

Online English Language Teaching of Grade Eleven Students

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Abstract. In the Philippines, English teachers face additional challenges with online learning, particularly regarding connectivity issues and the teaching of grammar. Students also struggle with modular distance learning due to the lack of stable social and physical interactions. Considering these challenges, evaluating the effectiveness of online learning in English language teaching can inform decision-making among education stakeholders. Therefore, it is crucial to assess the effectiveness of online learning for Grade 11 English language instruction. To investigate this, the study employed an experimental research design to assess the effectiveness of online English language instruction for Grade 11 students. An equal number of 30 students were allocated to both the control and experimental groups. Specifically, the control group comprised 30 GAS students receiving instruction through the modular approach, while the experimental group consisted of 30 HUMSS students undergoing online English language instruction. A comparative analysis was conducted to ascertain differences between the pretest mean scores of students taught using modular versus online methods, differences between their posttest mean scores under these approaches, and discrepancies between their pretest and posttest mean scores across both approaches. Results revealed that modular and online approaches to teaching English were both effective to the students considering that no significant difference was shown in their pretest mean scores. However, the students were more comfortable with online learning since there was a significant difference in the post-test mean scores when taught using modular and online learning.

Keywords: Online learning; Modular learning; English teachers; Grade eleven students.

1.0 Introduction

The teaching of the English language presents a dynamic and complex task for educators. According to Iqbal and Rafi (2018), teachers often resort to rote learning and the Grammar Translation Method (GTM) in their English language instruction, and the focus tends to be on students' performance in examinations rather than on practical applications of English in real life. However, Adunola (2011, cited in Iqbal & Rafi, 2018) emphasizes that competent English teachers must adapt their methods to meet the needs and knowledge of their students, adjusting their teaching strategies to the specific context in which English is being taught. English teaching in the era of the New Normal has shifted significantly, with instruction moving to remote platforms. Gautam (2020) notes that the COVID-19 pandemic has necessitated a shift to electronic, virtual, and online modes presenting challenges for teachers striving to maintain high levels of English proficiency among their students. While teachers can address issues promptly through direct interaction with students in the traditional learning setting, immediate feedback in distance learning is lacking, hindering the attainment of higher proficiency levels.

In the Philippines, English teachers face additional challenges with online learning, particularly regarding connectivity issues and the teaching of grammar. Nanquil (2021) underscores the difficulty English language teachers encounter in developing students' communicative competence, particularly in public secondary schools where modules are used for instruction. Students also struggle with modular distance learning due to the lack of stable social and physical interactions. Consequently, teachers must enhance their pedagogical skills to effectively

navigate this new learning environment. In one of the public high schools in Catbalogan City, the modular distance learning modality is being implemented in response to the mandate of the Department of Education (DepEd). However, English teachers are considering the use of online learning platforms because of the difficulty in getting immediate feedback on students' learning using modules and the inadequacy of parental support to guide the students' learning at home. Nonetheless, the teachers also face the challenge of lack of gadgets for students and poor internet connectivity if online platform is used.

Considering these challenges, evaluating the effectiveness of online learning in English language teaching can inform decision-making among education stakeholders. Therefore, it is crucial to assess the effectiveness of online learning for Senior High School (SHS) Grade 11 English language instruction in one of the public high schools in Catbalogan City to recognize and credit their contributions to overall school performance and student outcomes.

2.0 Methodology

2.1 Research Design

This study employed a quasi-experimental research design to assess the effectiveness of online English language instruction for Grade 11 students. Specifically, the research aimed to determine the pretest mean scores of Grade 11 students using both modular and online teaching approaches, as well as their posttest mean scores under the same approaches. Furthermore, a comparative analysis was conducted to ascertain differences between the pretest mean scores of students taught using modular versus online methods, differences between their posttest mean scores under these approaches, and discrepancies between their pretest and posttest mean scores across both approaches.

