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## Utilizing Modular Distance Learning (Mdl) Modality in The Delivery of English Lessons in Nasugbu West Central School

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#### ABSTRACT

This study aims to determine the implication of utilizing modular distance learning modality in the delivery of English lessons under new normal setting. A descriptive method of research was used in this basic research with the use of a questionnaire as the main data-gathering instrument. The respondents of the study in the quantitative covered a total of 50 teachers in Nasugbu West Central School, who are randomly chosen within School. The data in this study are limited to the responses of the respondents and the retrieved data. Based on the study the following findings are revealed: The respondents agree in their perceptions in the modular distance learning modality in the delivery of English lessons, however they disagree on the study habits, learning modules and place of learning whereas they agree about the challenges they experienced in utilizing modular distance learning in teaching English. There is a significant relationship between the utilization of modular distance learning modality in the delivery of English lessons and the challenges experienced on it. The crafted action was made by the research based on the results of the study. This research has been done by the researchers to share to all the value of the results of the study on utilizing modular distance learning modality in the delivery of English lessons of elementary teachers and this research mirrors the present situations that happen in the new normal setting of education wherein the teachers do their parts to deliver learning and lessons in English to their pupils. This research limits in the perception of the respondents in utilizing modular distance learning in the delivery of English lessons relative to the teachers' teaching performance; study habits of pupils; learning modules; and environmental factors. It also includes the challenges experienced by the respondents in utilizing modular distance learning in the delivery of English lessons. The implications based on the analysis conducted on utilizing modular distance learning in the delivery of English lessons intended for teachers in Nasugbu West Central School, it appeared that utilizing modular distance learning in the delivery of English lessons somehow help in honing the skills of pupils however teachers find out that there are factors that need to be given emphasis to improve the skills in English which gleaned from the different responses of the participants. The researchers are hereby certify that this basic research is their own work and that to the best of their knowledge and belief, it contains no material previously written or published by another person or organization nor any material which has been accepted for award of any other degree or diploma from a university or institution of higher learning, except where due acknowledgements is made thereof. Furthermore, the researchers declare that the intellectual content of basic research is the product of their work although they received assistance from others on the manner of organization, presentation, language and style. This research has been done by the researchers to share to all the value of the results of the study on utilizing modular distance learning in the delivery of English lessons of elementary teachers and this research mirrors the present situations that happen in the new normal setting of education wherein the teachers do their parts to deliver learning in English to their pupils.

## CONTEXT AND RATIONALE

The 21<sup>st</sup> century education is evidenced by its inclusion of related but subsidiary though important notions such as ethics, culture and diversity within various educational systems. The overall purpose of modular distance learning is to effectively and efficiently create and maintain environments within educational institutions that promote, support and sustain effective teaching and learning in the second language under new normal setting. In striving to accomplish these goals, educational leaders, through thoughtful practical application of management principles, enlist and organize a society's available resources to attain the educational goals set by society's educational leaders. Moreover, modular distance learning modality in English must be responsive to both global and local changes due to technological developments that directly impact teaching and learning through changes in curriculum in terms of pedagogical and assessment practices.

As such, the various educational goals set by different societies to which school heads in the elementary level must respond are by definition changeable along with changing socio-economic conditions within a society and the disruption occasioned by the rapid development of different teaching and learning resources in English teaching used as teaching tools. (Gawi, 2018).

In line with this, Philippine Educational Management System provides an additional provision to DepEd Order No. 013, s. 2020 which pertains to the readiness assessment checklist for Learning Delivery Modalities in the Learning Continuity Plan of Public and Private Schools. The said DepEd Order ensures that the schools undertake adequate preparations like promoting School Learning Continuity Plan (LCP) which contains the a) implementation of multiple learning delivery modalities with blended and distance learning as major options; b) teacher and school heads professional development/training plan to adequately prepare teachers and other personnel for the implementation of alternative learning delivery modalities; c) orientation training and communication mechanism to address, among others, queries from teachers, parents and learners on the implementation of school's LCP and d) monitoring, evaluation and plan adjustment. Herewith, public and private schools are encouraged to avail of the Department's learning resources in aid of the teaching and learning process like self-learning modules, DepEd Commons and the Learning Resources Management and Development Portal. (DepEd Order No. 013, s. 2020).

