Integration of Modular and Face-to-Face Teaching Strategies: Lens of the JHS English Teachers

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Abstract—Differentiated teaching strategies are the backbone of every teacher or educator in the field of education as it is one of the ingredients to make teaching-learning effective in the four-cornered classroom. With the 2-year hurdling of the new educational landscape, such as modular and online learning, the Junior High School English teachers from public schools of Medellin, Cebu, participated in the study as they were the participants who answered the researcher-made questionnaire and semi-structured interview. The study revealed four core categories that substantiated the data: the enhancement of curriculum and instruction, traditional differentiated teaching strategies, teaching strategies of modular learning, integration of differentiated face-to-face and modular learning and emphasis on ICT and multimedia in instruction. These core categories extracted from the themes aimed to give a positive effect for the teachers to integrate both face-to-face and modular learning strategies to follow and provide new trends of differentiated teaching strategies towards new normal education and in shaping 21st-century learners to compete in the thriving world. Further, it is recommended to utilize the differentiated teaching strategies under face-to-face and modular learning for English teachers and other subject teachers who can integrate well into their lessons to provide creative and effective learning applications, skills and information. Lastly, it is recommended to emphasize the utilization of ICT and multimedia in the teaching-learning process for the students and teachers to be ready for unforeseen circumstances and challenges and for whatever learning modalities may arise in the educational setting.

Keywords— Differentiated teaching strategies, Junior High School English Teachers, Face-to-face and Modular learning teaching strategies.

I. INTRODUCTION

The methodological history of language teaching is considered to be changing wind and shifting sand (Chouia, 2020). It is considered dynamically moving from time to time due to the demands of the educational sector, changes that should be adapted or even the unforeseen circumstances brought by nature or the environment.

Due to the emergence of COVID-19 in the Philippines, changes in the educational landscape have risen, and one of these is the mode of instruction that the Department of Education implemented.

After the COVID-19 huge disruption from 2020 to 2021, the Department of Education has gone back from limited face-to-face classes to full face-to-face classes, still following health precautionary measures to prevent the virus brought by COVID-19.

The COVID-19 pandemic has created unaccustomed hurdles economically, politically, and socially across the globe

(Olvido et al., 2021) and even resulted in the portals of education. During the tight restrictions, lockdowns, and quarantines, 87% of the world's student population was affected, and 1.52 billion learners were out of school and related educational institutions (UNESCO LEARNING PORTAL, 2020, as cited by Olvido et al., 2021). The suddenness, harshness, and Reporting of research findings. The volatility of Covid-19 left the educational system in a rush to direct the changing educational landscape. With this, teachers in the educational setting during lockdown feared how they could teach the students deep concepts and realistic activities when the Department of Education forged them to do other learning modalities that delivered learning to the students. Proactive measures, such as, lockdowns and social distancing due to the pandemic have led to the closures of private and public schools and even training institutes in most countries and specifically in the Philippines. Hence, Covid-19 has provided an opportunity to pave the way for introducing digital learning to most private schools (Dhawan, 2020, as cited in Pokhrel & Chhetri, 2021). This also paves the way for introducing modular (printed) learning to all the public schools under the Department of Education for basic education.

Given the pandemic challenge, most of the schools have closed, but the learning process must not halt- it must remain to continue and active even without face-to-face classes and thus, several educational sectors migrate to other effective and suitable learning modalities (Fantonia et al., 2020 as cited by Tugano et al., 2022)

As the Philippines continue to move forward amidst Covid-19 threats, the different sectors, such as economics, politics, spiritual, social, and even educational sector, have moved forward. Consequently, the Department of Education has issued a memorandum stating that limited to full face-to-face classes be implemented for the school year 2022-2023 in the Philippines after the two long years of hiatus using blended learning modalities. With this, public school teachers are now in a state of looking back to the strategies, pedagogies, techniques and methods they were acquainted with and practised before the pandemic to see if they can still use them or if they can combine them with the strategies that they have used during the two years of modular learning to provide quality, substantive and excellent teaching and learning instruction to the students towards the new normal education.

Anent the above, public-school teachers feel mixed emotions if they can teach students half glass without making

students feel shocked at the resumption of face-to-face classes' instruction in the classroom or if they can teach students full glass without looking at students' statuses and adjustments.

Moreover, it has wakened up the spirit of teachers' creativity and the will to teach as they embrace and accept the challenge to teach and use their learned strategies in giving quality lessons to the students in the realms of full face-to-face classes. For this reason, it boils down to what pedagogical strategies the public school teachers utilize, specifically the Junior High School English teachers teaching English subjects using the Essential Learning Competencies (MELCs) based towards face-to-face classes, what challenges they encounter in an English subject and how do these challenges affect their pedagogical strategies in teaching English using MELCs.

