English Language Teaching And Learning Experiences Beyond The Traditional Classroom

[1]**Daisy Pacayo-Acoritay**
Visayas State University Baybay, Philippines, daisy.acoritay@vsu.edu.ph

Abstract
Modular instruction in higher education has proven useful before, during, and after the COVID-19 pandemic. This was chosen as the most creative learning strategy, requiring all English language teaching professors to gradually shift from their traditional classrooms to the digital environment. As it was completely implemented in higher education institutions across the Philippines and around the world, it presented new opportunities and difficulties for both ELT professors and students. This study investigated ELT professors' and students' experiences with modular instruction in higher education. It utilized a qualitative method using the Husserlian descriptive phenomenology approach to describe the lived experiences of ELT professors and students in modular instruction in higher education institutions in Eastern Visayas. The data was collected through audio-recorded interviews in person and via Google Meetings. Data was analyzed using thematic analysis based on Colaizzi's (1978) technique, which aims to find the "essence" or "essential structure" of any event under consideration, including the features that set it apart from others. From the perspective of the ELT professors, the data revealed four themes: module development, challenges, classroom experiences, and institutional policies. The analysis of the students' narratives revealed four emergent themes: self-learning resources, obstacles, classroom experiences, and institutional assistance.
Keywords: modular instruction, higher education institutions, ELT professors, and students

INTRODUCTION

Experience in module development and the use of digital tools for teaching and learning is essential for modular instruction. The most recent trends in language instruction have presented challenges for ELT professors. First, they must be adept in the use of technology in and out of traditional classrooms. Second, gain further modular development training for online and in-person classroom settings. While modular instruction confronted ELT professors and students with a range of challenges, it also provided several opportunities for both ELT professors and students. Indeed, ELT professors learned to navigate the variety of digital learning platforms, employed a variety of digital teaching tools, and developed self-contained learning material with relevant learning objectives and assessments based on their students' competence. This reinforced students to practice independent learning guided by the self-learning material. Goldschmid and Goldschmid (1972) modular instruction provides advantages ranging from separate instructional innovations, such as learning objectives, self-pacing, and frequent feedback. In today's context, Dejene (2019) puts forward that modular instruction responds in today's students' needs than traditional instruction, both in terms of learning quality and content. The idea of modularization is that students are central to the teaching and learning process. It asks for a classroom atmosphere in which students actively participate in the knowledge production process, as well as a shift in the professors' role from knowledge sender to facilitator of student learning. Furthermore, modularization necessitates ongoing monitoring and evaluation of students' progress throughout the module. This study looks into how modular instruction in higher education institutions, the concept of module development, the digitization of classrooms, and ELT professors' status as digital immigrants all contribute to the current state of synchronous and asynchronous classes. Module development has numerous benefits for both students and ELT professors. While most ELT classrooms contain a varied range of students, ELT professors can freely give different learning assignments and evaluations based on the students' skills, allowing them to complete these tasks at their own pace. This means that regardless of the learning assignments and tests given to students, the learning outcomes will remain consistent. On the other hand, given time limits, ELT professors can choose suitable topics for the course. That is, ELT professors can choose concepts that are important, practical, and suitable for understanding their relationship with

society and industry.Another benefit of modular instruction is that it allows ELT professors and students to take advantage of various educational technologies, such as classroom digitization. The digital and non-digital nativeness in the use of educational technology could be a source of strong command to employ collaborative efforts in an English language classroom, independent of its type, such as synchronous, asynchronous, or printed modular instruction modes.Another aspect to consider in modular instruction is the availability of digital educational tools for both students and ELT professors. Today, the usage of numerous digital technologies in the classroom is common. However, there is more to find on the students' and ELT professors' capacities to access these digital tools, given their varying socioeconomic situations.Furthermore, the concept of modular instruction should integrate information and communication technology abilities for ELT professors and students. Similarly, their ability to respond to demands for navigating the learning management system and using various digital applications such as Google Meet, Google Classroom, Zoom, MS Applications, and social media in the execution of modular instruction on the three modes of teaching and learning in English language teaching and across in many higher education institutions. Accordingly, modular instruction is considered a unique and essential method in today's pedagogy that employs three modalities of instruction and learning: synchronous, asynchronous, and printed learning material copies.There is much to discuss regarding the adoption of modular instruction in higher education. One of them focuses on the experiences of ELT professors and students with modular instruction in three modes: synchronous, asynchronous, and printed modular. Thus, the implications of this study on the experiences of ELT professors and students could provide a guide for the HEIs on how module development could help shape language pedagogy with appropriate instructional designs for instructional material, learning tasks, and assessments attributed to the modes of teaching and learning.In this study, asynchronous learning is nearly identical to synchronous learning in that it leverages online learning technology to create a virtual classroom. As in synchronous mode, the entire lesson and assessment are saved on a module. In contrast to synchronous learning, ELT professors and students rarely participate in conversations on an online learning platform; however, all lectures and assessments are available on the site. Students should complete their academic responsibilities within a specific time range, such as two to three weeks. Another advantage of asynchronous classrooms is that professors can simply distribute or upload a digital copy of their lessons and other reading materials. This allows students to access both their reading materials and a digital copy of the module from the same learning environment, allowing them to skim and scan for greater comprehension.

