



Filipino ESL Learners' Academic Efficacy, Thoughts and Achievements in the Blended Learning Modality

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Abstract

This concurrent embedded strategy of mixed methods design described the ESL learners' academic efficacy, thoughts and experience and achievement in the BL delivery modality. Fifty learners were purposively selected based on the set criteria. To determine the learners' academic efficacy, the adapted survey questionnaire assessing the efficacy of learners academically developed by Mr. Angelo Reyes Dullas of Central Luzon State University (CLSU), Philippines was used, while a semi-structured questionnaire prompted the participants to describe their experiences during the blended learning modality. The collected quantitative information was investigated and interpreted using the mean, frequency counts, and Pearson r while coding and theming for the qualitative data. This found that the learners mean grades stood very satisfactory and outstanding during the first and second quarters, respectively. A calculated r-value of 0.78, strongly positively correlated, indicates that the learners' academic efficacy goes with their performance. This means that the high the academic efficacy, the better the performance in English. The researcher has also drawn at least five major themes based on the learners' narrations. These themes are the self-directed learning is the new trend, internet connection at loss during OL, academic motivation makes learners go on, web-based educational sites as the source of information, and the student-teacher collaborative learning. This strengthens that BL is an opportunity for learners to learn amid the country's health crisis.

Keywords:

*Academic efficacy,
Blended learning,
Covid-19, ESL
learners, Achievement*

INTRODUCTION

With the world health crisis, the education department is one of the most affected sectors around the globe. With the world health crisis, the education department is one of the most affected sectors around the globe. The traditional face-to-face interaction between teachers and learners has suddenly been shifted to distance learning. Various countries have adopted solutions for learners to study amid the pandemic, including remote learning implementation. Google, TV shows, guidelines, tools, video tutorials, and web networks are examples of some ways learning opportunities (UNESCO, 2020).

To ensure the continuity of education amid the pandemic, The Philippine education department issued guidelines for employing online and other learning delivery modes through distances among students and teachers (Department of Education, 2020). Distance Learning Modalities (DLMs) paved way for the learning community to continue learning despite the circumstance. The academic achievement of learners in English is a seen concern for both teachers and learners. Modular learning guarantees the delivery of education in the Philippines. The Division of Pampanga introduces the Distance Learning Program (DLP). Through the Schools Division of Pampanga Memorandum no. 327, series 2021, the resolution approving the adoption of Local Policy on Blended Learning Delivery Modality in All Schools in the SDO Pampanga, emphasizes that all schools should implement blended learning delivery modality, and no school should be allowed to utilize one Learning Delivery Modality (LDM) only. One LDM should be complemented with another LDM. This is a delivery method of education in which between a teacher and learners who are geologically separated during teaching, they may still learn. Blended Learning (BL) is an arrangement of the Sub-Categories of Distance Learning Modality, for instance, the ODL mixed with Printed Modular DL, SLM-based TV/Video accompanied by the ODL, and so on (DepEd, 2020).

There are three forms of learning modality: distance learning, whether modular (printed or digitalized) or online, and the utilization of radio stations and television networks for instruction (DepEd, 2020). The limited interaction among learners and peers, learners and instructors determines the extent of learners' academic efficacy in ESL learning. In the institute milieu, self-efficacy was found to be among the ultimate signs of learners' achievement (Klomegah, 2007).

Bandura (1997), Valentine, DuBois, and Cooper (2004) indicate that one's efficiency remains best understood as a distinct set of one's views unique towards particular extents of functioning; thus, is a domain-definite notion because by no means one can sense proficient to wholly assigned responsibilities.

Learners' academic efficacy is illustrated as own assessments of one's capacity towards the plan as well as fulfill developments of action to accomplish specified categories of scholastic acts (Zimmerman, 1995).

