

The Lived Experiences of Teachers' Teaching Oral Communication Through Modular Distance Learning during the Pandemic

Cris Dyan R. Abarca

Crisostomo O. Retes National High School, Municipality of San Jose, Negros Oriental, Philippines

Author Email: crisdyan.abarca@deped.gov.ph

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Abstract. During the COVID-19 pandemic, educational systems faced unprecedented challenges, necessitating rapid adaptations to ensure continued learning despite school closures. In response, the Most Essential Learning Competencies (MELCs) were implemented to prioritize key learning areas and objectives. However, the effectiveness of Modular Distance Learning (MDL) in delivering quality education, particularly in Oral Communication, has been questioned. This study examined the lived experiences of English teachers teaching Oral Communication within MDL in the Division of Negros Oriental. Utilizing a phenomenological approach and Colaizzi's method of data analysis, the study identified four key themes: (a) Pedagogical Challenges of MDL, (b) Teaching Difficulties with MELCs, (c) Parents as Co-Educators, and (d) Administrative Navigation. These findings highlight the need for a comprehensive reevaluation of MELCs to align with diverse learning modalities. Ongoing collaborative efforts among English teachers are essential to addressing systemic educational disparities, particularly in Oral Communication instruction. Additionally, the study underscores the crucial role of parental support in facilitating student learning within MDL, emphasizing the importance of increased student engagement in Oral Communication activities. The findings advocate for improved pedagogical practices and resource allocation to ensure equitable access to quality education, especially in areas critical for holistic student development like Oral Communication.

Keywords: Teaching; Modular distance learning; Oral communication; Most essential learning competencies.

1.0 Introduction

The COVID 19-pandemic caused undue distractions across the globe- with the education sector not being insulated from that effect (Tria, 2020; Llamera, 2021). Such abrupt change of learning delivery gave each country a fair share of challenges to implementing education amidst the temporary closure of schools. In India, learners from poorer families only got minimal access to e-learning (Tarkar, 2020; Kasar et al., 2021). The unequal distribution of technological facilities and infrastructure for online learning posed a problem in Indonesia (Batubara, 2021). Though a novice at it, African countries used social media platforms to implement classes (Okebukola et al., 2020). Nigerian and Moroccan government successfully tapped radio and television to deliver educational content. Rural areas learners having poor electrical and internet access were at a disadvantage in adjusting. A different scenario occurred in Saudi Arabia, with most students felt good about their online learning experience because of their reliable internet service (Al-Juboori & Al-Thaqafi, 2021). Academic workload also has changed. In a study by Aristovnik et al. (2020), students from Oceania, Europe, and North America reported an

increased workload, while on the contrary, students in South America, Asia, and Africa reported a decline of course load.

The Philippine education system also reeled from the effect of the pandemic. One reason was that our internet connectivity was not robust. Because of such, various gains from remote learning were not fully achieved (Toquero, 2020). In fact, some of the learners in the hinterland had to look for elevated areas to capture internet signals (Toquero, 2021). Parents of the learners admitted that the distance learning modality brought additional financial burden to them because of increased use of electricity (Agaton & Cueto, 2021). Moreover, a study by Moralista and Oducado (2020) revealed that faculty members are also uncertain if they were favorable to online education. Among other stakeholders in education, teachers had a lot of adjustments to cope with. These were necessary so they could be effective in the new setup of the teaching and learning process. Some of the things that needed consideration were appropriate pedagogy (Pokhrel & Chhetri, 2021), personal development (Chan et al., 2022), and upskilling (Dayagbil et al., 2021; Abisado et al., 2020) to be effective in the delivery of the lesson. With the end of the pandemic (bbc.com, 2022), understanding teachers' experiences amid the crisis continued to be a research topic of interest in Philippine education. Most papers that dealt with the teachers during this pandemic highlighted on some of the difficulties they met. Such was the case of the study from Robosa et al. (2021) that pointed out the lack of resources, student management skills, and workload. Other papers also considered anxiety during the pandemic (Talidad & Toquero, 2020), readiness and effectiveness (Alqabbani et al., 2021), salary decline (Al-Baadani & Abbas, 2020), and well-being (Jakubowski & Sitko-Dominik, 2021) of teachers during this pandemic.