In the exploration of the challenges experienced in teaching English in implementing the conditions under which use of Modular Distance Learning (MDL) modality can drive a transformative educational agenda in schooling systems. It understands how to best to adopt new teaching and learning modalities in teaching English to encourage greater pupil and teacher engagement and responsibility and to gauge pupils and teachers' reactions to a change in teaching and learning pedagogical approaches. This highlights the kinds of systematic actions required for the utilization of Modular Distance Learning (MDL) modality in the delivery of the English lessons to build sustain pressure for long term, educationally effective systematic change.

However, utilizing Modular Distance Learning (MDL) modality in the delivery of English lessons in Nasugbu West Central School is facing problems and challenges in the New Normal of Education. Wherein, there is a gruelling transition and utmost concern on the choice and contextualization of the learning delivery modality of English lessons which anchors the Kto12 curriculum adjustments, alignment of learning materials and teacher-parent home schooling.

With this thought in mind, the researcher embarks to conduct the study on the utilizing Modular Distance Learning (MDL) modality in the Delivery of English Lessons of Teachers in Nasugbu West Central School which determine the efficacy and efficiency level of the implemented MDL approach in the delivery of English lessons. Utilizing modular distance learning modality is needed to be driven at the systematic level, as these ultimately direct the operations of the school under new normal setting.

## LITERATURE REVIEW

Sbaratta (2017) investigated that the teachers' lessons delivery in a modular distance learning modality in English engage both the teachers and learners in developing skills and knowledge by means of the series of modules which hereby tested to practice and apply their personal experiences, research techniques, ideas, issues and controversy as well as critical expression.

Similarly, Zamir (2016) found out that pupils' learning in modular distance learning modality is developed through lessons delivery in English which can be traced and assessed the pupils' learning, performance and achievement and to determine whether the modular teaching is more effective than traditional methods. It is recommended that the modular approach should be widely used at various levels of education.

Further, Kapoor (2017) stressed that utilization of modules in modular distance learning modality in the delivery of lessons in English must be encouraged to provide and maintain a database of activity items in English associated with a set of teacher's roles allowed interacting with various activity items which provides learning application templates especially design for the students.

Johnston (2018) cited that the place of learning of pupils in a modular of instruction which provide lessons delivery in English among students can be a factor in shaping varied learning styles and individual differences among students in learning English lessons. It was determined that the place of learning affects the learning styles of student, student's achievement, amount of time spent on modular instruction and achievement of students receiving modular distance instruction. Thus, these factors help the teachers to identify the appropriate learning approaches according to the needs of the students.

Kamau (2016) asserted that there are challenges experienced in the modular distance learning delivery of the lessons in English which has been a major concern for many schools, in the need to equip primary, secondary and tertiary levels with academically and professionally qualified teachers. Initiatives to train teachers via the modular distance mode have eluded many schools due to limited resources. As a result, these schools have experimented with various delivery modes, among them, part time evening classes and distance education. Meanwhile, distance education is selected because of its cost effectiveness in expanding access to educational opportunity without having to set up additional physical structures. But the ever evolving forms of learning, varied and challenging learner characteristics, limited academic space, limited personnel and the growth of new and fairly often unaffordable technologies have prompted governments to forge partnerships to share the limited human, physical and material resources in the provision of teacher education beyond institutional walls.

### RESEARCH QUESTIONS

The purpose of this study is to determine the utilization of Modular Distance Learning (MDL) approach in the Delivery of English Lessons in Nasugbu West Central School, Nasugbu, Batangas. This research specifically addresses the following research questions:

1. What is the perception of the respondents in utilizing Modular Distance Learning (MDL) modality in the delivery of English lessons relative to:
  - 2.1 teachers' lesson delivery;
  - 2.2 pupils' learning;
  - 2.3 utilization of learning modules; and
  - 2.4 place of learning of pupils?
2. What are the challenges experienced by the respondents in utilizing Modular Distance Learning (MDL) modality in delivery of English lessons?
3. Is there significant relationship between the utilization of Modular Distance Learning (MDL) modality in the delivery of English lessons and the challenges experienced on it?
4. What intervention program may be crafted based on the results of the study?

### PROPOSED INNOVATION, INTERVENTION AND STRATEGY

The proposed intervention program of this research was crafted by the researcher based on the results of the study. It consists of key results areas based on the variables used in the research. The proposed intervention program could be addressed to strengthen the utilization modular distance learning modality in the delivery of the lessons in English.