In a logical evaluation of the influence of educational self-efficiency on school accomplishment, Honicke and Broadbent (2016) discovered that educational self-efficiency is marginally linked along with school achievement. Galyon, Blondin, and Yaw published a study in 2012 that found a high, typical, and a low learners' educational efficacy totally considerably anticipated heights of learner involvement, in addition to

test performance, nevertheless the indicator to set assignment on tutorial procedures was diverse for learners with high self-efficacy versus persons with the low also the average efficacy. Group investigation was similarly utilized in categorizing learners in three clusters centered on their grade-point averages (GPA): high, moderate, and low. Self-efficacy and class engagement did not vary considerably across these groups, but exam performance did. Self-efficacy had been a topmost greatly connected to lecture involvement with the test performance at the maximum GPA rating and slightest significantly associated to the bottommost GPA among grade levels. The existing study focuses solely on grade 10 learners' English achievement.

Furthermore, Bandura et al (2001) and Zimmerman (1990) discovered that learners who improve strong educational, self-regulatory, and efficacy principles able to accomplish education and avoid the enticements also the social compressions toward participating in behaviours that can challenge the academic attainments, like misbehaviour. Accordingly, learners together with strong efficacy view further finish school and remain well prepared to a variety of career opportunities in present's competitive environment.

Individuals' self-beliefs influence the developments of action they take, the extent of determination laid into specific action, how extensive they persist in front of hurdles plus disappointments, their suppleness towards hardship, whether their thought forms remain self-detering or self-assisting, the extent of pressure and melancholy they are expected to meet in dealing with challenging environmental strains, and the magnitude of adversity they experience (Bandura, 1997; Bandura et al, 2001).

Learners who have strong efficacy beliefs have been further expected in participating at schoolroom with regard of the behaviour, intellect, and inspiration (Linnenbrink & Pintrich, 2003); in addition, the greater the learners' academic efficacy, the greater their metacognitive consciousness (Hermita & Thamrin, 2015).

Greene et al, (2004) established a paradigm clarifying on the effect of two hundred learners in high school about their insights of schoolroom arrangements to their educational efficacy, instrumentation, and educational success. One's efficacy positively and directly related in representing the impact of self-efficacy intended for effective education.

In 1991, Multon et al. conducted a meta-analysis, and that the self-efficacy was established to be correlated to school performance. Numerous scholars have recounted positive and direct relation of the academic self-efficacy and academic success (e.g., Bandura et al., 1996; Chemers, Hu, & Garcia, 2001; Sharma & Silbereisen, 2007; Zimmerman & Bandura, 1994).

Self-efficacy is vital to boosting learners' commitment to education. The context-specific and domain-specific viewpoints influence behaviour by affecting the preferences that persons create and progresses of the action they adhere to (Linnenbrink & Pintrich, 2004).

Self-efficacy is said to be the development from the individual towards behavior on the way to result (Brown et al., 2013). Additionally, efficacy views affect learners' selections on what to do and their determination situated in their act (Boekaerts &

Cascallar, 2006). Similarly, self-efficacy displays essential part into learner's commitment in the schoolroom. The BL modality has been pondered as the set-up of learning for the safety of teachers and learners from the health-related pandemic. This research serves as source of knowledge on how the learners' academic efficacy affects their academic achievement in learning English as second language. Further, teachers may design learning activities as supplementary materials in relation to learners' efficacy and experiences in BL delivery modality.

Limited studies in the division were conducted in relation to learners' academic efficacy and achievement. With the current situation of learning delivery in the country, this research observes learners' academic efficacy, thoughts, and achievement in English in the BL modality.

The researcher sought answers on the connection between the learners' academic efficacy with their English achievement in the BL delivery modality at Justino Sevilla High School for the school year 2021-2022. Furthermore, the researcher wanted to hear from learners on their thoughts and experiences with this learning mode. Describing the ESL learners' academic efficacy, thoughts and experience and achievement in the BL delivery modality was the primary aim of the research.

Specifically, it sought to answer the following questions.

1. What are the grades of participants in English 10?
2. How may the participants' academic efficacy be described in terms of?
 - a. perceived control items,
 - b. competence items,
 - c. persistence items, and
 - d. self-regulated items.
3. Does the participants' academic efficacy significantly affect their achievement in English 10?
4. What are the thoughts and experiences of the participants in learning English as a second language through BL delivery modality during the pandemic?