2.2 Research Participants

The study's participants consisted of Grade 11 students from the General Academic Strand (GAS) and Humanities and Social Sciences (HUMSS) strands at Guinsorongan National High School, Schools Division of Catbalogan City. Total enumeration, or universal sampling, was employed to include all 30 students from both GAS and HUMSS strands as respondents for the study. To ensure heterogeneous grouping, an equal number of 30 students were allocated to both the control and experimental groups. Specifically, the control group comprised 30 GAS students receiving instruction through the modular approach, while the experimental group consisted of 30 HUMSS students undergoing online English language instruction.

2.3 Research Instrument

A 50-item test was administered to gather the necessary data, aimed at assessing the effectiveness of online learning in English language teaching. The test, administered both before and after the instructional period, covered topics relevant to the third grading period's English curriculum. These topics included Imagery and its Kinds, Diction and its Types, Figurative Language, Elements of Poetry, Arrangement, Structure and Forms of Poetry, and Elements of Fiction. It's worth noting that these topics were consistent across both online and modular classes in the study. The test utilized was a standardized and departmentalized assessment routinely employed by Grade 11 English teachers at Guinsorongan National High School. Therefore, no additional item analysis was conducted. However, to ensure its reliability, the test underwent testing using the test-retest method among selected GAS and HUMSS students at Samar National School, Schools Division of Catbalogan City. The resulting r value of 0.879 indicated high reliability and validity for individual testing purposes.

2.4 Data Gathering Procedure

The researcher conducted a face-to-face examination. Prior to the test, necessary approvals were obtained from relevant authorities. Upon receiving approval, the researcher attached the letters from the Division Superintendent and School Principal to a consent form addressed to Grade 11 students from both GAS and HUMSS strands, seeking their explicit consent to participate in the study. Once consent was obtained, online classes covering topics for the third quarter's English curriculum were conducted over a week using the Google Meet application, adhering to the schedule mandated by the Schools Division of Catbalogan City, which included limited face-to-face classes. Simultaneously, the same topics were provided to the control group of students using the modular approach. Modules and Learning Activity Sheets (LAS) were distributed on Monday and collected the following week. For the pretest and posttest, face-to-face sessions were conducted in the GAS and HUMSS rooms. The experimental group was administered the test by the researcher, while a fellow English teacher from

the junior high school level administered it to the control group, following strict instructions provided by the researcher.

2.5 Data Analysis

The data were analyzed using descriptive and inferential statistics, including mean, t-test for independent samples, and probability value. The mean was used to get the average of the student-respondents' pre- and posttest mean scores. The t-test for independent samples was used to determine the differences in the pre- and posttest mean scores of students in modular and distance learning. The p value was used to determine the significance of the differences in the pre- and posttest mean scores. A significance level of $\alpha = 0.05$ was applied. Computer-assisted techniques were used for precision and accuracy in data processing.

2.6 Ethical Considerations

Ethical and legal parameters were observed in conducting the research. Approval from concerned authorities was secured before conducting the study among the Grade 11 students. The privacy and anonymity of the respondents were respected by the researcher, ensuring that the data collected were used solely for research purposes and remained privileged between the researcher, statistician, and research adviser. Consent was obtained from the respondents before the conduct of the experiment. The respondents were informed about the nature of the study and what they would do in it. Lastly, the research was submitted for review to the Ethics Review Committee of the Eastern Samar State University.

3.0 Results and Discussion

3.1 Pretest Mean Scores of Grade 11 Students Using Modular and Online Approaches

Pretest Mean Scores of Students in Modular Approach in English Language Teaching

Table 1. Pretest mean scores of grade 11 students using a modular approach

Student	Pre-test Score	Student	Pre-test Score
1	8	16	8
2	12	17	9
3	10	18	13
4	23	19	12
5	18	20	14
6	14	21	11
7	19	22	17
8	17	23	15
9	16	24	9
10	18	25	13
11	11	26	13
12	19	27	10
13	10	28	18
14	9	29	8
15	12	30	10
Mean		13.20	

Table 1 indicates that three students obtained the lowest score in the pretest, scoring eight out of 50 items, while one student achieved the highest score with 23 out of 50 items. The mean pretest score of Grade 11 students adopting the modular approach in English language teaching was calculated at 13.20. When compared cumulatively, this score equated to only 26 percent, significantly below the 75 percent passing standard. These results suggest that students taught utilizing the modular approach exhibited a low level of English achievement.