In addressing the curriculum challenges, the Most Essential Learning Competencies (MELCs) were highlighted. These competencies aimed to prioritize key learning areas and objectives to ensure that students still received essential education despite disruptions caused by the pandemic. MELCs encompassed the foundational knowledge, skills, and attitudes that students needed to acquire across different grade levels and subject areas. They were designed to streamline the curriculum and focused on the most critical concepts and competencies that students should learn (Zalun, 2023).

Shifting to a distant learning modality had become a permanent mode of instruction even in the post-pandemic times (Castroverde & Acala, 2021). With this, teachers must receive ample technical assistance to improve their pedagogical arsenal. The need to capacitate teachers in the remote learning modality was a consensus of several studies (Baloran & Hernan, 2020; Dayagbil et al., 2021; Abisado et al., 2020; Samafani & Gumanit, 2020). It is the aim of this study that programs, trainings and interventions for capacitating teachers must be based on strategic decisions, data analysis and interpretation, in order to give quality education to students in the Modular Distance Learning modality. To achieve that end, this study is conducted.

2.0 Methodology

2.1 Research Design

The research method employed in this study was phenomenology, specifically descriptive transcendental (Husserlian) method. Phenomenology is an approach to understanding and exploring people's everyday life experiences (Qutoshi, 2018).

Phenomenology allowed the investigation of subjective phenomena in the belief that critical truths about reality are grounded in people's lived experiences. Polit and Beck (2013) posit that phenomenology is characteristically exploratory and descriptive, and the intention was not to create generalization of findings but to have a thorough understanding of the experiences from the point of view given by the study participants.

Phenomenology utilized in-depth conversation between the researcher and the study participants. This research design was particularly helpful in describing the lived experiences, centering on the description and meaning-making of those that are critical, interesting or not well-understood (Speziale & Carpenter, 2007).

2.2 Research Locale

Interviews were done on a face-to-face basis and in a virtual form. The designated places were mutually agreed upon by both the study participants and researcher.

The participants of this study were the teachers teaching Oral Communication in the different schools in the Division of Negros Oriental in Central Philippines.

2.3 Research Participants

The study participants was based on the following criteria: teaching assignment (must be presently teaching in the Department of Education), subject taught (must be teaching Oral Communication since School Year 2016), length of service (must be teaching for at least 3 years without interruption), gender (male or female), age (must be 25 years old and above), and language (who are bilingual speakers of English and Cebuano).

The study participants were chosen by the researcher on the deliberation of the inclusion standard and the phenomenon being studied. Purposive or judgmental sampling was used in choosing the participants of the study (Polit & Beck, 2013). The choice of participants was based on their experiences of the phenomenon under study. Such was required for them to comprehensively describe the phenomenon.

In gathering data, data saturation took more weight over the number of participants. Data saturation therefore happened when the same statement that reveal similar themes repeat (Polit & Beck, 2013). In this study, seven (7) participants were used to confirm data saturation.

2.4 Research Instrument

Since the research study was phenomenological in nature, the interview process used guide questions to extract significant statements relating to the lived experiences of the participants. The guide questions were originally made, with open-ended questions worded in English. These questions were meant to shed light on the issue being investigated. The interviews were recorded automatically via phone recorder or Zoom. A journal was also used so that the researcher could jot down notes and observations during the interview.

2.5 Data Gathering Procedure

After the design hearing, the researcher integrated all the corrections and suggestions of the panel members. Copies of the letters to conduct the study was sent to the Schools Division Superintendent of the Division of Negros Oriental upon the endorsement of the dean of the graduate school of Foundation University Graduate School. The signed and approved request was presented to the school principals for approval. The same documents were also presented to the possible participants. Data gathering commenced after possible participants and the researcher agreed to a specific time when they were available.

All interviews with the participants were recorded, reviewed, transcribed, and re-read. From the transcribed interviews, the researcher extracted all relevant data and applied the seven (7) steps of Colaizzi's descriptive phenomenological method to analyze them. Colaizzi's phenomenological approach was used in order to guarantee accuracy, consistency and emotional congruence.