### DESIGN AND METHODOLOGY

#### Participants and/or other Sources of Data and Information

##### Research Design

This study utilized the descriptive method to perceive the utilization of modular distance learning modality in the delivery of English lessons of Teachers in the Nasugbu West Central School.

According to Gay, et al., (2016) descriptive research method is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. Also, this method applies prominently because the present study aimed to determine the relationship and differences between among the variables covered.

Descriptive-evaluative was used to perceive or evaluate the utilization of modular distance in the delivery of English lessons under new normal school setting.

To find the significant relationship between the utilization of modular distance learning modality in the delivery of English lessons and challenges, the researcher lies on the descriptive-correlational study. As cited by Creswell (2017), it aims to describe and

measure the relationship between two or more variables. The correlational approach will determine whether a significant relationship exists between the variables or when their subcomponents are taken individually.

#### Population and Sampling

The respondents of the study were based on the locale of the study. The respondents of this study were fifty (50) who have at least one (1) year teaching experience from the study locale. Novice teachers who are in the service less than one (1) year were not included in the study. Purposive sampling will be used in this study based on the following criteria: elementary teachers with at least 1 year in service.

#### Ethical Consideration

In this study, the objectives, procedures, and projected benefits of this research were clearly laid down to the respondents. They have given the privilege to refrain from participating in this research, and that they could withdraw from involving themselves at any time, if they choose to do so.

The respondents were given a consent form on the agreement to participate. Undue force of any kind was discouraged to cause the respondents to join in this study.

Further, in conducting this study, the researcher was duty-bound to observe ethical principles on autonomy, beneficence, and confidentiality. The basis of autonomy was rested on the idea that individuals were to be regarded as independent agent who was able to make decisions on their own, such as, if they desire to involve themselves in research studies such as this. The respondents had given the freedom to answer the questionnaire and could withdraw if they would wish to. The concepts of beneficence center on maximizing the benefits for the study participants and the prevention of any harm. Another principle that is observed throughout this research is confidentiality where respondents' anonymity is maintained, and that the data provided by them are never publicly divulged without their consent.

#### Data Gathering Methods

To carry out the administration of the survey-questionnaire, the researcher selected the desired number of respondents and gathered the information and data regarding the utilization of modular distance learning modality in the delivery of English lessons to teachers in Nasugbu West Central School. Then, the letter of request forwarded to the district supervisor and principal of the school. Upon the approval, the researchers distribute the questionnaires to the respondents using Google form. The data from the answered questionnaires in the Google form were retrieved immediately and the data gathered were tallied, organized, tabulated, analyzed and interpreted using the appropriate statistical techniques. The retrieved questionnaires were one hundred percent (100%) of the total respondents of the study.

#### Data Analysis Plan

The retrieved survey questionnaires were tallied; frequency counts were done, and statistically treated to ensure valid and reliable analysis. The researcher applied the Statistical Package for Social Sciences (SPSS) version 21.

This study utilized the following statistical treatments:

**Weighted Mean and Standard Deviation.** These were utilized to assess the utilization of Modular Distance Learning (MDL) modality in the delivery of English lessons in Nasugbu West Central School.

Scale	Range	Qualitative Description
4	3.50-4.00	Strongly Agree
3	2.50-3.49	Agree
2	1.50-2.49	Disagree
1	1.00-1.49	Strongly Disagree

**Pearson r** was applied to find out if there is any significant relationship between modular distance learning modality in the delivery of English lessons and challenges experienced on it.

**RESULTS AND DISCUSSION****Perception of the Respondents in Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons**

Table 1. Perception of the Respondents in Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons as to Teacher's Lessons Delivery.

Items	WM	VI	SD
1. I encourage my pupils to share opinions and ideas using the personal message or texting to me based on the lesson I provided in English	3.17	Agree	0.245
2. I give quality activities of the lessons in English under new setting.	3.13	Agree	0.321
3. I enjoy communicating with my pupils using English as the medium during online "Kamustahan"	3.25	Agree	0.355
4. I provide additional activities or performance tasks that will improve English skills of my pupils as part of my lesson delivery	3.67	Strongly Agree	0.312
5. I give constructive criticisms to my pupils regarding the level of their English skills through text, personal messages and writing	3.25	Agree	0.355
6. I encourage my pupils to perform well and answer all the activities I give to them aside from the learning modules	3.71	Strongly Agree	0.416
7. I conduct English contests such as poem recitation, spelling quiz, reading contest during online "Kamustahan"	3.51	Strongly Agree	0.388
8. I give remedial instruction for the lessons that are not clear to my pupils through personal messages to their parents who assist in their lessons in English	3.46	Agree	0.377
9. I give creative answer sheets to motivate my pupils to answer the lessons I give to them	2.77	Agree	0.281
Composite Mean	3.37	Agree	0.331