Further, differentiated teaching and learning is very important as it is the process of modifying instruction to relate to students' needs. According to Aliveya (2018) and as cited by Anggraeny & Dewi (2023), differentiated learning is a multitudinous technique for content knowledge adaptation, individual skill pacing, and various ways of presenting gained skills topic information. This has called the attention of the JHS public school English teachers on how they teach English and on what up-to-date strategies they will use and utilize to create competence and fosters students' love for learning.

Thus, this study targets to identify differentiated strategies the JHS English teachers utilise in teaching English using MELCs based on the new normal education.

II. OBJECTIVES OF THE STUDY

The study's objective is to determine the differentiated teaching strategies of the JHS English teachers in teaching English using MELCs based towards the new normal education.

Particularly, it intended to:
1. identify the significance of differentiated teaching strategies in teaching English;
2. gathers modular learning teaching strategies and face-to-face teaching strategies and;
3. provide new trends of differentiated teaching strategies towards the new normal education.

III. METHODOLOGY

The study used a descriptive research design. It utilized a qualitative research method to identify the differentiated strategies of the JHS English teachers using the Essential Learning Competencies based on teaching students in the new normal education. The qualitative process used a thematic analysis of the participants' responses based on their differentiated teaching strategies in English teaching using MELCs. The researcher serves as the primary instrument. The tools used in this study were a researcher-made questionnaire and a semi-structured interview. The statements were based on the participants' differentiated teaching strategies from modular to full face-to-face classes towards the new normal education. The gathered responses were transcribed to substantiate the data, and coding followed afterwards. According to (Gibbs, 2007), as cited by Villanueva, 2022),

coding is a process of identifying concepts and finding relations between them. In order to create a framework of thematic concepts about the text, coding is a method of classifying or categorizing the material. Afterwards, themes were generated based on the participant's significant statements and core categories were identified after verifying the comparison articles.

Ethical considerations were observed and realized in the study. The information of the locale and the participants were protected with high confidentiality and deemed under privacy. The school principal was given a transmittal letter, and the JHS English teachers permitted their approval and time to participate in the study. The participants were given the questionnaire, followed by semi-structured interviews during the study. As the core categories and recommendations were generated, it was then brought to the locale where the study was conducted as a basis for proof and transparency.

IV. RESULTS AND DISCUSSION

This section tailored the study's results based on the participant's responses in the public schools of Medellin, Cebu, on the different teaching strategies they have used for the traditional face-to-face until the 2-year modular learning. The following are the core categories based on the themes extracted and analyzed from the given responses of the participant.

Core Categories of the Responses of Junior High School English Teachers in utilizing differentiated teaching strategies

The participants shared the teaching strategies they utilized and employed during the traditional face-to-face and the 2-year modular learning. The significant statements were extracted from the raw participants' responses. Themes and core categories were identified as shown and reflected in Table 1.

TABLE 1. Coding Process to Identify the Core Categories

Themes	Core Categories
Maximizing learning outcomes Tailoring instruction Catering to the different learning styles Integrating learning competencies	**Enhancement of Curriculum and Instruction**
Individual/Group reporting Role-playing Learning contracts Oral recitation Sage-on-the-stage teaching Printed reference materials Drills	**Traditional Differentiated Teaching Strategies**
Word bank Vocabulary exercises Reflection and journal writing Brainstorming Radio-based instruction	**Teaching Strategies in Modular Learning**
Collaborative project (Portfolio) Written assessments Video presentation Think-Pair-Share Peer tutoring Flipped classroom	**Integration of Face to face and Modular Learning Differentiated Teaching Strategies**
Utilization of ICT and Multimedia Narrative report through a blog Gamification Search-Think-Pair-Share Flipped Classroom	**The emphasis on Integrating ICT and Multimedia in Instruction**

There were 27 themes extracted from the raw responses of the Junior High School English teachers, and core categories were identified to give substantive and conceptual meaning to the themes. There were five (5) core categories generated from the 21 themes.

Enhancement of Curriculum and Instruction was the first core category generated and extracted from the 27 themes. In teaching 21st-century learners, the educational system has been looking into the enhancement of curriculum and instruction every year to see and determine possible loopholes in curriculum and instruction. Participant 1 mentioned, *"Tailoring instruction and maximizing learning outcomes can provide best for the students and for the individual needs and styles of the students."* Another participant mentioned, *"Enhancing curriculum and instruction should look into catering for the different learning styles of the students and integrating learning competencies to maximize learning discussion and targeting or hitting two birds with one stone."* The start of Covid 19 introduced a new learning dimension to public schools in the Philippines, and this presented them with a new issue about how to improve curriculum and instruction independent of the students' distant learning preferences.