Significant statements or phrases pertaining directly to the research phenomenon were taken out from the participants' transcripts. After thorough analysis of the statements, meanings were then formulated. The formulated meanings were arranged into cluster themes and were used to create an exhaustive description of the participants' lived experiences. Results were validated to encapsulate The Lived Experiences of Teachers' Teaching Oral Communication Through MDL during the Pandemic.

2.6 Ethical Considerations

Research ethics were primarily observed and maintained throughout the duration of conducting the study. To achieve such, prior approval from the Ethical Committee of Foundation University Research Office was sought first. More so, an informed consent form (ICF) was given to all participants of the study prior actual data gathering. The right to self-determination, confidentiality and anonymity, benefits and risks of the study, as highlighted in the ICF, was thoroughly discussed with the participants before the start of the data gathering.

Conducting the research may be influenced by the researcher's shared professional identity and experiences with the participants. Using a shared framework can impact the understanding of the phenomena and lead to potential

biases in the analysis. To maintain transparency and validity, the researcher remains vigilant in questioning the assumptions and biases throughout the research process. Ultimately, the role as both a teacher and researcher can shape the perspectives and interpretation. Therefore, bracketing is practiced during the research process to understand completely an experience.

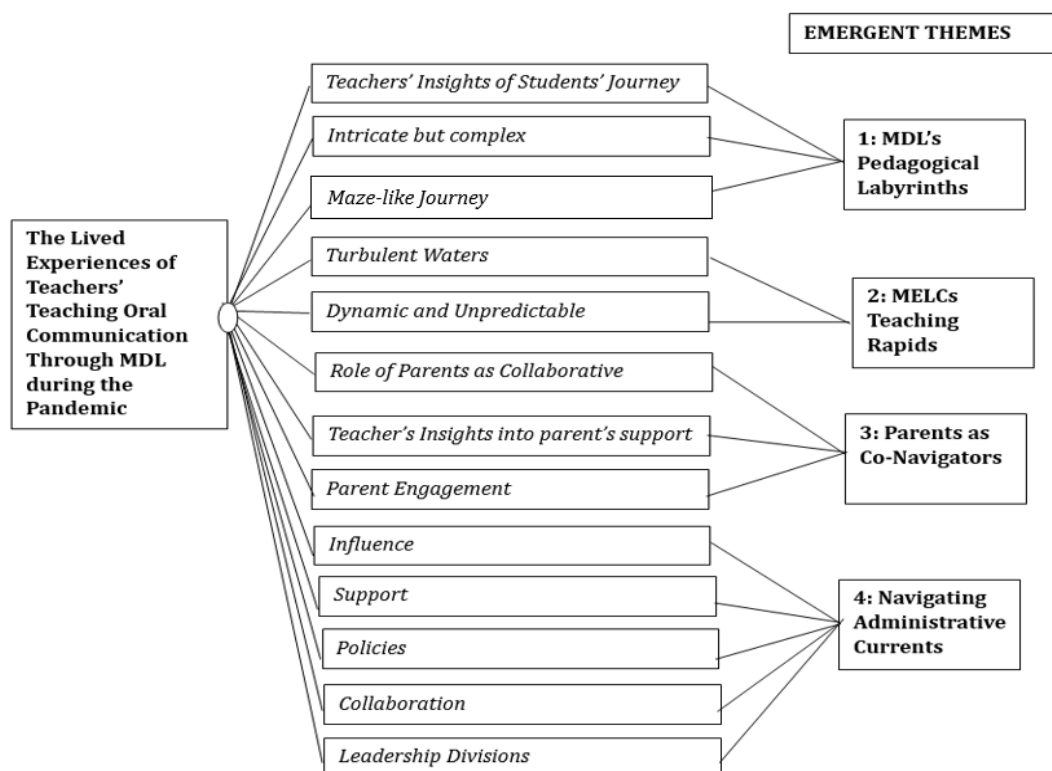
2.7 Data Analysis

Qualitative data was analyzed systematically so that content can be derived from emergent themes and patterns among cluster of themes. Analysis includes breaking down of data into smaller units, coding and naming the units according to the content they represent, and grouping coded information based on shared concepts (Polit & Beck, 2013).