On the other hand, synchronous instruction is an all-online instruction in which ELT professors and students meet on agreed-upon virtual meeting platforms. Students and ELT professors connect using the same link. In addition, synchronous classrooms can be conducted via Google Meet, Facebook, and Zoom. Assessment and learning tasks can be accomplished during the virtual meeting. Both synchronous and asynchronous teaching and learning platforms require a reliable internet connection.The printed modular learning mode allows the students to work and accomplish learning tasks on printed copies of the lessons in a module. This can be used by students even in scheduled virtual meetings for their reference. Like synchronous and asynchronous, printed modular instruction is quite essential, especially when there is a class suspension due to weather disturbances or announcements of national and local holidays. This mode of learning heavily encourages independent learning, which requires students to read and comprehend each lesson individually, as well as complete their learning assignments and assessments within a certain period.

LITERATURE REVIEW
CHED Memorandum Orders
In the Philippines, when the Commission on Higher Education (CHED) formally mandated that all HEIs in the country take on flexible learning, school administrators and their faculty adhered to consistently deliver quality education to students while providing a flexible learning experience. This provides students with learning opportunities outside of the usual classroom setting. According to the CHED Memorandum Order No.4, series of 2020, HEIs and their faculty should strongly implement flexible learning that encourages the maximization of the use of various digital learning tools and platforms that can assist students in accessing quality education in the new normal. This mandate follows the United

Nations Sustainable Development Goal 4, which promotes high-quality education. Thus, HEIs without hesitation implement three components of flexible learning strategies: online, hybrid setups, and offline. ELT educators and students must have an internet connection, desktop computers, laptops, cell phones with mobile application downloads, a learning management system, and a digital copy of the self-learning materials to use online. Students were encouraged to choose between synchronous and asynchronous learning modes.Blended learning, on the other hand, was considered one of the alternatives, with requirements similar to those of online learning. It also requires ELT professors and students to have access to similar technology to that used in online learning. The main distinction between the two was the availability of podcasts, audio and video files, television channels where students could obtain appropriate study materials, and printed copies of self-learning materials.Unlike the two modes of teaching and learning, students who chose the offline mode of learning were urged to have smartphones, video and audio files, flash drives, or other storage devices. In addition, ELT professors must provide students with printed copies of modules or self-learning materials, as well as access to the learning management system. The availability of these learning materials was intended to encourage students to continue their studies despite the risks posed by the pandemic, weather disturbances, announced national or local holidays, and other security and safety concerns.As a result, CHED issued another mandate that reinforces the necessity to promote flexible learning in higher education through CMO No.6 series of 2022. The paper served as an amendment to the previous CMO No.4, series of 2020 on the Implementation of Flexible Learning, which promoted the use of limited face-to-face classes provided that HEIs met the conditions set by CHED.

ELT in Modular Instruction

Modular instruction in higher education helps ELT professors evaluate students' learning, performance, and achievement. The study of Sadiq and Zamir (2014), posits that the modular method was found to be more effective at teaching and learning than traditional teaching approaches since it allows students to learn at their own pace. It is a free self-learning strategy that provides immediate rewards and feedback for effort, and its exercises have motivated and fascinated pupils. The modular system increases the likelihood of student participation in the classroom to complete prescribed tasks. As a result, students feel free to learn in their unique way. This comparable concept was implemented in Philippine higher education institutions when they transitioned from a face-to-face classroom to a digital setting. This, however, sparked criticism and opportunities for all higher education institutions across the country. During these criticisms and opportunities, English language professors and students were significantly impacted in a variety of ways. ELT professors' criticisms of modular education range from their experience and skills in developing a module that would serve as the ultimate learning material for students enrolled in online, offline, or printed modular classes. To show, individuals who feel at ease working on a printed modular class, module, or self-learning material can serve as a substitute for the professor's presence. It includes textual discussions of major subjects from each lesson, as well as learning objectives, exercises, examinations, and links to supplementary readings. Students who choose to be online, on the other hand, receive a digital copy of a module as self-learning materials, which allows additional discussion in addition to the lectures offered by the professors during a virtual conference. Modular instruction has the characteristics that make the individual an independent learner, self-pacing, and learning at one's own pace. Ultimately, this provides a sense of self-satisfaction, which is the essence of modular instruction. A case on ELT in HEI that was presented by Nardo (2017) where a module for Writing in the Discipline was designed, discovered that the material was beneficial to students and improved their writing skills.

Professors feel that discussions about module development are beneficial to the learning process. There must be intelligible input since this guideline allows professors to consider learners' language needs. Salcedo (2010), who authored the Sheltered Instruction Observation Protocol (SIOP), cited Krashen's (1982) hypothesis on comprehensible input and asserts that language acquisition occurs when learners find the input meaningful, intelligible, and appealing. Modular instruction, in general, can be more effective when modules are developed efficiently. To do this, every higher education administration must upgrade, retool, and equip its faculty with the necessary skills to embrace current trends in module development that are compatible with the new learning environment.