METHOD

Type of Research

The researcher used the concurrent embedded mixed methods design. There is single data gathering stage, for the duration of which both quantitative and qualitative records are accumulated concurrently. Creswell (2012) explained that the concurrent embedded style takes a primary process which guides the development and the secondary statistics which offers an auxiliary position in the process. Secondary method which was the qualitative is embedded within the dominate process, the quantitative. The secondary process addresses a different set of questions than the primary method in the current study.

Participants

Grade 10 ESL learners from Justino Sevilla High School, Arayat, Pampanga participated in conducting the research. Fifty learners from grade ten were chosen using "purposive

sampling" (Seidman, 2006, p. 52; Creswell, 2012). These learners were enrolled for the SY 2021-2022 with the BL delivery modality.

Sampling Method

The researcher used a purposive sampling. A total of 50 learners were included in the research sample. The researcher chose learners who opted for BL delivery modality. The identified participants were part to both quantitative and qualitative methods of the research. Participants must be enrolled during the SY 2021-2022, and BL was the applied learning delivery modality.

Instruments

Quantitative information was collected using the adapted survey questionnaire assessing the efficacy of learners academically developed by Mr. Angelo Reyes Dullas of Central Luzon State University (CLSU), Philippines. It followed the 4-point Likert scale with the descriptions; 1- strongly disagree, 2- disagree, 3- agree, and 4- strongly agree. Moreover, the researcher, an English, and the head teacher of English department with the awareness of the school head may review the items for their appropriateness. These were administered via Google Forms or printed copies that were distributed during module distribution. This survey questionnaire was already pre-evaluated by the researcher in which some of the irrelevant items for the current research were eliminated. This was Statement 11 for perceived control items, Statements 17, 26, and 27 for the competence items, Statement 40 for the persistence items, and Statements 56, 57, 58 were also deleted for the self-regulated learning items.

Interview questions for semi-structured questionnaire was formulated in conjunction with the research's goals for qualitative part and were assessed by an English teacher and an English head teacher.

Data Collection Procedure

The researcher was guided by the Regional Memorandum no. 20, s. 2020 which is entitled Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-Related, Non-Teaching Personnel and Learners in conducting this research. Public health measures due to the COVID-19 Pandemic brings challenges in data collection to researchers. However, the same ethical principles for face-to-face data collection should be observed during remote data collection.

Data Analysis Plan

The quantitative also the qualitative data were at the same time gathered when concurrent embedded strategy of mixed methods had been used. The achievement of grade 10 learners in English was determined using descriptive statistics. The researcher used the followed the Education Department Order 8, series 2015, the policy guidelines on assessment and reporting. A grade ranges from 90 to 100 is described as outstanding, 85 to 89, very satisfactory, 80 to 84, satisfactory, 75 to 79, fair satisfactory and below 75, did not meet expectation or failed.

Learners' self-efficacy levels were determined using the following scale:

Mean score	Descriptors	Interpretation
3.01 – 4.00	Strongly agree	Highly efficient
2.01 – 3.00	Agree	Efficient
1.01 – 2.00	Disagree	Moderately efficient
0.01 – 1.00	Strongly disagree	Low efficient.

To decide whether the learners' efficacy is significantly related to the learners' achievement in English or not, Pearson-r had been utilized. For the qualitative data, these were be coded and organized into categories, and related ideas were organized into concepts or themes. Themes were examined in the light of current research.

FINDINGS AND DISCUSSION

1. What are the grades of participants in English 10?

Table 1: *Grades of the participants*

Quarter	N	Minimum	Maximum	Mean	Description	Remarks
First	50	76	99	89.62	Very Satisfactory	Passed
Second	50	75	100	91.12	Outstanding	Passed

Table presents the grades of the participants for two quarters. A mean grade of 89.62 was obtained for the first quarter which was described as *Very Satisfactory* and 91.12, *Outstanding*, for second quarter. Furthermore, participants' highest grades of 99 on the first quarter and 100 for the second quarter were recorded. Meanwhile, a grade of 76 and 75 were recorded as the lowest grades for first and second quarter, respectively. This pertains those participants have passed the two quarters through the BL modality. In addition, BL serves an avenue for the participants to learn in the current health crisis noting that the mean grades in both quarters show outstanding descriptions.

2. How may the participants' academic efficacy be described in terms of perceived control items, competence items, persistence items, and self-regulated items?