Table 1 reaps that the respondents strongly agree that they encourage their pupils to perform well and answer all the activities that they give to them aside from the learning modules with weighted mean of 3.71 (SD=0.416); provide additional activities or performance tasks that will improve English skills of their pupils as part of their lesson delivery with weighted mean of 3.67 (SD=0.312) and conduct English contests such as poem recitation, spelling, quiz, reading contest during online "Kamustahan" 3.51 (SD=0.338). However, they agree that they give remedial instruction for the lessons that are not clear to their pupils through personal messages to their parents who assist to their lessons in English with weighted mean of 3.46 (SD=0.377); enjoy communicating with my pupils using English as the medium during online "Kamustahan" and give constructive criticisms to their pupils regarding the level of their English skills through text, personal messages to their parents and writing them with weighted mean of 3.25 (SD=0.355) respectively; encourage their pupils to share opinions and ideas using the English language by writing personal message or texting them based on the lesson they provided in English with weighted mean of 3.17 (SD=0.245); give quality activities of the lessons in English under new setting with weighted mean of 3.13 (SD=0.321) and give creative answer sheets for the lessons to their pupils with weighted mean of 2.77 (SD=0.281).

As a whole, the respondents agree with a composite mean of 3.37 (SD=0.331), that the respondents play a vital role in altering or stimulating the impediments towards achieving the desirable level of teachers' lessons delivery.

Table 2. Perception of the Respondents in Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons as to Pupils' Learning.

Table 5 signifies that the respondents disagree that their pupils able to recall the details of English text which is written in the Pivot 4 modules with weighted mean of 2.36 (SD=0.458); their pupils enjoy doing some English writing activities provided in the modules with weighted mean of 2.23 (SD=0.367); their pupils are interested in English as a core subject under new normal setting with weighted mean of 2.22 (SD=0.359); their pupils acquire the different English with weighted mean of 2.20 (SD= 0.355); pupils are eager to learn the English as a second language using the modules with weighted mean of 2.12 (SD=0.269); their pupils able to speak the English language well through the help of asynchronous video in developing speaking skills in English with weighted mean of 2.10 (SD=0.266) and their pupils appreciate poems, stories, and other selections written in Pivot 4 modules with weighted mean of 2.36 (SD=0.458).

Indeed, the respondents consider the study habits of their pupils as factors that have adverse effects English performance with a composite mean of 2.18 (SD=0.337). This explains that the respondents disagree that their pupils able to recall or learn the details of English text which is written in the Pivot 4 modules and their pupils enjoy doing some English writing activities provided in the modules and their pupils are interested in English as a core subject under new normal setting.

Table 3 present that the respondents agree that their pupils use the cell phone for their questions regarding the English modules with the help of their parents with weighted mean of 3.08 (SD= 0.244). However, disagree that their pupils understand the topics and contents of the lessons in their English modules with weighted mean of 2.33 (SD=0.368); their pupils have enough sources of study Materials in English like learning modules in the new normal school setting with weighted mean of 2.28 (SD=0.311); their pupils keep a notebook for writing their reflections about their lessons in English written in the learning modules with weighted mean of 2.21 (SD=0.362); their pupils able to answer questions in the selections, poems, and stories in the learning modules with weighted mean of 2.18 (SD=3.71) and their pupils enjoy learning through the use of Learning modules with supplemental asynchronous video of teaching lessons In English with weighted mean of 2.11 (SD=0.349). As a general impression to the contents of the Table, the respondents disagree in utilizing modular distance learning in teaching English as to learning modules with a composite mean of 2.37 (SD=0.334). This attributed to the fact that the respondents agree that their pupils use the cell phone for their questions regarding the English modules with the help of their parents. However they disagree that their pupils able to answer questions in the selections, poems, and stories in the learning modules and their pupils enjoy learning through the use of Learning modules with supplemental asynchronous video of teaching lessons In English.

