

Utilization of Different Learning Modalities in Teaching English in Secondary School: A Phenomenological Study

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ABSTRACT

This research study delves into the lived experiences of high school students in a secondary school as they navigate different learning modalities in English language learning. The study aims to uncover the challenges, reflections, and interventions that arise during the pandemic period, the transition period, and the post-pandemic period. The research design employs descriptive phenomenology, which allows for an in-depth exploration of participants' experiences, while also employing thematic analysis to identify core ideas and themes. In the pandemic period, Modular Distance Learning (MDL) is the predominant modality, exposing students to challenges such as confusing lessons, difficulty in comprehending instructions, lack of English vocabulary, and communication barriers. Collaboration, critical thinking, and personal growth emerge as essential themes during this phase, with students using online resources for additional information and electronic devices for communication. Transitioning to Blended Learning in the transition period brings challenges related to language comprehension, transitioning between MDL and face-to-face (F2F) settings, complacency in MDL, time management, copying answers, and academic integrity. In the post-pandemic period, F2F learning offers immediate clarification and enhanced interaction. Challenges include initial unfamiliarity with activities, which is addressed by direct teacher communication and rapid grasp of activities through thorough instructions. The findings underscore the significance of communication, critical thinking, adaptation, and time management in English language learning across different modalities. The study recommends further research in comparative analysis of learning outcomes, long-term impact assessment, pedagogical strategies, teacher training, student perspectives, technology integration, and cross-cultural analysis. This research enriches educational practices and policy decisions, enabling effective English language learning in various learning modalities.

Keywords: English Language Teaching, Learning Modalities, Secondary Schools, Lived Experiences, Descriptive Phenomenology

Introduction

The current educational landscape is in crisis because of the recent Pandemic, in which demanding an immediate investigation into the lived experiences of learners who have been thrust into diverse modalities they may have never imagined. The desperation for various modalities has subjected learners to uncharted territories, pushing them to imagine and adapt, making it imperative to gauge the extent of these lived experiences to determine the severity of the crisis. Learning modalities are crucial in students' learning, particularly in language learning (Barclay et al., 2018, Hernández & Flórez, 2020, and Viberg & Grönlund, 2017). Furthermore, in the context of English language, different learning modalities can help cater to students' diverse needs and preferences which create a more inclusive and engaging learning environment. Since 2020, the public education system in the Philippines has implemented various modalities in distance learning to continue formal education amidst Corona Virus Disease (COVID-19) Pandemic. Students experienced studying distance learning modalities like Modular Distance Learning (MDL), Online Distance Learning (ODL), Blended Learning, and Face-to-face Learning. During this time, every modality used affected the student's lived experiences. This study aims at determining the lived experiences of high school students in the transitions of the

different learning modalities. One of the learning modalities that was widely used during COVID-19 is Modular Distance Learning (MDL). The Department of Education reported that 8.9 million parents preferred MDL as an alternative to traditional face-to-face classes. However, most students have difficulty answering the self-learning modules on MDL (Pe Dangle & Sumaong, 2020; Itorralba, 2022). Moreover, Bernardo (2020) accounted that over four million parents chose blended learning on the time of pandemic, where students are learning on the combination of modular learning, online class, television, and radio. Students on this modality were still confronted with significant problems and challenges but they would still learn and made a positive impact on the learning of the students (Cole, 2020; Sriwichai, 2020). Furthermore, online learning as the third most preferred learning modality of parents with over 3,485,645 who were in favor (Bernardo, 2020) agreeing to be the best way to continue education amidst the health crisis (Sinaga & Pustika, 2021; Bahasaaaan, Ayuardiani, Mukhram, & Rahmat, 2021). Albeit on this, online learning negatively impacts students (Irawan, Dwisora, & Lestari, 2020) and costs more than face-to-face classes (Bahasaan, Ayuardiani, Mukhram, & Rahmat, 2021).

On this note, it can be stipulated from the recent studies that they only focus on the lived experiences of the students on learning modality. For example, on the studies of Pe Dangle & Sumaong (2020) and Itorralba (2022) on Modular Distance Learning. Taunan et al. (2021) and Belgica et al. (2020) in Online Distance Learning and Means et al. (2018), and Hashemi & Sina (2020) in Blended Learning. However, it is evident that the students, particularly in the public education system, have experienced transitions to different learning modalities in just one school year, 2021 – 2022. Whereas the Department of Education (DepEd) in the Philippines issued an order number 029 series of 2021 on August 5, 2021, stating that face-to-face classes, whether in partial or complete scale, will not be allowed unless permitted by the Office of the President. Hence, public schools should still utilize Distance Learning, particularly MDL.