One of the challenges associated with the modular approach is the absence of a teacher to remind students of the tasks included in the module. This lack of supervision can lead to increased distraction and difficulty in maintaining focus on the lessons, ultimately impacting their learning outcomes (Vallespin, 2021). Moreover, the poor pretest scores of the student-respondents support the findings of Dargo and Dimas (2021, cited in Abude, 2021), who observed a decline in learners' academic performance following the implementation of modular distance learning (MDL) at the onset of the pandemic. They highlighted the limited interaction between teachers and students and the overwhelming number of tasks or assignments included in the module as factors contributing to the negative effects of MDL.

Olivo (2021, cited in Abude, 2021) additionally highlighted that the time allocated for completing the learning activities within the modules is inadequate due to the overwhelming number of activities included. Consequently, some parents find it challenging to provide the necessary assistance for their children to complete all the activities included in the module. Moreover, parents have raised concerns regarding the complexity of certain topics within the modules, which hinders their ability to support and guide their children in completing the learning assignments.

Pretest Mean Scores of Students in Online Approach in English Language Teaching

Table 2 reveals four student-respondents who got the lowest pretest mean score at nine out of 50 items whereas two student-respondents got the highest pretest mean score at 19 out of 50 items. The mean pretest score of the student-respondents taught using the online approach was calculated at 13.73. The low pretest mean scores of the student-respondents utilizing the online approach could be attributed to the sudden transition to online courses.

Table 2. Pretest mean scores of grade 11 students using online approach

Student	Pre-test Score	Student	Pre-test Score
1	11	16	9
2	13	17	12
3	15	18	17
4	17	19	17
5	19	20	11
6	13	21	16
7	12	22	19
8	18	23	15
9	11	24	13
10	9	25	9
11	16	26	12
12	14	27	9
13	12	28	11
14	14	29	19
15	14	30	15
Mean		13.73	

According to Bird et al. (2021), students enrolled in online courses exhibit lower rates of course completion and final grades, encounter greater challenges with persistence, and are more likely to repeat courses. The difficulties faced by students in online education may stem from the increased demand for autonomy compared to traditional face-to-face classes. Dabbagh et al. (2019, cited in Banda et al., 2021) suggested that online learning poses challenges for students who face intellectual limitations or follow non-traditional enrollment patterns.

The absence of in-person connection in online learning settings can lead to feelings of isolation and detachment from the learning community, thereby complicating student engagement. As noted by Sadiq & Zamir (2014), a key challenge for teachers in remote learning delivery modes is bridging the gap between themselves and their students to achieve desired learning outcomes. This involves effectively managing communication channels to enhance interaction between teachers and learners, thus reducing the transactional distance that often hampers learning in this mode.

3.2 Posttest Mean Scores of Grades 11 Students Using Modular and Online Approach

Posttest Mean Scores of Student-Respondents Using Modular Approach

Table 3 indicates that the lowest posttest score achieved by the student-respondents using the modular approach was 10 out of 50 items, while the highest posttest score reached 26. The mean post-test score was calculated at 16.90.

The mean posttest score of 16.90 still fell below the 75 percent passing standard, resulting in a cumulative score of 34 percent. However, there was a slight increase in the posttest mean scores of Grade 11 students using the modular approach compared to their pretest scores, indicating an improvement in the posttest scores of the student-respondents.

The adoption of the modular approach in teaching English language, as outlined by Abude (2021), aims to foster active learning, strengthen logical reasoning, and enhance problem-solving skills compared to the traditional

textbook-based method. Consequently, the use of modules in English classes offers a more flexible educational experience for students who have transitioned to non-traditional learning methods since March 2020.