Table 2 reveals the descriptive statistics of participants' academic efficacy. The Perceived control items had a mean of 3.29 which was interpreted as highly efficient. Statement 6 scored with the highest mean which was 3.42 and interpreted as highly efficient while statements 3 and 11, both got a mean of 3.12.

An efficient remark was given by the participants in terms of Competence items which was 2.91. A mean score of 3.42, interpreted as highly efficient was found in the statement 13 while statement 18 got the least with a mean of 2.21, efficient. For the persistence items, the participants gave a mark of highly efficient with a mean of 3.30. The statement 30 had obtained a score of 3.54 and interpreted as highly efficient and an efficient remark was found in the statement 33 with 2.94. Self-regulated items obtained 3.14 mean score and interpreted as highly efficient. For these items, the statement 51 got a grade of 3.48 as highly efficient and a mean of 2.81, marked as efficient for statement 45.

Overall, the participants' academic efficacy was 3.16 mean score which was interpreted as highly efficient. Among the four, persistence items got a mean score of 3.30 interpreted as highly efficient found to be the highest. This entails that in the BL modality, if participants try hard, they can get through in English. On the other hand, competence

items found to be the least and marked as efficient level for the academic efficacy of participants, 2.91. Comparison among the learners in terms of academic performance was not obviously observed in the previous quarters.

Table 2: Descriptive statistics of participants' academic efficacy

Statement no.	Mean	Interpretation
Perceived control items		
	3.29	Highly Efficient
1	3.44	HE
2	3.19	HE
3	3.12	HE
4	3.63	HE
5	3.40	HE
6	3.42	HE
7	3.38	HE
8	3.12	HE
9	3.13	HE
10	3.33	HE
12	3.12	HE
Competence items		
	2.91	Efficient
13	3.37	HE
14	3.42	HE
15	2.87	E
16	2.69	E
18	2.54	E
19	2.94	E
20	2.21	E
21	2.98	E
22	2.54	E
23	3.02	HE
24	3.15	HE
25	3.19	HE
Persistence items		
	3.30	Highly Efficient
28	3.46	HE
29	3.37	HE
30	3.17	HE
31	3.37	HE
32	3.52	HE
33	3.29	HE
34	3.54	HE
35	3.35	HE
36	3.23	HE
37	2.94	E
38	3.15	HE
39	3.37	HE
41	3.29	HE
42	3.27	HE
Self-regulated learning items		
	3.14	Highly Efficient
43	2.96	E
44	3.17	HE
45	3.35	HE
46	2.98	E
47	3.10	HE
48	3.21	HE
49	3.25	HE
50	2.81	E
51	2.85	E
52	3.08	HE
53	3.15	HE
54	3.29	HE
55	3.38	HE
59	3.48	HE
60	3.10	HE
61	3.25	HE
62	3.13	HE
AVERAGE	3.16	Highly Efficient

Legend: HE-Highly Efficient (3.01 – 4.00); E- Efficient (2.01-3.00); ME-Moderately Efficient (1.01-2.00); LE-Low Efficient (0.01 – 1.00)

3. Does the participants' academic efficacy significantly affect their achievement in English 10?

Table 3 discusses the correlation between the participants' academic efficacy and performance in English 10. The 0.78 computed r-value which is interpreted as strongly correlated signifies that learners' efficacy positively impacts the learners' achievement in English 10. This means that self-efficacy is factor that may contribute to the learners' performance in English observing BL modality. Further, the hypothesis that states that the participants' academic efficacy does not significantly affect their achievement in English 10 is not accepted.

Table 3: *Correlation between the participants' academic efficacy and performance*

Variables	r-value	Interpretation
Self-efficacy vs. Achievement in English	0.78	Strongly correlated

The results coincide with the study conducted by Alyami et al (2017) that the two hundred fourteen learners' academic performance had been affected significantly and positively by their academic efficacy. Such research proved that academic self-efficacy considerably affects the learners' motivation and learning, and achievements (Doménech-Betoret, Abellán-Roselló, & Gómez-Artiga, 2017; Sadi & Uyar, 2013; Villavicencio & Bernardo, 2013).