However, the Department of Education and the Department of Health released the Joint Memorandum Circular Number 01 series of 2021 on September 27, 2021, stating the operational guidelines on the implementation of limited face-to-face learning modality, and another DepEd Memorandum No. 071, series of 2021 on October 18, 2021. There are requirements that the schools and local government units should follow before they can implement the limited face-to-face classes for the students. Nevertheless, it was only realized when the President of the Philippines approved the recommendations on February 2, 2022, the third quarter of the school year 2021 - 2022. Consequently, students were able to experience on modular instruction for the first and second quarters and limited face-to-face classes on the third quarter, and full face-to-face classes in the fourth quarter, from modular distance learning, and blended learning to face-to-face learning.

As such, the current study is significant as it is empirical evidence of the students' lived experiences as the transitions on the learning modalities for the whole school year. The frontiers of knowledge can determine the different factors they should consider in educational policies and which learning modalities are adequate for the students. In addition, it shed light on what the students have felt and how they cope with the learning modalities transitions and create awareness of this phenomenon. Hence, there is a need to determine the lived experiences of the students transitioning to the different learning modalities. A phenomenological approach is essential in this study to deeply understand the individual's subjective experiences and reveal the true extent of the crisis, as it allows us to explore the unique perspectives and emotions of each learner within the context of their lived experiences.

Methodology

Research Design

The current paper utilized phenomenological descriptive research, also known as a descriptive phenomenology design, is an approach that investigates the firsthand experiences of an individual or a collective group regarding a particular phenomenon (Frechette, 2020). Furthermore, Connelly (2010) stated that descriptive phenomenology "tries to bracket or set aside the presuppositions or biases, so they do not affect the study" (p. 127). Furthermore, bracketing is used to retain the phenomena's primary goal and assure the quality of data gathering and analysis. Thus, the primary goal of the current research is to determine the experiences of high school students in English language learning in the different learning modalities, excluding the researcher's biases. In addition, Creswell (2014) and Todres (2005) noted that data analysis in a phenomenological study proceeds to determining the essential themes or structures that emerged from the gathered data and all their possible meaning.

Research Locale

The research locale of the current study is the Manambia Integrated School (MIS) located in Manambia, Tagbina, Surigao Del Sur, Philippines. And approximately 3.7 kilometers southwest of Tagbina, Surigao Del Sur, Philippines (Google, n.d.) and it is elevated at an estimated 26.0 meters or 85.3 feet above mean sea level. It is a small-sized suburban integrated school with a total of 262 students in the school year 2022 - 2023 (Buniel, 2023), on which 76 pupils are in the elementary department, and 186 students are in the secondary department. The school is geographically located near a river called "bading buhagin" and is situated between two old beam bridges.

Furthermore, learners in this institution are from the barangays of Maglatab, Manambia, and Soriano in Tagbina, Surigao Del Sur, which are few kilometers away from the research locale. Additionally, this school has implemented different learning modalities for the SY 2021 - 2022 following the Department of Education's memoranda on the basic education learning continuity plan amidst the COVID-19 pandemic. Learners were able to experience modular instruction, blended learning to face-to-face classes.

Research Participants

The research participants are the high school students of Manambia Integrated School (MIS). This includes the junior high school and senior high school departments. In addition, the informed parental consent and informed consent statement were disseminated to all students at the start of the study. Furthermore, all students with permission to participate were purposively selected for the Focused Group discussions. Todres (2005) stipulated that purposive sampling in a descriptive phenomenology helps gather a depth and rich lived experience of the participants as it includes inclusion criteria in carefully selecting the participants. The essential criteria include the following:

1. Current students of MIS who have experienced the phenomenon of learning modality transitions for the school year (SY) 2021 - 2022. Hence, a copy of their report card (school form 9) from the said SY were asked from their advisers, as the learning modality utilized for each quarter is indicated on the document.
2. The student should be enrolled in a school and has not moved-in any quarter for the school year 2021 - 2022. Thus, he/she can be a transferred student. This ensured that the students' lived experiences solely focused on one setting.

As a result, students from Grade 7 to Grade 12 were purposively selected for the Focus Group Discussion. Moreover, it is a homogenous group of participants as they have experienced the same phenomenon of learning modality transitions, wherein the study can obtain meaningful experiences.