ELT Professors' Perspectives on Module Development

The quick transfer of ELT traditional classrooms to digital learning environments compelled ELT professors to accept pedagogical reform. When modular instruction was adopted by the entire HEI in the country, many people expressed concerns about the use of technology, the students' cognitive abilities, the learning tools at their disposal, and the ELT professors' readiness to handle the three modes of teaching and learning. These three modes are synchronous, asynchronous, and printed modular. Synchronous and asynchronous learning requires access to the internet, a desktop or laptop computer, smartphones, portable storage devices, and copies of self-learning resources. However, students who choose to participate in the printed modular class are provided with a free copy of printed self-learning materials that comprise lessons, language learning exercises, exams, and additional reading resources.

Module development posed many obstacles for ELT academics. During the in-depth interviews, ELT professors emphasized how difficult it was at first to create a module. Some claimed to have forgotten the ideas, theories, techniques, and criteria to consider when choosing topics and contents, as well as the necessary learning assignments and examinations. These concepts were discussed in a series of training sessions before the mandated deployment of modular instruction for flexible learning. In a similar statement, the paper of Tarrayo and Anudin (2021) disclosed that materials development in flexible learning adheres to University norms, leveraging one's originality and resourcefulness, and focusing on collaboration among learners. Their study also found that materials development in flexible learning perceived benefits stimulating students' learning processes, building an inclusive classroom, increasing one's teaching insights and practices, and empowering one's teaching motivation and autonomy. In addition, English language teachers who engaged in material development expressed that they also experienced challenges with time constraints when producing educational materials, limited resources, and difficulty modifying materials for online teaching.Bringing traditional classrooms into a digital environment was an unexpected development in the field of ELT. As a result, HEI administrators decided to provide re-tooling measures for their faculty, including training and workshops on how to develop modules for the three modes of teaching and learning.Re-tooling ELT professors on their information technology skills was deemed vital, particularly as they would be using additional internet resources for module inclusions. Proper reference is essential for making the entire craft valid and trustworthy. To ensure accurate evaluation and validity, the modules must be examined by the HEI's gatekeeper to confirm that the material followed the approved template provided by the administration.Furthermore, ELT professors found it challenging to develop a module as a self-learning resource for students. Professors stated that developing a module necessitates an assessment of the students' needs in terms of their prior knowledge of the course and cognitive capacity to deal with the discussions presented. One must realize that using the appropriate pedagogy in either online or offline modes of learning is essential. The inclusion of relevant learning objectives, assignments, and assessments is critical, as is the assertion of the ELT instructors' mastery of the subject. This means that ELT professors must state the discussions with careful discussions on the broad topics and awareness of the language used so that students can readily comprehend.

Challenges in ELT on Modular Instruction

Modular instruction has severely challenged academia in a variety of ways. Both ELT professors and students have shared their personal experiences and how they cope with it. Every challenge became one of the factors restricting their ability to access high-quality education and learning opportunities.

In this study, "access" refers to ELT professors' ability to give synchronous and asynchronous classes using a high-speed internet connection. Because all higher education institutions were placed in a flexible learning environment, there was a significant increase in demand for internet connections during the modular teaching implementation. ELT professors and students collaborate via distance learning to discuss, assess, and complete work for each lesson. Issues with inconsistent internet service were caused primarily by a lack of capacity, but also by subscribers' geographical location.The professors expressed that their province has minimal telecommunications towers. The number of telecommunications sites was critical for both service providers and subscribers. The more telecommunication towers a company can build, the better the internet connection services that ELT professors and students can get. These internet services may include not only users with broadband plans but also those who use mobile data through

cell phones. Natural disasters, regular power outages, and faulty gadgets all contributed to internet connectivity issues in some areas.With all of these experiences, online classrooms were increasingly disoriented, to the point where ELT Professors were unable to fully present their PowerPoint slides, exchange video clips, or conduct entire conversations without interruption. Students' inability to attend online classes on time has been linked to internet connections. One of the key reasons for this was the students' inability to afford enough mobile data. Mobile data has become a dependable means for students to acquire learning materials, upload completed learning tasks and meet other academic requirements for every subject.One of the critical challenges during the implementation of modular instruction was the means of transportation and distribution of printed self-learning materials to different areas in Eastern Visayas, and the risks they took to deliver these copies from island to island, particularly in the provinces of Samar. Local government units collaborated with HEIs to aid in the transportation and distribution of printed self-learning materials. Furthermore, delivery of copies for students was possible not just for those who requested physical copies, but digital copies of self-learning materials were also available in virtual classrooms.The work of Castroverde and Acala (2021) vouches for the above statements. They posit that teachers' challenges were recognized based on how they organize, prepare, and distribute modules, monitor students' learning, examine and assess outputs, and provide performance comments. Furthermore, ELT professors employed many approaches to cope with the challenges they experienced in modular distant learning modality, such as time management, inventing teaching tactics, adjusting to the changes brought about by the new normal trend in education, being flexible, providing alternate plans, optimistic, patient, and equipped with the skills required for the new normal ways of schooling.