Table 3. Posttest mean scores of grade 11 students using modular approach

Student	Pre-test Score	Student	Pre-test Score
1	13	16	10
2	16	17	16
3	14	18	16
4	25	19	18
5	22	20	16
6	15	21	15
7	22	22	19
8	21	23	18
9	19	24	11
10	19	25	16
11	14	26	16
12	26	27	17
13	12	28	22
14	13	29	15
15	16	30	15
Mean		16.90	

The involvement of teachers may have contributed to the enhancement of student-respondents' post-test outcomes. In modular distance learning, teachers play a vital role in monitoring their students' progress. Moreover, students could seek assistance from their teachers during home visits for monitoring or through various communication channels such as telephone, text messaging, or direct messaging on social media platforms like Facebook or Messenger (Abude, 2021).

Posttest Mean Scores of Student-Respondents using Online Approach

Table 4. Posttest Mean Scores of Grade 11 Students using Online Approach

Student	Pre-test Score	Student	Pre-test Score
1	16	16	19
2	16	17	19
3	19	18	24
4	20	19	22
5	26	20	15
6	22	21	35
7	19	22	34
8	20	23	28
9	19	24	30
10	12	25	10
11	24	26	18
12	17	27	23
13	18	28	15
14	18	29	22
15	20	30	25
Mean		20.83	

Table 4 illustrates the posttest mean scores of student-respondents engaged in online learning. The lowest posttest mean score attained by student-respondents using online learning was 10 out of 50 items, while the highest posttest mean score reached 35. The mean posttest score for student-respondents utilizing the online approach was recorded at 20.83. This represents an improvement from the pretest mean scores, which were computed at 13.73. Despite the inherent distance associated with online learning, student-respondents demonstrated an enhancement in their posttest scores.

Online learning has the capacity to bridge the geographical gap and foster a social space through virtual media, enabling a community of learners to convene and engage in a shared learning environment. Even prior to the global pandemic, online learning platforms were widely utilized in English teaching, as noted by Fjelstul (2006), due to their ability to address the concurrent needs for remote instruction and afford students greater control over their study levels, involvement, and time allocation.

Moreover, Hashemi (2021) asserted that online education enhances students' motivation and engagement in learning English. Cinkara and Bagceci (2013, cited in Hashemi, 2021) discovered that utilizing online tools and materials significantly increased students' motivation and engagement in foreign language learning. Additionally, according to Halim and Hashim (2019, cited in Hashemi, 2021), students in online classrooms develop self-confidence, which can further enhance their engagement and communication skills.

3.3 Comparison of the Pretest Mean Scores of Grades 11 Students Using Modular and Online Approach

Table 5 presents a t-value of 0.576 used to compare the pretest mean scores of student-respondents utilizing the modular and online approaches in English language teaching. Similarly, a p-value of 0.567 was obtained, exceeding the significance level of 0.05, with degrees of freedom (df) equal to 58. Consequently, the hypothesis stating no significant difference in pretest mean scores of Grade 11 students using modular and online approaches was accepted. These results indicate that whether taught through modular or online methods, student-respondents exhibited similar performance in their English language learning.

Table 5. Difference in the pretest mean scores of grade 11 students using modular and online approach

Group	Mean	SD	t-value	p-value	Interpretation/Decision
Online	13.73	3.12	0.576	0.567	Not Significant/ Accept H_0
Modular	13.20	3.99			

$\alpha = 0.05$; p-value < 0.05; df = 58; two-tailed

The similarity in pretest mean English scores between student-respondents utilizing modular and online techniques may be attributed to the unfamiliarity of these modalities to them, as they were accustomed to traditional in-class English instruction. With the transition to modular and online learning approaches, students relied more on their own resources to continue learning remotely, utilizing modules and online tools and materials. Simultaneously, teachers had to adapt to new pedagogical concepts and methods of instructional delivery associated with modular and online techniques (Schleicher, 2020).

Similarly, Gursay and Eken (2018) underscored that various factors such as available resources, professional readiness, theoretical knowledge and beliefs, and practical decision-making influence the expected outcomes of English language teaching and learning during educational changes. English language teachers, therefore, require adequate preparation in linguistic, educational, and methodological domains, necessitating proficiency in teaching dedication, disciplinary knowledge structuring, English as a Foreign Language (EFL) theoretical understanding, technological adeptness, and ongoing English language learning.