Research Instrument

The primary research instrument used in the research is a Focus Group Discussion (FGD) guide. The first part indicates the researcher's notes as part of data privacy of the respondents. Moreover, the next part is the introduction wherein the moderator explains the reason on the conduct of FGD and establishing the guidelines. Hence, the participants introduce themselves on the group. The next part is the interview proper wherein the respondents were asked with different questions. These questions are translated into Filipino language and accept answers in Filipino language and local language of the research participants to obtain their lived experiences further. They can express themselves better using national and local languages.

Data Gathering Procedure

First, the researcher asked for the approval of the principal or school head at the start of the conduct of the study. Hence, the researcher thoroughly discussed what the research is all about, its objectives, and the expected outcomes. Second, participants were determined or purposely selected based on the established selection criteria of the researcher to the research participants. Furthermore, selected research participants underwent orientation and explain the study's objectives (third). This gave the participants a clear understanding of the current study, what is expected from them as the source of the research data, and if they want to be part of the study. Thus, the participants were given the informed parental consent and informed consent statement when they decided to participate in the study (fourth step). Since the research participants are still minors, parental consent is an essential indicator for the researcher to get the parent's consent and ensure that there are no risks in the study, hence, securing their identity. The last step in gathering data note the administration of the focus group discussion. In this regard, the role of the interviewer or the moderator is to follow the lead of the interviewee or the participants of the study. Moderator's responses must be neutral or matter-of-fact to promote and encourage self-disclosure by the interviewee.

Ethical Considerations

The Belmont Report in 1976 (the University of Washington, n.d) identified the fundamental ethical considerations in regulating and strengthening human research. These principles further help the current study to be guided on the research context and what to and what not to include. Thus, the *Respect of Persons* pertains to the full knowledge of the research participants of the current study. Hence, they are provided with all the relevant information. Furthermore, Informed Parental Consent (Appendix E) ensures that the parents/ guardians are well-aware of the research and may make voluntary decisions to participate with their child, and the child also voluntarily participate.

The next principle notes *Beneficence*, which refers to the obligation of the researcher to maximize all of the possible benefits and minimize the possible harms. On this note, parents/ guardians and the research participants are well-oriented on the research outcomes and their anonymity on the data collected. In addition, the principle of *Justice* observes the procedures of equitable and non-exploitative recruitment, wherein research participants are carefully

selected and the direct beneficiaries of the research. They were purposively selected based on the learning modalities they have experienced and if they have enrolled in public education since the pandemic's start. These provided the needed data for the study and represent the public education population.

Results and Discussion

Lived Experiences of High School Students in Learning English in the Different Learning Modalities

Modular Distance Learning

Engaging in certain activities may pose challenges, requiring a deeper understanding to complete them effectively. Fortunately, you have the option to utilize a cellphone or computer to reach out to your teacher for assistance when you encounter difficulties. The modules include texts that need to be read and comprehended, such as the reflective sections. For instance, when addressing reflections like "What have you learned?" it can be seen as a positive opportunity, allowing you to articulate your acquired knowledge, and it serves as a valuable tool for self-reflection.

Blended Learning Modality

The experiences shared highlight the contrasting dynamics of face-to-face and modular learning, particularly in the context of English education during the pandemic. While limited face-to-face classes provided the benefit of direct teacher guidance and a deeper understanding of English, modular learning appeared convenient for its flexibility and reduced need for physical attendance. However, modular learning also carried challenges, including a reliance on self-study and potential procrastination. Notably, there was a perception that in some cases, the modular approach could lack the rigor and focus found in face-to-face instruction, where the learning direction seemed clearer. These findings underscore the multifaceted nature of learning modalities and their impact on students' experiences and outcomes.

In-Person (Face-to-face) Learning

These experiences shed light on the disparities between modular and face-to-face learning approaches, primarily in terms of the nature of activities and associated challenges. In modular learning, activities predominantly comprise questions, sometimes leading to a sense of forgetfulness or inadequate preparation due to incorrect answers or insufficient study. Consequently, the transition to face-to-face sessions can evoke the feeling of relying on prior knowledge from previous grade levels, as if the current grade level had not occurred. Face-to-face learning, however, can introduce unexpected challenges, as exemplified by the introduction of research assignments in Grade 10, which can be initially perplexing and demanding. Additionally, some activities necessitate analytical skills. These accounts underscore the nuanced dynamics of different learning modalities and their impact on students' learning experiences.