Traditional Differentiated Teaching Strategies are another core category extracted from the 27 themes.

The teaching-learning process during the day is when teachers are the centre of the discussion, and students are only receiving without any actions, utterances, or participation in the classroom discussion. Participant 2 mentioned. They saw traditional differentiated teaching techniques as things like "individual group reporting, role-playing, learning contracts, oral recitation, printed reference materials, and drills". According to (Tularam & Machisella, 2018), traditional teaching strategies and approaches are generally teacher-directed, where students are taught in a manner that is more into sitting and listening. The aforementioned traditional strategies stated by the participants are the strategies that are common and easy to use during the years of insufficient materials on technology and the years of limited resources. Traditional teaching strategies are more often called sage-on-the-stage or sage and recipient. Teacher-centeredness is the process of imparting knowledge to students in a setting where the teacher assumes the majority of the responsibility (Mascolo, 2009, as cited by Serin, 2018). The only purpose of lectures is to impart knowledge to the pupils. The teacher-centred approach is anchored on the behaviourist theory, which was based on the idea that behaviour changes are caused by external stimuli (Skinner, 1974, as cited by Serin, 2018). According to the theory, students are passive and respond to environmental stimuli. Since the teacher is in complete control of the learning process in a teacher-centered classroom, knowledge is transferred to the students. As the teacher holds the ultimate authority, the students do not collaborate. The content is decided, and the teacher structures the learning tasks. The instruction is delivered through lectures, and the provision of feedback and correct answers are widely used. The teacher is the primary source of information, and the textbook is the centre of activities (Serin, 2018). However, with the traditional teaching strategies mentioned,

English teachers had successfully engraved the learning and the knowledge they wanted to give and share with the students. These traditional teaching strategies paved the way for new normal teaching strategies.

The core category *teaching strategies in modular learning* have been used and founded during the commencement of the Covid 19 last 2020. The Department of Education has issued a memorandum stating the use of printed learning modules to cater to the students' needs and to deliver instruction amidst the threats of the virus. According to the DepEd Secretary Leonor Briones, The alternative learning delivery modalities and self-learning modules are prepared to address the learners' needs, situations, and resources and will support the bases in ensuring that basic education will be accessible amidst COVID-19 and SLMs or self-learning modules are delivered and given in printed format to schools in coastal areas, far-flung provinces, and communities or places without access to the internet or electricity. The Department has mentioned that SLMs can also be accessed online or offline for households with gadgets and devices. With this, the Junior High School English teachers are using some of the teaching strategies or activities presented and crafted in the modules, and these are *"word bank and vocabulary exercises* (where students are tasked and required to write a word in their personal English notebook and write its definition, etymology, synonyms, antonyms and example sentence in English and in vernacular), reflection and journal writing, *brainstorming* (where teachers group the students according to the student's place or address and form a group to do the activity), and *radio-based instruction* for those students who are living in far-flung areas and for those places who have radio stations.

These were some of the teaching strategies used by the Junior High School English teachers during the 2-year of modular learning to perpetuate the learning and the quality of instruction despite the circumstances brought by the pandemic.

Moreover, as the two years passed, the battle against the virus slowly lost. With that, the Department of Education released a memorandum for the resumption of limited face-to-face classes to full face-to-face classes, which also affected the preparations and adjustments of the teachers in both private and public schools. *Integration of Face to Face and Modular Learning differentiated teaching strategies* as another core category extracted from the 27 themes have catapulted last school year 2022-2023, which brought teachers to the integration of modular learning and face-to-face teaching strategies. Participants 3 and 4 stated, *"The resumption of face-to-face classes has brought us excitement and eagerness in teaching since we can utilize both the face-to-face and modular learning strategies."* According to another participant, "Blended learning was established by integrating both methodologies and caters to the needs of the children in the four-cornered classrooms. These are collaborative endeavors *(portfolios, which the students now can be grouped not only to their designated locale or address but to different students), written assessments (which teachers can promptly and clearly check), video presentation, think-pair-share, peer tutoring on reading and writing, and most of all the utilization*

of flipped classroom (which teachers can use this to prepare unpredictable meetings, seminars, training, workshops or even exigency of services. Through this, English teachers preferred to have utilized blended learning as blended learning is provided by the effective and efficient combination of different modes of delivery, teaching models and learning styles, which are exercised in an interactively meaningful learning environment. Blended Learning courses amalgamate online and classroom learning activities and use resources in an optimal way in order to sharpen and improve student learning outcomes and address important institutional issues (Garrison, 2004, as cited by Kaur, 2013). Blended learning can be defined as the natural integration of carefully selected and complementary face-to-face and online approaches and technologies (Graham, 2006, as cited by Kaur, 2013).