Classroom Experiences of ELT Professors and Students

The smooth shift from face-to-face ELT classrooms to virtual classrooms presented a unique scenario. It has never been easy for ELT professors to balance three forms of teaching and learning. They have been utilized to give classes in-person in the classroom, allowing for personal interactions amongst students. Online classroom management was identified as a competence gap among ELT professors. For example, not all of them are tech-savvy. ELT professors were unfamiliar with numerous online learning platforms, including Google Classroom, Moodle, and institution learning management systems. As a result, they request technical assistance in addition to attending online training on how to use the system for their online classes.On the other hand, ELT professors experienced situations in which they had to validate their students' completed tasks in terms of originality and compliance with the agreed-upon criteria. In terms of submission, students were granted flexibility to meet their academic requirements. However, throughout the evaluation phase, ELT professors discovered that students were not concerned with the quality of their assignments and the outputs that they submitted to their professors. Furthermore, there were instances of plagiarism in the students' production, which raised concerns about the honesty and authenticity of their work.Students taking online classes must have enabling devices such as a laptop, desktop, smartphone, or tablet. In addition, they needed a constant internet connection. However, as previously said, natural disasters and electrical power outages have had a significant impact on their attendance at scheduled online meetings. Students' narratives highlighted their difficulty navigating the various learning platforms due to inadequate technical abilities. When it came to synchronous and asynchronous sessions, both ELT professors and students were expected to have technical skills. ELT professors and students agree that modular instruction, as opposed to typical classroom settings, has provided them with an opportunity to use the cooperative learning technique. According to one of the ELT professors, students were ready to assist professors in downloading pertinent research materials and activities for their subject online. Similarly, students have suggested that they use social media networks as an alternative to Google Classroom, Moodle, and the university's Learning Management System.

The concept of Cooperative learning was introduced by Dewey John and Roger John in 1989 where they consider that in an ideal classroom, all students would learn to collaborate, compete for fun and enjoyment, and work independently. The teacher selects the objective structure to use in each lesson. According to Yang (2023), cooperation is the most significant goal structure, and it should be applied most of the time in learning situations. The term "cooperative learning" refers to a set of concepts and strategies that professors use to facilitate student interaction. This sort of learning technique can be combined with other forms of learning, such as teacher-led activities because most cooperative learning

activities require teacher participation at different levels. Hence, cooperative learning is a set of principles and techniques that help ELT professors facilitate student interaction. Of course, cooperative learning can be combined with other modes of learning, such as teacher-led activities, because most cooperative learning activities require teacher input at various stages. Social media platforms such as Facebook and YouTube provide a controlled feature for accessing various learning tasks and materials with minimal data utilization. ELT instructors and students were able to provide online classes at a lower cost. Unlike Google Meeting, Moodle, and Zoom programs, Facebook Messenger applications enable users to share documents, and video clips, and hold online meetings at a minimal cost. Although the use of these social media sites is limited to teaching a single language skill, they still help pupils learn the language more efficiently. Hamat and Abu Hassan (2019) agreed that using social media to teach English can considerably improve students' writing, communication, vocabulary expansion, and reading abilities. With this, Ulla and Perales (2021) also agree by saying that social media undeniably can facilitate online involvement, discussion, and communication. However, due to weak internet connections, insufficient mobile load credits, and an interruption of the power supply, only a few students were able to access these materials and participate in online activities.Aside from the current technology for modular instruction, HEIs considered that modular instruction in higher education institutions may provide more than only synchronous and asynchronous modes of learning. To accommodate a section of students who cannot afford to attend online classes, HEIs provided printed copies of the modules and distributed them to students for free. Modules and self-learning resources were transported throughout the region, not simply within the campus' vicinity.These teaching and learning methods for English language teaching and learning have assisted both professors and students despite their proven limitations. Despite the recognized uncontrolled limitations in modular instruction delivery, each of these teaching and learning technologies was undeniably powerful in diverse situations for imparting knowledge.

Institutional Policies

CHED Memorandum No. 4, Series of 2020, on General Guidelines on the Implementation of Flexible Learning, provided HEIs with rules and processes for implementing modular instruction in each HEI. This necessitated various concerns on the part of ELT professors and students' ability to meet the standards in an online classroom setting. The document undoubtedly advocated the formation of a consortium in which representatives from various HEIs could exchange their best practices and ideas for managing online classrooms. The consortium provided an alternative method for equipping ELT professors with information communication technology abilities so that they could navigate their preferred learning platforms smoothly.Furthermore, ELT professors emphasized that whether or not there was an online classroom to manage, they still had to create a module as needed for modular instruction. Specifically, there were students engaged in a printed module form of learning. ELT Professors were once again pushed to offer self-learning materials that were both high-quality and relevant. In response, HEIs gave additional training on module development. However, due to restricted resources and a stable internet connection, additional ELT professors were unable to join the online course. Although some were able to offer echo-training on their individual campuses, the quality of the training and input provided to them was inadequate.Each HEI created their own template for self-learning resources. Important components of the template include the title, learning objectives, pre-test and post-test, discussions, learning activity, evaluation, references, and a list of supplementary reading resources. Although the ELT Professors found the training to be very beneficial, they were concerned about resources and quality control.The quality control issues concern the module's contents, regardless of whether it was for online or printed module learning modes. Some ELT professors described how they worked on module development with assistance and verification from the evaluation committee.Every assessment committee on modular development reviews the content building of each professor's self-learning resources. Although their presence is not only focused on content creation, but they also examine module quality control to ensure that there are no instances of plagiarism, typographical errors, syntactical structures, language use, or acceptable picture usage. Furthermore, ELT professors stated that module development needed them to demonstrate mastery of the subject topic. Without this, the self-learning content will fall short of meeting the standards for discussions on significant topics, assignments, and subject assessments.