In this research study, Colaizzi's method, which is deemed appropriate for content analysis was utilized. Beck & Watson as cited by Korhaber (2009) suggests that Colaizzi's method achieves objectivity in data analysis and considers it fidelity to phenomena. It is an act of refusing or telling what the phenomenon is all about, but a respectful listening to what the phenomenon speaks of itself.

3.0 Results and Discussion

After a thorough analysis of the transcripts and coding, four (4) emergent themes have emerged capturing the lived experiences of teachers' teaching oral communication through mdl during the pandemic.



. **Figure 1.** Emergent themes embodying the lived experiences of teachers' teaching oral communication through MDL during the pandemic

3.1 Emergent Theme 1: MDL's Pedagogical Labyrinths

The codes and themes identified under this first emergent theme collectively illustrate the challenges faced by both teachers and students in adapting to the Modular Distance Learning environment, particularly in the context of teaching oral communication. The theme highlighting the Challenges Encountered in Employing MDL for Teaching Oral Communication held significant points for both educators and learners, particularly in the context of the pandemic.

The theme accentuated the considerable hurdles faced in achieving the intended learning outcomes of oral communication competencies. The mismatch between the requirements of the subject and the limitations imposed by the Modular Distance Learning approach impedes the development of essential communication skills. This is crucial as oral communication is a foundational skill applicable in various aspects of personal and professional life (Wilkes, 2012). The challenges also related to limited resources and connectivity, as highlighted in the theme, bring attention to the existing inequities in access to education. Students lacking essential resources, such as internet connectivity and gadgets, face barriers in actively participating in the learning process (Gillett-Swan, 2017; Barrot et al., 2021; Baticulon et al., 2021). This exacerbates educational inequalities and hampers the inclusivity of the educational experience.

Under this emergent theme are three sub-themes, namely: a) (Theme 1) Teachers' Insights of Students' Journey; b) (Theme 2) Intricate but complex; c) (Theme 3) Maze-like Journey.

Theme 1: Teachers' Insights on Students' Journey

Educators were compelled to reconsider and adapt their pedagogical approaches to navigate the challenges presented by MDL. This theme emphasized the need for innovative instructional strategies to address the unique requirements of teaching oral communication in a modular setting.

One respondent said,

"So my role as a teacher in evaluating MELCS for oral communication under modular instructions has involved adapting my teaching strategy. I've observed that some students excel in space learning while others need more guidance. Regular feedback and communication through online platforms have been essential in assessing their progress and addressing any challenges they face in mastering the required competencies."

Teachers, recognizing these challenges, had proactively adapted their teaching strategies. The role of technology, online platforms, and innovative instructional methods were central to their approach, providing avenues for effective communication, collaboration, and expression. Despite the hurdles, educators demonstrated resilience and commitment to the educational development of students. Their ability to navigate the limitations of virtual learning environments showcases dedication to maintaining the quality of education and fostering essential skills (Basar et al., 2021). In essence, teachers' adaptability and commitment played a crucial role in mitigating the impact of disruptions caused by the pandemic, ensuring that students continued to develop vital oral communication skills and achieve the prescribed competencies even in these unprecedented times.

Theme 2: Intricate but Complex

This theme features the pervasive challenges stemming from limited resources, particularly concerning internet connectivity and access to essential gadgets. Navigating the landscape of oral communication education becomes an uphill battle for both learners and educators within the confines of MDL.

The following statements encapsulate the struggle vividly:

*"Upon the evaluation of the MELCS in teaching the oral communication subject, it is a bit hard to implement the competencies since it is in the midst of the pandemic. Due to some limited resources, especially with the kind of area that we have in *** (place of school)."*

The indications extend beyond the immediate constraints on the curriculum execution. The unavailability of necessary tools and equipment impedes the development of oral communication skills among students, raising concerns about their long-term proficiency in this critical aspect. Furthermore, the lack of access to more knowledgeable others, be it within the household or the community, exacerbates the challenges faced by students in understanding and mastering oral communication (Baticulon et al., 2021).