4. What are the thoughts and experiences of the participants in learning English as a second language through BL delivery modality during the pandemic?

The participants shared their experiences and narratives while studying observing the BL modality. The following themes emerged after the interview.

Theme 1. Self-directed learning is the new trend

This pandemic opposed the traditional face-to-face learning within the classroom. On a positive side, it makes the learners more reliant in their learning. Self-learning makes an individual to gather information, process and retaining it without help from other. Moreso, the learner is responsible for his learning and holding on to the information with the absence of assistance from fellows (Skilling India, 2020). This assumes from the responses.

"I've experienced difficulties while learning the lessons through modular distance learning because, unlike in face-to-face classes, every lesson is being discussed by the teachers. While in this learning modality, you need to study by yourself."

"Self-learning is very different from when someone is teaching you and motivating you in person."

"At first, it was difficult because we need to self-study."

"Sometimes I have a hard time because I myself understand the lessons because it is modular no one explains our lesson."

"It makes difficult in a way of studying by just yourself."

"Unlike now, we are studying at home looking at our gadgets not on our teacher. It's hard because you [must] teach yourself, learn for yourself and study alone at home."

"[T]hat challenged me somehow and I learned more to be independent of things"

“I learned every lesson [,] but after a week, it disappears. All of [these] were very easy to do in my opinion, the tasks given are just too much. It’s quite pressuring, and mentally draining for me.”

“This modular distance learning modality taught me on how to learn our lessons by myself.”

“I think that what makes it difficult is learners have to self-study. For me, it is quite hard to study by myself. I often lose focus on the lessons.”

“[S]tudents struggle self-studying”

“One thing that makes modular learning difficult is self-studying.”

“Modular distance learning features individualized instructions that allows learners to use self-learning.”

“While in this learning modality, you need to study by yourself.”

Skilling India (2020) noted that self-learning is a learning where an individual teaches himself the knowledge and the skills relative to his day-to-day living. It is a modern way of learning and has not replaced the traditional instructional process of learning, instead it has been considered as additional opportunity that helps everyone to acquire the desired knowledge.

Results obtained by Houda and Karima (2021) highlighted that self-directed learning (SDL) motivates and increases the learners’ willingness to study. It also enhances learners’ familiarity with the technology that led to boost their confidence, to become reliant to one’s skills, to be responsible and to be more motivated. In distance learning, SDL found to be an effective method of learning distantly.

In the Philippines, the adoption of the blended learning opens opportunities to both learners and teachers to learn through multimodal delivery of lessons. However, most of the learners who opted the modular distance learning have had difficulties to understand the concepts presented in the modules due to the absence of the teacher. These can only be discussed once the teacher the learners agreed to meet online. Learners do self-learning to accomplish the tasks presented in their modules.

Theme 2. Internet connection at loss during OL

Internet is considered the most powerful and fastest tool that can be used by learners to get information nowadays (Kho, Zamora, Diaz, Legesang, Edar, & Tamon, (2020). From the learners’ narrations, internet has been found a concern in this BL modality.

“Without a gadget or an internet connection it will be hard for me to understand the lessons.”

“First and foremost is the internet, when there is something in the module that you don't understand, and you need to search but you don't have wifi or data. When there is a load, the signal is weak. When you run out of money to load, you will go to the internet.”

“...due to bad internet connection, some of the topics are difficult to figure out.”

“Yes, sometimes due to power outage and slow Internet.”

“There are times we don't have a internet in our home and sometimes, I’s hard to understand the topic.”

“No Internet Connection, Unable to have enough sleep because of simultaneous giving activities from teachers.”

“Signal problems make distance learning a pain.”

“The technology makes distance learning easy because many apps can use to learn.”

Rasheed et al (2020) pointed out that the utilization and the competency in terms of technology found to be the common concern that learners had experienced in online learning. The findings of Barrot, Llenares, and Del Rosario (2021) raised that learners' environment in learning preferably at home limits the space for learning and the facilities that they must hurdle.

In 2019, Xu, Wang, Peng, and Wu found in their study that academic achievement is positively associated to the frequency features of the internet connection, while it is negatively associated with the volume internet traffic. In the Philippines, internet connection is still a major concern for those who observe online classes. The use of the Internet was also recommended by the researchers because it also provides timely information and is constantly being updated (Kho, Zamora, Diaz, Legesang, Edar, & Tamon, 2020).