On the other hand, other ELT instructors revealed that as part of the institutional aid programs for faculty, they had the opportunity to obtain either a functional laptop or pocket Wi-Fi. While some HEIs provided their students with an on-the-go flash drive and free copies of printed courses. Unfortunately, not all HEIs in the region have the same policy in terms of providing aid to faculty in the implementation of modular instruction on the three modes of teaching and learning. As a result, several ELT professors had to invest their own money to purchase a laptop and internet broadband subscriptions to deliver lessons online and build modules.Another institutional policy introduced by HEIs was the 'No Fail Policy', which considered students who struggled to satisfy academic standards. This institutional approach produced beneficial aid for students, but it also became one of the concerns with student quality output. During the initial conversations, it was noted that students' unwillingness to give excellent and honest results was obvious. Even if professors were aware of these dishonest behaviors, they cannot pass judgment on students' ability to carry out their responsibilities to achieve academic standards while participating in distant learning via modular instruction.The Work-from-Home (WFH) plan, which allowed ELT instructors and students to work from home while engaged in distance learning, was included in institutional policies. The WFH system made significant contributions to putting every individual in the best possible position to avoid contracting the virus. However, this method also posed a highly tough teaching-learning process due to the lack of skill of both ELT professors and students.

RESEARCH METHODS

This study employed qualitative research methods based on Husserlian descriptive phenomenology. In the context of Husserlian phenomenology, experiences are viewed as natural attitudes that are usually taken for granted and have evolved into an absorbing, self-immersed collection of occurrences that are implicitly understood without conscious response (Welch and Barr, 2017). In Husserlian words, the natural attitude combines ignorance of experience or common-sense daily reality with confidence in the existence of an external material universe, as well as direct acceptance of experience and knowledge.

The research participants were selected using purposeful sampling. Research participants were comprised of fifteen ELT professors who created a module or self-learning resources for the three modes of learning at the start of modular instruction. In addition, 15 English language students in higher education participated in the data collection. These students were identified as the end-users of copies of self-learning materials or modules created by ELT professors. The study's participants were from state colleges and universities in Eastern Visayas, which includes the provinces of Leyte, Southern Leyte, Biliran, Samar, Western Samar, Northern Samar, and Eastern Samar.The collection of data was primarily executed by the researcher. Part of the research instruments was a self-developed interview protocol verified by the experts for instrument reliability and validity. Following their recommendations and comments, irrelevant questions were removed, added with the appropriate questions, and changed. The interview protocol was then submitted to the Research Ethics Committee for review and approval. Following that, a dry run of the interview was undertaken via Google Meet and face-to-face interviews. This was recorded to ensure that the interview methodology was properly executed and that study participants had access to a good internet connection for the online meeting, which lasted from 45 minutes to an hour.Following the pilot interviews, it was discovered that several research participants could barely maintain a consistent internet connection. By then, it had been determined that research participants would prefer to be interviewed in person and had agreed to record their narratives solely on a voice recorder. Each recorded interview was saved to an external drive and transcribed verbatim. Every ELT professor research participant was given the pseudonym Professor Participant with a number, whereas student participants were given the pseudonym SP with a number. Data saturation was achieved with the ninth professor participant and the sixth student participant since there was sufficient data to draw the necessary conclusion. Furthermore, there was no further data to yield that may have added more insight into the data collection.Data were examined utilizing Colaizzi's (1978) data analysis approach, which is rigorous and strong, yielding a qualitative procedure that ensures the credibility and dependability of the findings. Guided by these crucial steps, the researcher provides a clear and logical process for investigating the core structure of ELT professors' and students' experiences. The following stages were taken based on Colaizzi's (1978) phenomenological data analysis. First, each transcript was read and reread to have a sense of the

subject. Second, significant remarks on the topic being studied were taken from each transcript. These assertions were documented on a separate sheet, including page and line numbers. Third, the meanings were derived from these significant statements. Fourth, the formulated meanings were organized into categories, clusters of themes, and themes. Fifth, the study's findings were integrated into a comprehensive description of the phenomenon under consideration. Sixth, the essential structure of the phenomenon was stated. Then, validation of the findings was obtained from research participants by comparing the researcher's descriptive results to their own experiences.