Moreover, Alipour (2020) highlighted that both online and blended learning groups outperformed the control group on an English vocabulary test, with no significant differences observed between the online and blended learning groups. This suggests that students learning English through online and other distant modalities tend to perform similarly. This uniformity could be attributed to the prioritization of innovative teaching practices by teachers, regardless of the educational approach employed, to enhance the convenience and effectiveness of instructional content delivery (Al-Hasan, 2013, cited in Alipour, 2020).

3.4 Comparison of the Posttest Mean Scores of Grade 11 Students Using Modular and Online Approach

Table 6. Difference in the posttest mean scores of grade 11 students using modular and online approach

Group	Mean	SD	t-value	p-value	Interpretation/Decision
Online	20.83	5.72	3.120	0.003	Significant/ Reject H_0
Modular	16.90	3.86			

Table 6 displays a t-value of 3.120 used to compare the posttest mean scores of Grade 11 students utilizing the modular and online approaches. The computed p-value of 0.003 is lower than the significance level of 0.05. Therefore, at the 0.05 level of significance and with degrees of freedom (df) equal to 58 for two-tailed hypothesis testing, the hypothesis stating no significant difference between the posttest mean scores of Grade 11 students using modular and online approaches was rejected. The variations in posttest mean scores suggest that online learning yielded higher mean scores, indicating that student-respondents were more likely to perform well in

English when taught using the online learning strategy, despite being unfamiliar with these modalities due to their prior experience with traditional in-class English instruction.

This finding is supported by Vygotsky's Sociocultural Theory, which posits that learning is a social process. Vygotsky (1978, cited in Banda et al., 2021) proposed that interaction is pivotal in cognition, suggesting that learning occurs through collaboration and knowledge sharing among students and between students and their teachers. Fabriz et al. (2021) emphasized that in an online setting, students and teachers can engage in real-time interpersonal communication and receive immediate performance feedback, thus enhancing English language learning. This aligns with Vygotsky's theory, which suggests that learning primarily occurs through interaction and is subsequently internalized by students.

The disparity in posttest mean scores between student-respondents utilizing the modular and online approaches may be attributed to the ongoing adaptation to the shift in instructional delivery modality. Anzaldo (2021) found that not all students are fully committed to their modules, with many completing them merely to fulfill formal requirements. The low level of student engagement in classes could potentially be linked to teachers' limited capacity to monitor academic progress through text messaging, phone calls, and restricted home visits. Moreover, parents may struggle to facilitate their children's learning at home, particularly when dealing with higher-grade levels and complex lessons that demand greater educational attainment on their part.

3.5 Comparison of the Pretest and Posttest Mean Scores of Grade 11 Students using Modular and Online Approach

Table 7.0 Difference in the pretest and posttest mean scores of grade 11 students using modular and online approach

Group	Mean	SD	t-value	p-value	Interpretation/Decision
Online	7.10	4.57	3.810	0.001	Significant/ Reject H ₀
Modular	3.70	1.74			

Table 7 depicts a t-value of 3.810, illustrating the difference between the pretest and posttest mean scores of Grade 11 students using modular and online learning approaches in English. The computed p-value of 0.001 is lower than the significance level of 0.05. Therefore, at the 0.05 level of significance and with degrees of freedom (df) equal to 58 for two-tailed hypothesis testing, the hypothesis stating no significant difference between the pretest and posttest mean scores of Grade 11 students using modular online approaches was rejected. This implies that the pretest and posttest mean scores of Grade 11 students differed when taught English using modular and online approaches, with higher mean gain scores observed for students taught using the online approach.

The disparity in mean gain scores and the preference for online learning among student-respondents can be elucidated by Basar et al. (2021). They highlighted the necessity for both teachers and students to embrace the new standard in teaching and learning subject areas, encompassing the ability of students to adapt their behavior in response to novel circumstances. Regardless of students' initial feelings towards emergency remote teaching (ERT) methods like online learning, collaborative efforts between teachers and students are essential to enhance their understanding of technological educational approaches and effectively manage their studies.