Challenges and Reflections of the Students' Lived Experiences during Pandemic Period

Table 1 shows the lived experiences of the students in learning the English language during the modular distance learning during the pandemic period. Hence, there were four emerging themes: Scarcity of Knowledge, Collaboration and Communication, Critical Thinking, and Personal Growth.

Table 1. Thematic Analysis on the lived experiences of students in learning English language learning during the modular distance learning during pandemic period

Subjects Probed	Core Ideas	Code	Essential Themes
The lived experiences of students in learning English language during the modular distance learning (Pandemic Period).	- Confusing lessons on the modules - Difficulty in understanding some of the instructions in the activities or reading texts in the English modules. - Lack of English vocabulary	- Lack of knowledge - Difficulty in understanding - Collaboration and Communication	- Scarcity of Knowledge - Collaboration and Communication

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- Communication with the subject teacher.
 - Lack of “teacher”
 - Ability to provide reflections (writing activity) on each module
 - Critical Thinking
 - Critical Thinking
 - Personal Growth
-

Theme 1: Scarcity of knowledge

This theme encompasses the challenges students face due to a lack of understanding, both in terms of the module content and the instructions provided. It highlights the need for additional support and resources to address these knowledge gaps effectively.

(Some activities kay naa siya dili kayo masabtan... like the additional in the module... dili halos masabtan, labi na lisod siya buhaton kay modular pod) Some activities are quite difficult to understand and do the task (P1).

Theme 2: Collaboration and communication

This theme emphasizes the importance of effective communication and collaboration between students and teachers, particularly in a distance learning setting. It highlights the need for clear channels of communication and opportunities for interaction to enhance the learning experience.

(Kung naa galing kalibugan during learning pwede pod ka mugamit ug cellphone or computer, e-chat nimo si ma'am (teacher) about sa imong gikalibugan. Pwede ka mangutana sa iyaha para makatubag sa imuhang gikalibugan sa imuhang activity.) You can use cellphone or computer and communicate with your teacher to ask on the activity you are having difficulty (P5).

Theme 3: Critical thinking

Although not explicitly mentioned in the subjects probed, critical thinking can be seen as an underlying theme. It relates to students' ability to analyze and evaluate the module content, instructions, and activities, enabling them to think critically and overcome the challenges they encounter during the learning process.

(Para sa ako, there are texts in the module that we need to read. Then basahon to nimo siya ug studyhan.) For me, there are texts in the module that we need to read and understand (P4).

Theme 4: Personal growth

This theme emphasizes the potential for personal growth and development as students navigate the challenges of learning English during the pandemic period. It highlights the opportunity for self-reflection, adaptation, and the acquisition of new skills or knowledge.

For example, on the reflections, naa siya'y mga reflections like “what have you learned?” Positive sya kay na-feel nako kay naa koy mahatag na kini akong na-learn. Makatabang pod siya sa ako kay reflection sa kaugalingon.) For example, on the reflections, it has reflections like “What have you learned?” I feel that it is positive as I can write what I learned. It is also helpful as it is a self-reflection (P6).

These essential themes can serve as a foundation for designing reflection activities on each module, enabling students to explore their experiences, analyze the challenges faced, and reflect on their personal growth and development throughout the learning process. On reflections, English language learning during Modular Distance Learning has presented both opportunities and challenges to the students. Research participants were able to realize that students should not directly go to the answer key indicated in the module as they have to honestly answer it, so that they can learn on and effectively write on the reflection activity on the English modules.

(Dili ta mo-deretso mutanaw sa answer key kay dili ta maka answer sa reflection kung muderetso ta sa answer key kay unsaon man nato pag-answer sa reflection kung wat ay nasabtan diba?) Let's not go directly on the answer key because we can't answer on the reflection activity as we haven't read and understand anything (P4).

(...di gud dapat muderetso sa answer key kay dapat basahon gud ang module kay para naa pod ma-learn) We should not go directly on the answer key because we really need to read the module so we that we can learn from it (P6).