RESULTS

Findings of this study highlight four themes from the ELT professor's narrative experiences. First, ELT professors developed modules that allowed them to explore to work on the templates offered by their institutions. It guided them towards the ease of writing content for every component of the module. Contents, on the other hand, are based on the established syllabi of a faculty or from the compendium issued by CHED. However, although templates were provided for the professors as they worked on the module, only a few among the professors stated that their work was reviewed by the Evaluation Committee for gatekeeping. In contradiction to this, a few professors indicated that there was no quality control at all. Therefore, plagiarism may have been unavoidable. In this context, the developed learning materials come in different names in every HEI. It is sometimes called modules or learning packets.

The second theme is that ELT Professors encountered challenges wherein they underlined that, while generating effective modules or learning packages is essential for modular training, they have encountered many challenges. First, the ELT professors admitted that it had an impact on their mental and physical well-being. Headaches, confusion, and mental tension or stress have increased as a result of reading more materials for module content, holding classes online, assessing students' work, dealing with administrative obligations, and attending frequent online meetings. Long periods of sitting in front of computers and laptops also cause back pain and eye strain. The ELT professors were also experiencing troubles with their internet connections. When there was a static signal, they could not download reading and teaching materials, hold regular online classes, or attend virtual meetings. According to the professor's account, one of the most difficult challenges was delivering the printed modules to various locations in Leyte and Samar. Faculty members were separated into groups to transport, distribute, and collect printed learning materials between locations. They also stated that there was communication between local government administrators and school administrators to help in the dispersal of educational materials. Third, ELT Professors' classroom experiences, wherein professors have realized that they lack the necessary skills to understand the ICT protocols of both synchronous and asynchronous learning environments. Along with this, professors were unfamiliar with how to use computer applications when teaching online, and they had never used these programs before. Their experience in modular instruction is that they had a difficult time teaching online due to the bad internet connection, as well as the fact that almost none of the students, not even half, could attend the scheduled online classes. ELT professors have stated that their students were introduced to various types of reading, such as published research articles, as part of their reading materials. They have also used PowerPoint presentations for online discussions of various topics. They also incorporated a few YouTube video snippets to help students learn about and understand their courses in greater depth. Another option was to use Facebook and Google Classroom as learning platforms, in addition to HEI's Moodle-based learning management system. ELT professors argued that since Facebook Messenger made it easier for them and the students to exchange digital copies of the course materials and ask questions, using it as a substitute for the school's LMS was simple. In addition, another equally important experience for the ELT professors was how language assessments were conducted and the quality of student submissions. Initially, professors ensure that all students receive a copy of their language assessments, whether in print or digital format. Digital versions are usually distributed using the learning management system, Google Classroom, group chats, and the class Facebook page. The learning tasks and assessments were provided on the same platforms, and the same platforms where ELT professors could validate their students' work using the rubrics. Indeed, ELT professors also stated that written exams met the majority of their learning objectives. However, developing a performance-based technique beyond these text-based learning assignments proved difficult.

Students, on the other hand, prefer to submit their completed activities through Google Forms and Google Classroom, regardless of whether they were enrolled in printed modular or online classes. Nonetheless, using these assessments to grade students' hard copy and digital work enabled them to thoroughly verify each paper for plagiarism.The "No Fail" policy for student evaluations was one of the obstacles that led to the ELT professors' flexibility. As a result, the professor had to work hard to change the output evaluation measures. This policy precluded the professors from granting the student a failing grade even if the student violated academic honesty. Using it, academics could ensure that students' work met policy standards and was appraised without awarding failing grades.The last theme for ELT professors was their adherence to institutional policies. The study's findings indicate that different HEIs offer various types of faculty support. Professors remarked that CMO No. 4, series of 2020, served as the foundation for their experiences with webinars on module development, online instruction orientations, and delivering flexible learning programs. Similarly, these webinars made it easy for them to compose the contents of each module by providing a template. In contrast, not all of the region's higher education institutions have issued a clear mandate or instruction to create learning guides for their students.Along with computers and prepaid mobile phone cards for internet access and call monitoring of students' academic status, the HEI provided a few ELT professors with these items. Other ELT professors reported that they were given printing machines and paper supplies to make copies of their instructional materials or modules. However, not all higher education institutions have provided equal assistance to their professors. Some ELT professors raised the issue of not all faculty members receiving computers and other support.The students' narrative experiences highlight four themes: self-learning material, challenges, classroom experience, and institutional policies and assistance. The first theme highlights the students' encounters in their self-learning materials. Students' experiences with online learning vary depending on their location (rural or urban), educational institutions, and resources available to them. Students' narratives indicate that the learning materials or modules they obtained covered a wide range of topics and used vocabulary above their level of study. Nonetheless, the majority agreed that working alone or without the help of professors who could lead in-depth discussions about the subject was challenging. They also emphasized that their module or self-learning material designs and layouts were made with each component logically arranged. This is true for both non-digital and digital copies.Secondly, the students encountered challenges in modular instruction wherein findings revealed that students who aimed to engage in online learning experienced problems such as poor internet connectivity, geographically associated weak network signals, insufficient finances for mobile data, and power outages. However, in terms of distribution and access to their printed study materials, some students had to travel some distance from their homes to the administrative building of a local government unit. On the other hand, obtaining digital versions of their self-learning materials was not always simple, particularly if internet access was inconsistent.Another challenge was the students' possession of functional devices for their online class, as well as the downloading of reading materials. To them, mobile phones were the most affordable yet crucial tool in modular instruction. Hence, students had to borrow mobile phones from a relative to participate in online classes, even though frequent issues with malfunctioning mobile phones hampered their attendance to online classes.The third theme emphasized student classroom experiences. Students were exposed to a variety of digital learning settings during the modular instruction. They learned how to use their learning management system while also realizing its limitations owing to intermittent internet connectivity, weather disruptions, power outages, and the availability of functional gadgets.Furthermore, students were unfamiliar with the many types of learning assessments. For a variety of reasons, sending completed tasks, links to additional readings, and virtual meetings proved challenging. One of the necessities was the type of mobile phone used to conduct the assessment. To achieve these tasks, students must have a functional device with a current operating system to navigate numerous online evaluation procedures smoothly. In addition, being exposed to a variety of digital internet-based applications provides access to several digital learning materials such as YouTube video clips, electronic journal articles, PowerPoint presentations, and other similar digital learning tools.Furthermore, students took part in online learning by using printed modules or learning packets, a laptop, a mobile device, and other educational tools. These modern gadgets, such as laptops and mobile phones, help students complete their homework and examinations online by utilizing the Google form on Google Classroom and, on