Theme 3: Maze-like Journey

This basically sums up the decline in engagement and motivation of the students. Amidst the global pandemic, the shift to MDL has brought about a concerning decline in student motivation and engagement. A critical factor contributing to this issue is the stark absence of personal interaction. Traditional classrooms thrive on the dynamic

between students and educators, fostering a sense of community (Bustillo & Aguilos, 2022). This is corroborated by one of the respondents who said,

"In order that students will understand the lesson, I encouraged them to ask questions and I gave them examples, but I don't think that it's 100 percent of comprehension. For, me as teacher in oral communication, students would better understand lessons when these involves gestures and facial expressions, etc. and to give them examples in a face-to-face aspect."

Furthermore, disengagement from the learning process was a notable factor. Students who felt disinterested or overwhelmed by the new learning format may resort to cheating as a quick solution to complete assignments without investing the effort required for genuine understanding (Diego, 2017). To address these challenges, educators and institutions should proactively communicate expectations, provide academic support, and foster a sense of community. Promoting a culture of integrity and emphasizing the value of learning for personal growth can help deter cheating behaviors and create a more supportive educational environment (Holden et al., 2021).

3.2 Emergent Theme 2: MELCs Teaching Rapids

The second emergent theme delves into the evaluation of the effectiveness of MELCs in teaching oral communication. It explores the messages of this assessment on the overall process of teaching and learning oral communication skills. The statements provide insights into the challenges and benefits perceived by educators, shedding light on the complexities inherent in implementing MELCs in the context of oral communication education. Under this emergent theme are two sub-themes, namely: a) (Theme 4) Turbulent Waters; b) (Theme 5) Dynamic and Unpredictable.

Theme 4: Turbulent Waters

This theme focused on the accessibility and successful implementation of the Most Essential Learning Competencies (MELCs) in the MDL environment. It addressed the achievements and challenges in delivering the specified oral communication competencies. This theme was interestingly dichotomized into those who find it impossible to implement the MELCs and those who find the MELCs very useful in guiding their instruction during the implementation of modular and distance learning paradigms at the height of the pandemic.

One teacher lamented,

"In my own evaluation or in my own point of view, the MELCS under the modular distance learning or the modular teaching was very difficult. In my own experience, because most of the competencies were not that achievable in the modular type of learning because most of the competencies needs to be done in a face to face basis."

Moreover, the emphasis on the practical aspects of oral communication competencies, such as actual performance and the identification of speech contexts, acts, and styles, signaled the importance of experiential learning. This brought out the potential limitations of MDL in fully addressing the hands-on requirements of certain competencies. It called for a nuanced approach that integrates both theoretical understanding and practical application, prompting educators to explore innovative teaching methods and assessment strategies (Grassini, 2023).

Theme 5: Dynamic and Unpredictable

Understanding students' comprehension of oral communication competencies became a focal point in this theme. The statements shed light on factors affecting student comprehension, such as the importance of face-to-face interactions and the role of parents in supporting their learning. This fifth theme encapsulated the challenges associated with ensuring effective learning outcomes in the context of teaching oral communication through the MELCs. The statements shed light on the multifaceted nature of this challenge, particularly in the context of remote and MDL environments. One teacher articulates the struggle:

"I should say 3, ohh, yes 3, considering the difficulties in learning process. So, it's not difficult nor easy, because as a teacher, OK, I always find ways to deliver the modules if possible. But due to the limited resources and the students' capacity to understand the instructions, a gap towards learning is very evident."

This reflected the need for clear and accessible instructional materials to facilitate independent learning. The gist of this autonomous learning approach included the necessity for well-designed and easily comprehensible

modules. Educators and instructional designers must prioritize clarity, simplicity, and accessibility in module creation to ensure that students can navigate and understand the content without constant guidance. Moreover, ongoing support mechanisms, such as regular check-ins and opportunities for clarification, became crucial to address any challenges students may encounter.

3.3 Emergent Theme 3: Parents as Co-Navigators

The emergent theme of Parents as Co-Navigators tackles parents' crucial role in their children's education, particularly amidst the challenges posed by the pandemic and the shift to modular teaching methods. This theme illuminates the collaborative partnership between parents and educators in navigating the educational landscape, highlighting both the opportunities and constraints inherent in this dynamic.