Table 7 reveals that the respondents agree that their pupils are supported by their family in learning the English lessons with weighted mean of 3.28 (SD=0.367). However, majority of them disagree that their pupils study their lessons in a conducive environment based on their visitation with weighted mean of 2.49 (SD=0.224); their pupils completed the performing task in English at home with the help of their parents and guardians with weighted mean of 2.48 (SD=0.224); their pupils able to review their lessons at home With their parents, guardian and grandparents with weighted mean of 2.46 (SD=0.264); pupils concentrate their studies in their respective houses with weighted mean of 2.34 (SD=0.333) and their pupils use and understand the English with the help of people in house with weighted mean of 2.11 (SD=0.361).

The bottom line to these information from this Table shows the respondents as represented by the composite mean of 2.46, disagree that environment has bearing to the learning of English of pupils that could make or break the pupil's endeavors in acquiring the desirable learning in English during modular distance learning.

### Challenges Experienced by the Respondents in Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons

Table 5. Perception of Respondents on the Challenges Experienced in Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons

Items	WM	VI	SD
1. I find insufficiency of idea in using any of the assessment tools in modular distance learning modality in the delivery of lessons in English	2.54	Agree	0.211

2. I find difficulty to access learning in modular distance learning modality	2.68	Agree	0.228
3. I have less confidence in utilizing the modular distance learning in teaching English	2.56	Agree	0.204
4. I always panic whenever I accidentally click asynchronous materials I give to my pupils	2.56	Agree	0.204
5. I cannot measure the performance of my pupils using the assessment tools under new normal setting	2.58	Agree	0.201
6. I find difficulty in giving grades in English to my pupils using the modular distance learning modality in the delivery of the lessons in English	2.50	Agree	0.207
COMPOSITE MEAN	2.39	Disagree	0.209

Table 6 registers that the respondents disagree on the challenges they experienced on utilizing modular distance learning in teaching English with composite mean of 2.39 (SD=0.209).

They agree that they find difficulty to access learning in modular distance learning modality with weighted mean of 2.68 (SD=0.228); cannot measure the performance of mu pupils using the assessment tools under new normal setting with weighted mean of 2.58 (SD=0.201); have less confidence in utilizing the modular distance learning in teaching English and always panic whenever they accidentally click asynchronous materials in English they gave to their pupils. with weighted mean of 2.56 (SD=0.204) respectively; find insufficiency of idea in using any of the assessment tools in modular distance learning strategies in English with weighted mean of 2.54 (SD=0.211) and find difficulty in giving grades in English to my pupils using the modular distance learning modality in the delivery of the lessons in English with weighted mean of 2.50 (SD=0.207). This proves that the respondents disagree that they find difficulty to access learning in modular approach and cannot measure the performance of mu pupils using the assessment tools under new normal setting.

### Significant Relationship Between Utilizing Modular Distance Learning (MDL) in the Delivery of English Lessons and Challenges Experienced on it.

Table 6. Significant Relationship Between Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons and Challenges Experienced on it.

Variables	Teachers' Lesson Delivery	Pupils' Learning	Utilization of Learning Modules	Place of Learning of pupils
Utilizing Modular Distance Learning (MDL) in the Delivery of English Lessons	-	-	-	-
Challenges experienced on utilizing Modular Distance Learning (MDL) in the delivery of English Lessons	0.000	0.000	0.000	0.000
Remarks	Significant	Significant	Significant	Significant

Legend: Significant at  $p=0.05$

Table 6 reveals that there is a significant relationship between utilizing modular distance learning in teaching and the challenges experienced on it. The computed  $p$ -value of 0.000 for teaching performance, study habits, learning, modules and place of learning are less than the 0.05 level of significant set for this study. This implies that the respondents have same perception in utilizing modular distance learning approach in teaching English and the challenges experienced on it. This could be attributed to the fact that the teachers encounter some problems in the implementation of modular distance learning in delivering lessons in English.

## Crafted Action Plan Based on the Results of the Study

Table 7. Crafted Intervention Program to Strengthen the Utilization of Modular Zing (MDL) Modality in Lesson Delivery in English.

