outputs, providing intervention and making supplementary learning materials.
4. *School Administrators and teachers.* The results of this research may be of help to school administrators and teachers in providing effective strategies to support

learners' learning at home especially those who have no More Knowledgeable Others (MKO) who can help facilitate learning in their homes.

5. *Future researchers.* The findings of this research can be used to add to the body of knowledge about teaching English in this new normal. The results can also be used as a foundation and basis for future researches that aim to further undergo studies related with teaching English through modular distance learning.