One significant aspect revealed by this theme is the extent to which parents support their children's learning process. In the context of modular teaching, where traditional classroom interactions are replaced by remote learning and independent study, parents often serve as vital guides, assisting their children in understanding instructional materials and completing assigned tasks (Shuja et al., 2019). This involvement extends beyond merely overseeing homework completion; parents actively clarify instructions, provide additional explanations, and facilitate comprehension of complex topics.

However, the theme also acknowledges parents' challenges in assuming this co-navigator role. Notably, some parents may lack the necessary knowledge or resources to effectively support their children's learning, particularly in subjects where they themselves may have limited expertise. This creates a disparity in the level of support available to students, with those whose parents possess a greater educational background or familiarity with the curriculum potentially having an advantage (Đurišić & Bunijevac, 2017).

Moreover, the theme tackles the impact of socioeconomic factors on parental involvement in education. The statements suggest that disparities in access to technology and educational resources further exacerbate inequities, with students from disadvantaged backgrounds facing additional hurdles in accessing the support they need. This highlights the need for targeted interventions and support systems to address the digital divide and ensure equitable access to educational opportunities.

Under this emergent theme are three sub-themes, namely: a) (Theme 6) Role of Parents as Collaborative Partners; b) (Theme 7) Teacher's Insights into parent's support; c) (Theme 8) Parent Engagement.

Theme 6: Role of Parents as Collaborative Partners

This theme delves into the collaborative dynamic between parents and educators in facilitating students' learning experiences, particularly in the context of remote and modular teaching environments. This theme highlights how parents contribute to their children's education and the challenges they face in effectively fulfilling this collaborative role.

"Young students' knowledge to understand instruction despite the fact that there may be parents, relatives or neighbors who can assist students in understanding the lessons. But some of them have insufficient information on the topic."

These findings highlight parents' critical role in supporting their children's education and the challenges they encounter in effectively fulfilling this role. It underscores the need for concerted efforts to address socioeconomic disparities, expand access to technology, and strengthen collaboration between parents and educators to create a more inclusive and supportive learning environment for all students (Domínguez et al., 2023).

Theme 7: Teacher's Insights into Parent's Support

This theme seeps into the perspectives and experiences of educators regarding the support provided by parents in the context of remote and modular learning environments. This theme sheds light on the challenges faced by teachers in facilitating parental involvement and the implications of parental support—or lack thereof—on students' learning experiences.

"Then another student's knowledge to understand the instruction. So despite the fact that there may be parents, relatives or neighbors who can assist students in understanding the lesson case, some of them have insufficient information on the topic. Parents, relatives..."

The above statement from another respondent further underscores the issue of parental capacity to support student learning. Despite the presence of potential sources of assistance such as parents, relatives, or neighbors, some students still struggle due to insufficient support or guidance. The statement underscores the importance of recognizing and addressing the variability in parental capacity to support learning, particularly in subjects or topics where parents may lack expertise.

Theme 8: Parent Engagement

This theme explores the dynamics of parental involvement in the context of modular teaching, with a particular focus on its impact on student learning outcomes and the challenges encountered by educators in fostering effective parent engagement. This theme sheds light on the various factors that influence parental involvement and its implications for student academic achievement.

"The important factors that play an important role in evaluating MELCS in teaching oral communication under modular teaching are the following, First, is students' knowledge to understand the directions or instructions. If, they need assistance, nobody can assist them, they ask other students who also lack communication skills."

The statement above from a respondent underscores the critical role of parental support in students' ability to comprehend instructional materials and directions. It highlights the importance of students' knowledge and understanding of directions or instructions, particularly in oral communication, where clarity and comprehension are essential (Đurišić & Bunijevac, 2017). The statement also points out the limitations faced by students who lack parental support, leading them to seek assistance from peers who may also struggle with communication skills. This highlights the interconnectedness between parental engagement, student learning, and academic success.

3.4 Emergent Theme 4: Navigating Administrative Currents

This emergent theme tackles the challenges and complexities that educators face in navigating administrative policies, procedures, and expectations, particularly in the context of modular teaching and the COVID-19 pandemic. This theme sheds light on the various administrative dynamics that impact teaching practices, curriculum delivery, and overall educational outcomes.