occasion, the class's Facebook page. In addition, students submit their completed work through Google Forms in Google Classrooms.The fourth theme of the students' experiences was the institutional assistance available for students. While students ran into several challenges such as inadequate internet connections, students' financial situation, and locations where internet providers are unable to set up the sites are all factors, higher education institutions (HEIs) responded by providing free learning packages that were dispersed to various locations, free flash drives, and On-the-Go flash drives to their students.In another sense, the 'No Fail Policy' provided students with flexibility in submitting completed work on the approved learning management system. Likewise, this also allowed the students to obtain non-failing remarks upon completion of the course.In summary, modular instruction has given ELT academics various principles on module development for the three modes of teaching and learning. These three modes address the synchronous, asynchronous, and printed modules. According to their narrative experiences, ELT professors and students encountered difficulties with their IT skills for managing online classes in terms of virtual classroom navigation, as they were unfamiliar with attending online classes utilizing various teaching and learning platforms. Both students and ELT professors admitted that not being a digital native made it difficult to navigate their learning management system and other learning tools.On the other hand, module creation offered ELT academics with a variety of insights. The re-tooling processes and procedures helped them create high-quality self-learning resources based on a template approved by their institutions. Although not all higher education institutions had an active presence of their evaluation committee to oversee the quality assurance in terms of the module's dependability and validity, ELT experts believe it is critical to give inputs that are tailored to the needs of students. Aside from that, module construction necessitates an acceptable presentation of learning objectives, language use in discussions, task selection, and correct evaluation techniques for both printed modular teaching and online classes.Online classrooms have been a challenging experience for both ELT professors and students in higher education. This study discovered that internet connection consistency has become a significant concern for online classes. The frequent use of electricity, natural calamities, the geographical location, and the quantity of telecommunication towers in each province have all contributed to each locality's internet connection status. According to ELT professors and students, internet connectivity sources included telecommunication broadband plans, pocket Wi-Fi, and mobile data. The latter was regarded as the most readily available and cost-effective connection among students.On the other hand, diverse classroom experiences of ELT professors and students in higher education have been revealed about the professors' online teaching delivery, the instruments to be used for learning tasks, and evaluation to meet their learning objectives. Similarly, ELT professors who managed online classes found it difficult to navigate the learning management platform since they were unfamiliar with the system. Another issue was that the number of attendees did not correspond to the number of students who chose the synchronous or asynchronous style of teaching and learning. This means that some students were unable to attend online classes owing to poor internet connections. This hindered the students' ability to access and submit their academic requirements to their learning management system. Furthermore, the concept of students' constraints in modular training encompasses the availability of functional gadgets such as computers, desktops, smartphones, and tablets. Furthermore, ELT professors reported receiving doubtful output in terms of originality and authenticity from their pupils. This highlighted the question of how an ELT professor could maintain a passing rate despite poor production quality.In terms of institutional support, this study discovered that ELT professors did not have equitable access to available laptops, module development training, or pocket Wi-Fi. On the other hand, students' narratives suggest that no financial support was provided to all of them, except for those who received scholarships. However, students recounted their experiences with retrieving the free printed copies of the module and the limited on-the-go flash drive. Aside from that, an institutional policy on 'No Fail Policy' and 'General Guidelines on the Implementation of Flexible Learning' based on CHED Memorandum No. 4, series of 2020, on leniency.