Theme 3. Academic motivation makes learners go on

The sustainability of academic motivation depends on the connection of workability, the prime ideas, and characteristics of academic motivation (Blaskova, Lepczyk, Hrinikova, & Blasko, 2019). Let's have a glimpse on how learners went across in this learning modality through academic motivation.

“Due to being home most of the time, a loss of motivation can be observed.”

“Procrastination is a problem I've had since f2f but became more profound in modular, I try to balance my work and leisure time even though it always leads to a cramming session the day before the deadline”

“It's because I do believe that our capabilities are getting tied down with our set up right now.”

“It is tough because I'm not used to it. Now, I guess I can deal with the difficulties during distance learning.”

“I boosted my knowledge to my own work.”

“[W]hen you finish your homework and modules at the same time, and you see your grade increase I can afford so I can all combine my tasks.”

“Some of the activities in the module are very fun to do. Such as doing podcast, making video presentations, making doodle notes and many more. And I think these activities help the learners measure their abilities beyond academic knowledge and skills.”

“I struggle with staying motivated; I usually just rest as soon I feel unmotivated anymore.”

“Staying on focus, I usually pay attention on whatever's distracting me and try to resolve it as soon as possible. It's also hard to create a solid schedule to balance school and home responsibilities so flexibility is a must.”

In 2018, Maraghi, Hosseini, and Tabatabaei conducted a study that signifies that educational efficacy positively correlated to learners' motivation in academics. One's efficacy and motivation strengthen the notion of their importance for effective learning method and academics.

Theme 4. Web-based educational sites as the source of information

With the advent of technology, academic institutions around the world are utilizing learners' portals that offer access to diverse information. Active collaboration and interaction among learners and learners to faculty are effective practices in education in which resulted in the positive association of involving educational practices effectively and the use of information technology related to education (Nelson Laird, & Kuh, 2005). Learners experienced getting some information aside from the provided modules and DepEd TV from the educational web pages.

"By reading, analyzing modules and watching lessons in YouTube."

"Due to the rise of the internet education videos have also been increased in amounts helping me and others in learning."

"Yes, sometimes our lesson is hard to understand by just reading our materials, modules to be specific. So, I tend to educate myself by means of watching and researching about the topic, just to expand my knowledge and understand the lesson more."

"It's easy as I can search and learn the lesson through the use of internet."

"Many websites can help many learners online and it is also for everyone's safety."

"With the use of technology, I can learn our lesson by just watching or searching about the topic the internet because I have watched and read about the lessons the internet because I watched and read the lesson"

"I can research more about the topic I'm struggling on. And I can research more about the topic so my knowledge of it expands. I can also search for tutorials on YouTube for Math formulas."

"I also struggle with staying motivated and being on focus."

"Yes, I did some research and watched videos on YouTube."

"If I don't understand the lesson, I search it on google, read the pages and in a minute, and I will get it too"

"To accomplish my task, I am using YouTube platform as my alternative teacher to understand our lessons."

"I need to search before I understand."

"It makes it difficult because there are topics that you cannot learn just by mere reading the module, that's why you can look for online resources to help you."

Torio and Cabrillas-Torio (2016) explains that learners and other users of technologically driven web portals exclusively experience the continuous accommodation of information and different services offered by academic institutions. Through these innovations, learners in the Philippines able to learn without the presence of peers and teachers.

Theme 5. Student-Teacher collaborative learning

The increasingly adoption of technology to deliver the lessons and interactive instructions, the electronic learning, have been witnessed by the teachers, the schools, and the learners. It is way for teachers to facilitate the interaction and the collaboration among learners where they can share learning resources seamlessly (Elaish et al., 2019; Garcia et al., 2018). From the learners' narration, collaborative learning is an integral part for the study.

"I have experienced some problems while learning through modular distance learning modality. I always find other ways to learn and call for help to my classmates. Sometimes I reached out to my teachers to help me solve the situations."

"There has been less guidance from the teacher."