One significant aspect of this theme is the influence of administrative decisions and directives on teaching methodologies and instructional practices. Educators must often adapt their teaching approaches to align with administrative guidelines and mandates, such as implementing Most Essential Learning Competencies (MELCs) in the curriculum (Dayagbil et al., 2021). These administrative currents shape the educational landscape and set the parameters within which educators operate, influencing the content, pacing, and delivery of instruction. Another key dimension of this theme is the support and resources provided by educational institutions to facilitate modular teaching and learning. Administrators are crucial in allocating resources, providing training and professional development opportunities, and implementing policies to support educators in transitioning to modular teaching modalities. The effectiveness of administrative support systems can significantly impact educators' ability to navigate the challenges of modular teaching and meet the diverse needs of their students (Basar et al., 2021).

Under this emergent theme are three sub-themes, namely: a) (Theme 9) Influence; b) (Theme 10) Support; c) (Theme 11) Policies; d) (Theme 12) Collaboration; e) (Theme 13) Leadership Divisions

Theme 9: Influence

This theme discusses the impact of administrative decisions and policies on teaching practices and curriculum delivery, particularly in the context of modular teaching. This delves into how administrative directives shape the selection of learning competencies, the organization of curriculum, and the overall instructional approach adopted by educators.

“Teaching MELCS under modular teaching referred to the core set of skills, knowledge, and objectives that students must master within a specific subject, or these competencies are carefully selected to represent the fundamental learning outcomes and modular teaching breaks down the curriculum into smaller, manageable units or modules, each aligned with these essential competencies.”

The statement above from a respondent elucidates the concept of Most Essential Learning Competencies (MELCs) and their role in modular teaching. It explains that MELCs represent the core set of skills, knowledge, and objectives that students are expected to master within a specific subject. Modular teaching utilizes MELCs to break down the curriculum into smaller, manageable units or modules, each aligned with these essential competencies (Baloran & Hernan, 2020). This statement highlights the influence of administrative policies in defining the scope and focus of instruction, as well as the rationale behind adopting MELCs to streamline curriculum delivery.

Theme 10: Support

This theme talks about the various forms of assistance and resources provided to educators to facilitate the transition to modular teaching and address the challenges associated with remote learning. This theme highlights the importance of administrative support systems in equipping educators with the tools, guidance, and resources needed to navigate the complexities of modular teaching effectively.

“Though it will also alleviate the strain of training classroom-oriented learning resources into distance learning adopted learning resources, so the release of MELCS has no effect on the standards established by the entire K-12 curriculum guide, so rather this serves as a single guide for teachers as they fulfill learner's instructional requirements.”

This reflects the perceived ease and convenience of implementing MELCs in modular teaching. The statement suggests that adopting MELCs reduces teachers' burden in creating learning plans and allows them to focus on addressing parental queries and conducting evaluation and assessment tasks. This highlights the role of administrative support in simplifying administrative processes and minimizing logistical challenges, thereby enabling educators to allocate more time and energy to instructional tasks and student support activities.

Theme 11: Policies

This theme centers around the influence and impact of educational policies, specifically focusing on the implementation of Most Essential Learning Competencies (MELCs) in the context of modular teaching. This theme elucidates how policies shape curriculum development, instructional planning, and assessment practices, and how they guide educators in navigating the challenges of modular teaching.

“So as far, the MELCS that are achievable and attainable in teaching oral communication under modular teaching are concerned. I think all it was achievable and attainable. The modules that were distributed properly, properly disseminated with respect to its writers and where quality assured to meet the needs and to be able to fulfill the learner's instructional requirements but consider different challenges during the new normal setting so it takes an extra mile to attain and achieve them.”

This further elucidates the function of MELCs in defining learning goals, competencies, and evaluation criteria for modular teaching, as indicated in her response above. It emphasizes the subject-specific fundamentals and skills emphasized by MELCs and highlights their adaptability to different learning environments (Gabriel et al., 2022). This statement underscores the flexibility of policies in responding to modular pacing, sequencing, and delivery methods while also emphasizing their role in promoting consistency and coherence in curriculum implementation.

Theme 12: Collaboration

This theme discovers the importance of collaborative efforts among educators, students, administrators, and other stakeholders in modular teaching environments and highlights the benefits of collaboration in facilitating effective curriculum delivery, instructional practices, and professional development opportunities.