CONCLUSION AND IMPLICATIONS
ELT professors and students had various experiences in modular instruction. The narratives of ELT professors have underscored emergent themes such as module development, challenges, classroom

experiences, and institutional support. While the students' emergent themes posit the self-learning materials, challenges, classroom experiences, and institutional assistance.The study has developed these implications for HEI faculty based on the primary themes from the professors' experiences with modular instruction. It is high time for the Commission on Higher Education (CHED) and HEIs in Region VIII to plan and hold an annual intensive training among their English language teachers on remote education learning instruction. Plans must consider the HEI's linkage with the telecommunication companies, the professor or instructor's age, level of ICT proficiency, and language pedagogical expertise, nevertheless. The training should equip the faculty with the technology and pedagogical skills necessary in current trends on the integration of technology into ELT. In addition, HEIs should provide a smart room where there are complete facilities and high-speed internet for professors and instructors who would hold synchronous and asynchronous classes.HEIs should create an institutional policy to concentrate on creating distinct modules for off-site, synchronous, and asynchronous instruction. There is no one-size-fits-all this time. Each module should consider and provide students with compelling language that comes from real sources, contains the most important information, and every important point should be stated in simpler words so that everyone can understand it. It needs to uphold the essential elements of a quality learning packet and be examined for ethical considerations.It is fitting for higher education institutions to consider providing proposal standards to help choose qualified faculty members to teach online. Given that not all English language instructors are technologically adept, only faculty members with ICT-ELT-enabled positions will be assigned to oversee online classes; in-person instruction will be handled by a different group of ELT faculty members. Alternatively, each subject will be taught by two faculty members.Every higher education institution should have set rules for meaningful socioeconomic analysis that are specific to its students. Analysis of the student's capacity for online learning should consider the need for a personal laptop and high-speed internet access at home. Once more, universities must establish clear guidelines for which students are eligible to enroll in online courses.

REFERENCES

1.   Castroverde, F., & Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. International Journal of Research Studies in Education, 10(8), 7-15. doi:10.5861/ijrse.2021.602
2.   CHED. (2020). *CHED Memo No. 4 Guidelines on the Implementation of Flexible Learning.* Commission on Higher Education. Retrieved from hedro3.ched.gov.ph/wp-content/uploads/2020/10/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf
3.   CHED. (2022). CHED Memo No 6, Sustaining Flexible Learning in Higher Education: An Addendum to CMO No. 4, Series of 2022. Retrieved from https://ched.gov.ph/wp-content/uploads/CMO-NO-.-6-S.-2022.pdf
4.   Colaizzi, P. (1978). Psychological research as the phenomenologist views it. In Ronald S. Valle & Mark King (eds.), Existential-phenomenological alternatives for psychology. Oxford University Press. pp. 6.
5.   Dejene, W. (2019). The practice of modularized curriculum in higher education institution: Active learning and continuous assessment in focus. *Cogent Education*, *6 (1)*, 1-16. doi: https://www.tandfonline.com/action/showCitFormats?doi=10.1080/2331186X.2019.1611052
6.   Johnson, D. W., & Johnson, R. T. (2014). Cooperative Learning in 21st Century. *anales de psicología, 30*(3), 841-851. doi:http://dx.doi.org/10.6018/analesps.30.3.201241
7.   Goldschmid, B., & Goldschmid, M. L. (1972, January). Modular Instruction in Higher   Education: A Review. *Center for Development and Learning*, 1-54. Retrieved from   files.eric.ed.gov/fulltext/ED061158.PDF
8.   Hamat, A., & Abu Hassan, H. (2019). Use of Social Media for Informal Language Learning by Malaysian University Students. *3L: Language, Linguistics, and Literature: The Southeast Asian Journal of English Language Studies, 25*(4). doi:http://dx.doi.org/10.17576/3L-2019-2504-05
9.   Nardo, M. T. (2017). Modular Instruction Enhances Learner Autonomy. American Journal of Educational Research, 5(10), 1024-1034. doi:10.12691/education-5-10-3
10.   Sadiq, S., & Zamir, S. (2014). Effectiveness of Modular Approach in Teaching at University. *Journal of Education and Practice, 5*(17), 103-109. Retrieved from https://www.iiste.org/Journals/index.php/JEP/article/view/13916/14068
11.   Salcedo, D. M. (2010). The SIOP Model: Transforming the Experiences of College Professors. Part I. Lesson Planning, Building Background, and Comprehensible Input. *GIST Education and Learning Research Journal, 4*, 78-93. Retrieved from http://www.publicacionesunica.com/gist/index.php/gist/index
12.   Tarrayo, V. N., & Anudin, A. G. (2021). Materials development in flexible learning amid the pandemic: perspectives from English language teachers in a Philippine state university. Innovation in Language Learning and Teaching, 17(1), 102–113. https://doi.org/10.1080/17501229.2021.1939703

13.   Ulla, M. B., & Perales, W. F. (2021). Emergency Remote Teaching during COVID19: The Role of Teachers' Online Community of Practice (CoP) in Times of Crisis. Journal of Interactive Media in Education, 2021, 9. https://doi.org/10.5334/jime.617

14.   Welch, A., & Barr, J. (2017). Husserlian Descriptive Phenomenology: A review of intentionality, reduction and the natural attitude. Journal of Nursing Education and Practice, 7(8), 113. doi: https://doi.org/10.5430/jnep.v7n8p113

15.   Yang, X. (2023). A Historical Review of Collaborative Learning and Cooperative Learning. Tech Trends, 67, 718-728. doi: https://doi.org/10.1007/s11528-022-00823-9