Areas of Concern	Project Titles	Objectives	Strategies	Key Players	Time Frame	Expected Outcomes
Teachers' Delivery of the Lessons	Project <u>EnTCo</u> -English Teachers' Conference	To supplement the teachers with varied creative answer sheet and teaching strategies and/or methods.	Conduct forum using virtual platform about the trends and techniques in teaching English	Principal Teachers Pupils	Year Round	Improved English teachers' teaching strategies and methodologies
	Project <u>EnAsA</u> - English Assessment Activity	To give quality instruction and assessment activities of the lessons in English under new normal setting	Provide lectures and webinar and assessment activities to enrich activities to the concerned pupils	Principal Teachers Pupils	Year Round	Enhanced pupils' performance and skills in English with the aid of assessment activities
Pupils' Learning	Project <u>ApPSS</u> - Appreciate Poems, Stories and Selection	To appreciate poem, stories and other selection written in the learning modules in English	Simulate a and virtual classroom – based lectures	Principal Teachers Pupils	Year Round	Developed appreciation of poem, stories and other selection written in the learning modules in English
	Project <u>SpeGen</u> - Speaking Genius	To promote the importance of asynchronous videos developing speaking skills in English	Conduct LAC sessions Virtual platforms	Principal Teachers Pupils	Year Round	Built positive outlook towards speaking skills in English
Utilization of the Learning Modules	Project <u>MOTextMo</u> - Modules and Text Moments	To enjoy learning through the use of learning modules with supplemental asynchronous videos of teaching lessons in English	Encourage the teachers to browse the modules and read different selections and appreciate the supplemental videos in teaching the lessons in English	Principal Teachers Pupils	Year Round	Heightened modules and text exposure to teachers to analyze the needs of the pupils
	Project <u>CoMa</u> -	To enhance the pupils' comprehension to answer questions in the selection,	Give the pupils additional reading materials to develop	Principal Teachers Pupils	Year Round	Established worthwhile reading program buy the teachers to develop



	<b>Comprehension Marathon</b>	poems and stories in the learning modules	their comprehension skills in answering questions in stories, selections and poem			the compression skills of the pupils
<b>Place of Learning of Pupils</b>	<b>Project SuStud-Support Study</b>	To use and understand English with the help of people in the house	Parent-teachers conference	Principal Teachers Pupils	Year Round	Supported studies program instituted by the teachers to all the parents
	<b>Project CaRE- Campaign Rally For English</b>	To Facilitate additional worthwhile English exposure to the teachers to help them to provide support to the family in learning the English language.	Parent-teachers conference	Principal Teachers Pupils	Year Round	Intensified valuing and appreciation for the English language with teachers and family of the pupils.
<b>Challenges</b>	<b>Project AMP Access to Modular Approach</b>	To access learning in English in modular approach	Virtual lectures on modular approach in teaching English	Principal Teachers Pupils	Year Round	Heightened access in modular approach in teaching English
	<b>Project AsToMDL Assessment Tools in Modular Distance Learning</b>	To give idea in using any of the assessment tools in MDL strategies in English	Webinar on the important use of assessment tools in English teaching	Principal Teachers Pupils	Year Round	Well-developed assessment tools in modular distance learning in teaching English

## CONCLUSIONS

Based on the findings of the research the following conclusions are drawn:

1. The respondents agree on their perceptions in utilizing modular distance learning modality in the delivery of English lessons as to teaching performance, however they disagree on their perceptions on study habits, learning modules and place of learning.
2. The respondents agree that they experienced challenges in utilizing modular distance learning modality in the delivery of the English lessons.
3. There is a significant relationship on the perceptions of respondents between utilizing modular distance learning modality in the delivery of the English lessons and the challenges experienced on it.
4. The crafted intervention program was made by the researcher based on the results of the study.

## RECOMMENDATIONS

Based on the conclusions the following recommendations are hereby offered:

1. All approaches provides a subtle yet explicit gesture to be learned to all teachers in teaching English, hence, it has to must be properly utilized for conducting “change initiative particularly in utilizing modular distance learning modality in the delivery of English lessons” in public schools system to enhance teachers’ success in their work performances.
2. The teachers should examine the positive and negative attributes of utilizing modular distance learning modality in the delivery of English lessons fostered in this study for the purpose educating the teachers on the impact of it on their teaching performances.
3. Varied styles and teaching strategies in enhancing teachers’ delivery of the lessons in English must be specifically catered in accordance with the needs and diversity of the pupils in such a way that each teachers would be encouraged to exert his full efforts and potentials for improving his skills in the delivery of lessons in English using modular distance learning modality.
4. Further study should be conducted as a point reference by the future researchers for a more in depth knowledge and understanding on what is the implication of utilizing modular distance learning modality in the delivery of English lessons to the success of teachers in their work performances. Also, the crafted intervention program made by the researchers is highly recommended for use.

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