“To keep up with the changes in education, teachers needed new ways to teach, learning tools that use technology, mixed learning methods that combine synchronous and modular parts, and ongoing professional development.”

The statement above underscores the evolving nature of education and the importance of collaboration in adapting to changes in teaching methodologies and learning environments. It emphasizes the need for educators to embrace new teaching methods, utilize technology-enhanced learning tools, and engage in ongoing professional development to meet the diverse needs of students in modular teaching settings (Cerezo et al., 2023). This statement highlights the collaborative efforts of educators, administrators, and educational stakeholders in fostering innovation and adaptation in education.

Theme 13: Leadership Divisions

This final theme explores the role of leadership in guiding and overseeing educational practices in modular teaching environments. This highlights the impact of leadership decisions, directives, and support mechanisms on instructional practices, curriculum delivery, and student learning outcomes.

“Set of clear criteria and rubrics, Mechanisms for Feedback, Assessment options, The use of Technology, Including Peer and Self-Evaluation, and alignment with Learning Goals. These factors are important because they help teachers rate students' oral communication skills in a full and useful way. They improve student involvement, ongoing growth, communication skills that can be used in different situations, and the ability to adapt and improve lessons.”

One respondent has emphasized the importance of clear criteria, rubrics, feedback mechanisms, assessment options, and alignment with learning goals in evaluating student learning outcomes. It suggests that these factors are essential for teachers to effectively assess students' oral communication skills and promote ongoing growth and development (Baticulon et al., 2021). This idea stipulates that the role of leadership in providing educators with the necessary resources, tools, and support systems to facilitate comprehensive assessment practices and promote student success.

4.0 Conclusion

Based on the findings outlined above, several conclusions can be drawn. Firstly, MDLs Pedagogical Labyrinths had significant contents for both educators and learners. The difficulties faced by both educators and students in executing the curriculum highlight not only immediate hindrances but also long-term consequences on the development of oral communication skills. Secondly, MELCs teaching rapids explored the benefits and challenges of implementing the Most Essential Learning Competencies in a modular setting. The dichotomy in educators' perspectives on the achievability of MELCs highlighted the need for tailored support and resources. Thirdly, Parents as Co-Navigators highlights the critical role that parents play in supporting their children's learning. The study emphasizes the disparities and challenges that parents face in fulfilling this role effectively and the importance of providing them with the necessary support systems. Lastly, Navigating Administrative Currents underscores the impact of administrative policies and leadership decisions on curriculum delivery and instructional practices. It highlights the need for strategic planning and collaboration among stakeholders to navigate the complexities of modular teaching environments and ensure equitable access to educational opportunities for all students.

In essence, addressing the challenges identified in these emergent themes involves a multi-faceted approach. Policymakers should consider initiatives that bridge the digital divide, provide necessary resources, and ensure access to knowledgeable mentors, fostering an inclusive and effective oral communication education framework. Furthermore, educators needed ongoing support, professional development, and adaptability to navigate the complexities of MDL, ensuring the sustained development of essential oral communication skills in students (Anero & Tamayo, 2023).

Based on the aforementioned findings and conclusions, the following recommendations are hereby offered:

- a) Policymakers should take a multifaceted approach to address emergent challenges by updating the flexibility of MELCs from time to time to accommodate different learning modalities and adaptability to navigate the complexities of MDL, thereby ensuring that both teachers and students are equipped to thrive in evolving educational landscapes.
- b) English teachers should provide equitable access to quality learning experiences for all students and engage in continuous collaboration with colleagues to advocate for policy changes that specifically target systemic barriers and challenges in education, specifically in teaching Oral Communication in the MDL.

- c) Parents should actively support their children's learning in modular environments by establishing a comfortable home environment for studying-a space or room for the student to study, encouraging regular communication with teachers to address any concerns or difficulties, and offering emotional support and encouragement.
- d) Oral communication students should participate in class discussions, use resources to understand course materials, manage their time, communicate with their teachers, provide feedback, and strive for continuous improvement.

5.0 Contributions of Authors

This undertaking was written and accomplished solely by the researcher.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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