Despite challenges such as limited internet access in certain geographical areas and financial constraints hindering the purchase of internet packages, Basar et al. (2021) emphasized that students still gravitate towards online modalities due to the facilitation of group learning and the assurance of teacher assistance in specific subjects. They further stressed that online learning serves as the most viable pedagogical alternative, ensuring the continuity of students' education amidst school closures during the pandemic. Consequently, online learning emerges as the most effective pedagogical alternative, as evidenced by the student respondents' higher mean gain scores in this study, indicating their successful adaptation to this approach.

4.0 Conclusion

The following conclusions were drawn based on the findings of the current study:

- The Grade 11 students who were taught English using modular and online learning had low pretest results, demonstrating that the teachers' instructional delivery methods did not matter. The Grade 11 students showed

lower levels of outcomes in English on the topics of Imagery and its Kinds, Diction and its Types, Figurative Language, Elements of Poetry, Arrangement, Structure and Forms of Poetry, and Elements of Fiction when taught with either the modular or online approach. Due to the negligible difference in pretest scores, it was inferred that students' English proficiency levels were nearly comparable at the beginning of the study.

- b. Even though the Grade 11 students were unfamiliar with both the modular and online approaches to teaching the English language, they showed significant gains in performance during the posttest, demonstrating a preference for online learning. Students achieved better when taught using online learning delivery modality. The students' preference for online learning indicated their preference for real-time interaction with their teachers in teaching concepts about Imagery and its Kinds, Diction and its Types, Figurative Language, Elements of Poetry, Arrangement, Structure and Forms of Poetry, and Elements of Fiction.
- c. There were no discernible differences between the pretest mean scores in English of the Grade 11 students who were instructed using both modular and online methods. The outcomes demonstrated a comparable resemblance in the students' English proficiency whether instruction was delivered online or in modules. This can be the result of the students' comparable levels of knowledge in the English language, coupled with the unfamiliarity of these two approaches of instructional delivery to them.
- d. The English posttest mean scores of the students displayed a significant difference, showing that online learning students had higher mean scores. These student-respondents were more likely to do well in English when taught utilizing the online learning strategy, even though these two modalities were unknown to them because they were used to traditional in-class English instruction.
- e. Modular and online approaches to teaching English were both effective to the students considering that no significant difference was shown in their pretest mean scores. However, the students were more comfortable with online learning since there was a significant difference in the posttest mean scores when taught using modular and online learning.
- f. The students' comfort and ease with online learning arose from the immediacy of feedback by their teachers inasmuch as it promotes real-time interactions in contrast to modular distance learning where "distance" is created because of the limited interaction between the learners and their teachers.
- g. The research used a quasi-experimental research design with randomized assignment of the participants to the group, and therefore, the pretest mean scores showed no discernible differences. Implications for use of randomization criteria to have more discernible differences among the participants at the start of the study.

Based on the conclusions made, the following recommendations are hereby proposed:

- a. English should be taught using online tools and materials so that students become comfortable with this alternative modality even after the pandemic.
- b. Modular approaches can still be used to students who are comfortable using these approaches and can learn without much teacher input in discussions of the concepts or topics in English.
- c. English teachers should continue to adapt these two modalities in teaching English to Grade 11 students.
- d. Options for the mode of instruction delivery that the students have grown accustomed to should be provided. If there is another pandemic like this one in the future, changes in the ways that instruction is delivered should be responsive and adaptable to prevent students from going through a significant cultural shock.
- e. Follow-up research must be conducted to monitor the changes in the students' performance in English language using these two approaches.
- f. In-service training through school learning action cell (SLAC) sessions on strategies for modular and online instruction should be provided to English teachers for effective implementation of these approaches.
- g. English teachers should be encouraged to enroll in short-term courses focused on developing learning resource materials for modular and online learning approaches.

5.0 Contributions of Authors

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7.0 Conflict of Interests

The author declares no conflict of interest.

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