Lastly, *the emphasis on integrating ICT and Multimedia in instruction* as the last core category derived from the 27 themes in the participant's responses to the study. As the new normal education present in today's new educational landscape and as teachers and students continue to relinquish excellence and competence in the field of education, differentiated strategies with updated ones are salient and vital in gearing towards the new normal and in bringing 21st-century learners to be more competent and competitive in the thriving world. Also, as the Department of Education vows quality education, public school teachers are ready to emphasize the integration of ICT and Multimedia in instruction, specifically for Junior High School teachers teaching English subjects. Teaching English is complex because it does not only focus on one skill, and as Participant 5 stated, *"Teaching English subject focuses and targets on the different skills such as reading comprehension, writing, vocabulary, grammar, literature and the like."* Thus, integrating ICT into teaching English could be beneficial since it lessens the teacher's work preparations and uplifts students' interests and skills, making the teaching-learning process as easy as possible. The use of technology characterizes the use of ICT as a support for classroom activity as an "add-on" to face-to-face meetings (Felix, 2001, as cited by Hidayati, 2016).

In this mode of learning, the class runs like a conventional classroom, but learning activities involve using a variety of ICT tools either in the class or when students are assigned tasks to be done outside the class. Simple examples of the types of activities that fall under this category include using word processing and presentation software to generate learning materials and conduct out learning exercises (Davies & Rendall, 2011, as cited by Hidayati, 2016) or more complex ICT applications such as students doing projects in a web-based environment or employing different web 2.0 tools, which are at present commonly used for specific tasks (Thomas, 2009 as cited by Hidayati, 2016). According to the study of Hidayati (2016) in Indonesia, Teachers of English must be trained in English language mastery, the use of ICT, and the integration of ICT in LTL. Teachers must be ready to work with ICT. For this reason, teachers need good competency in using ICT tools, appropriate English language skills, and sound pedagogical knowledge. Teacher training should be necessary in integrating technology into the pedagogical content and knowledge (Harris et al., 2009, as cited by Hidayati, 2016).

With this, emphasizing ICT and Multimedia in instruction sprouts different teaching strategies that can be used in the discussion towards the new normal, and these are mentioned by the rest of the participants in the study, such as *"Narrative report through blog, gamification, search-think-pair-share*(which derived from the think-pair-share that realized teachers that technology is the comrade of students and why not searching of information in verified sources could be a tool for the students to gather and elicit more enriched information) and *the flipped classroom,* which is feasible and useful in the teacher's preparation.

V. CONCLUSION AND RECOMMENDATIONS

The study concluded that differentiated teaching strategies serve as the backbone of every teacher in the field of education as it is one of the ingredients to make the teaching-learning process effective in the four-cornered classroom towards the new normal.

The study aimed to give the teachers a positive outlook on having differentiated teaching strategies and their significance to every student in the discussion. The study also aimed to provide different and various teaching strategies that the Junior High School English teachers have utilized during face-to-face or traditional and modular learning.

Anent the above, the following differentiated teaching strategies under traditional are clearly provided with their importance and benefits, and these are individual/group reporting, use of drills, oral recitation, role-playing, use of learning contracts, use of printed reference materials, and the sage-on-stage way of teaching. Though these are considered traditional strategies, they should not be denied nor neglected since they paved the way towards new normal teaching strategies. Also, the differentiated teaching strategies under modular learning were word bank, vocabulary exercises, reflection and journal writing, brainstorming, and radio-based instruction served its importance for the English teachers during the 2-year modular learning.

Further, the study tailored the integration of face-to-face and modular learning teaching strategies as it is one of the objectives of the study which could be beneficial to the English teachers because it provided the following. These were collaborative projects through the portfolio, written assessments, video presentation, think-pair-share which also brought and catapulted to the new trends of teaching strategies towards new normal with the utilization of ICT and Multimedia as it can give categorized activities and strategies such as narrative report through blog, assessments through gamification, activities through search-think-pair-share and flipped classroom.

Lastly, it is recommended that integrating modular and face-to-face learning teaching strategies is vital and up-to-date towards the new normal education. It is also recommended that integration of the traditional and new trends can serve a total package of learning to every 21st-century student and serve competence and excellence as the K-12 curriculum had perceived.

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