“Too much difficult cause there is no teacher to explain if why it’s like that or like this, only paper in my front, I need to search before i understand.”

“There’s no one to guide us in what we do.”

“The online discussions that my teachers host from every now and then.”

“I coped up with it by asking my ate to explain the lesson to me in simple words.”

“When the lessons are hard, and you tried your very best to understand them, but you still can’t. So, you ask your teacher to give time to teach that certain lesson, but the meetings are always postponed.”

“I’ve encountered some problems through modular distance learning modality. Like, not understanding the lessons clearly and stressing myself over difficult problems. I manage the situation by asking questions to my classmates and teachers.”

“Having a hard time to understand the lesson especially to those learners who doesn’t have enough knowledge with the lesson.”

“We used to have our face-to-face classes before, and we have a teacher to teach us.”

“I still have a hard time understanding it without the discussion if our teacher.”

“I can’t understand some of my lessons and sometimes no one can help me to understand it.”

“The distance between people and the lack of communication of teachers.”

“Without another knowledgeable person, for example a teacher, who can explain complicated concepts/lessons on the module, the student will definitely have difficulty in absorbing their lessons.”

“I have difficulty learning due to lack of discussion with me”

“There is no guidance from teachers even though you can ask them.”

“I encounter some problems in learning the lessons in modular distance learning modality. Like I couldn’t fully understand few lessons because we don’t have guidance from our teacher”

“Some activities are quite hard to understand without a teacher’s supervision.”

“It’s a bit harder for me to learn since I’m used to a teacher teaching me and classmates.”

In optimizing learners’ and each other’s learning of two to five learners, there is a set of strategies in teaching and learning called the Collaborative learning (CL). this helps teachers to promote collaboration in small group of learners. (Johnson & Johnson, 1999). Such research has verified that social learning and academic outcomes can be promoted through CL (Johnson, Johnson, & Smith, 2007; Slavin, 1996). CL provides clearer concept learning for teachers and learners learn among others.

CONCLUSION

The current study explores the self-efficacy, thoughts, and achievement of Filipino ESL Learners during pandemic, Furthermore, the research wants to hear from learners on their thoughts and experiences with this learning mode.

Findings revealed that participants have passed the two quarters through the BL modality with a very satisfactory and outstanding for first and second quarter, respectively. In addition, BL serves an avenue for the participants to learn in the current health crisis noting that the mean grades in both quarters show outstanding descriptions.

Overall, the participants’ academic efficacy was 3.16 mean score which was interpreted as highly efficient. Among the four, persistence items got a mean score of 3.30

interpreted as highly efficient found to be the highest. This entails that in the BL modality, if participants try hard, they can get through in English. On the other hand, competence items found to be the least and marked as efficient level for the academic efficacy of learners, 2.91. Comparison among the learner-participants in terms of academic performance was not obviously observed in the previous quarters. Further, the learners' efficacy looks to be extremely affected by the forthcoming standard modification. The shifting to full-time online learning serves a preventive measure against COVID-19. Learners are still at a loss in this shift (Key, 2020).

Based on the results self-efficacy is factor that may contribute to the learners' performance in English observing BL modality. Further, the hypothesis that states that the participants' academic efficacy does not significantly affect their achievement in English 10 is not accepted.

The researcher has drawn at least five major themes based on the learners' narrations. These are the self-directed learning is the new trend, internet connection at loss during OL, academic motivation makes learners go on, web-based educational sites as the source of information, and the student-teacher collaborative learning. The needs of the learners had been considered in addressing the global health crisis along with the setup education system. The BL and e-learning are the seen modality in this new normal Cortez (2020). However, teachers preparing effective online classes despite the current health crisis perceives to be a concern. It is challenging and demanding through synchronous education to deliberate online session by means of google meet and zoom. In the case of asynchronous, materials, tests, and assignments which can be get into anytime for the OL explanations (Hew, Jia, Gonda, & Shuiru, 2020).

Furthermore, this study added to past research and understanding of learners' learning experiences. Scaffolding was discovered to be useful in sustaining their education. Overall, the findings show that the learners' education continued and that they learned from the chosen/adopted modality. One weakness of this research is that it was solely focusing on the viewpoints of learners.

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