Challenges and Reflections of the Students' Lived Experiences during Transition Period

Table 2 shows the lived experiences of students in learning English during blended learning modality, combination Modular Distance Learning (MDL) and Limited Face-to-Face (F2F) Learning in the transition period. Hence, there were five emerging themes: Language and Communication, Transition and Adaptation, Convenience and Flexibility, Procrastination and Time Management, and Academic Integrity

Table 2. Thematic Analysis on the lived experiences of students in learning English language learning during blended learning modality, combination Modular Distance Learning (MDL) and Limited Face-to-Face (F2F) Learning during transition period

Subjects Probed	Core Ideas	Code	Essential Themes
The lived experiences of students in learning English language during the blended learning modality – Modular Distance Learning (MDL) and limited face-to-face(F2F) (Transition Period).	- Difficulty on understanding English modules during MDL but easy to understand in F2F since there is an English teacher who can directly teach and assist. - Transition itself is difficult as the students were divided by week on who are on MDL setting and F2F setting. - Some students find MDL convenient as they have to go to the school during F2F. - Complacency on answering modules during MDL as submission is a week after. As a result, participants are cramming on finishing the activities on the modules to meet the deadline. - On MDL, some students rely on copying answer from the Internet, specially Google. Hence, they would have the same exact answers with their classmates	- Language Difficulty - Teacher Support - Transition Challenges - Convenience of MDL - Complacency in MDL - Time Pressure - Copying Answers - Uniformity of Answers	- Language and Communication - Transition and Adaptation - Convenience and Flexibility - Procrastination and Time Management - Academic Integrity

Theme 1: Language and Communication

The difficulty in understanding English modules during MDL highlights the importance of effective communication and language proficiency. The presence of an English teacher during face-to-face (F2F) sessions allows for direct teaching and assistance, which facilitates better understanding and comprehension.

(Para sa ako sir, ang experience sa limited face-to-face sa module kay maglisod jud ug pagsabot specially kay English. If face-to-face siya, makabalo na ka ana kay naa man teacher na mag-guide or mag-tudlo sa imuha kung unsa nan ga word or kung magkalisod, sometimes kay limited lang, if face-to-face then module ra sab.) For me, I experienced difficulty on understanding on the modules during the limited face-to-face, specially it is written in English. Also, we are able to understand during the face-to-face because we have teacher who can teach and guide us if we experience difficulty on the words or understanding on the topic (P4).

Theme 2: Transition and Adaptation

The division of students into MDL and F2F settings creates a challenging transition. The shift between the two modes of learning requires students to adapt to different environments and teaching methods, which can be disruptive and unsettling for some.

(As a student sir, kadtong niaging Pandemic na naka-experience pod ko pagmodule ug sa English kay ako pod nakuan (study) kay gamay ra pod ako nasabtan kay tungod modular gani, kay kung ikaw magstudy sa English na module kay gamay ra imo masabtan kay ikaw ray nagtudlo sa imong kaugalingon kay walay maestra nagtudlo sa imuha tungod kay COVID, di makaduol. Pero pag face-to-face na, dako na ang nakuan (nasabtan) sa English sir kay gitudlo naman sa maestro, maestra unsay pasabot sa topic.) As a student, during the past Pandemic, I also experienced studying through modules in English because I pursued my studies on my own, and my understanding was limited since it was mainly modular. If you were to study an English module, you would only have a limited understanding because you would be teaching yourself as there are no teachers instructing you due to COVID, they can't be physically present. But when it's face-to-face, I gained a better grasp of the English subject because the teacher explains the meaning of the topics (P11)

Theme 3: Convenience and Flexibility

While some students find MDL convenient due to the elimination of the need to physically go to school, this convenience comes with its own challenges. The flexibility of MDL might be appealing, but it also requires self-discipline and motivation to manage time effectively and complete tasks independently.

(Para sa akoo, mas ok gud ang face-to-face kay makapangutana ka sa teacher then makasabot ka ug ayo kay mag-ingkod ra man ka tapos ang teacher mag-discuss.) For me, face-to-face is better because you can ask the teacher questions, and you can understand well since you're seated, and the teacher explains (P2).

Theme 4: Procrastination and Time Management

The availability of a one-week submission deadline during MDL can lead to complacency and procrastination among students. This procrastination results in cramming to finish activities before the deadline. This theme highlights the importance of effective time management and self-motivation in online learning environments.

(Ang sa limited face-to-face, ang ako na experience. So, naay kalibog sa modular pa, ikaw pa ang nagstudy. During atong face-to-face kay makatapol na hinuon sa studyante kay pag-uli sa balay pasagdaan ra ang module, di na hinuon answeran, unahon na ang trabaho.) As for the limited face-to-face, as what I've experienced. So, there's confusion with modules, and you're the one who has to study. During our face-to-face sessions, students can catch up because once they're home, the module is left aside, it's no longer about answering it; work becomes the priority (P9).

Theme 5: Academic Integrity

The reliance on copying answers from the internet, such as Google, during MDL raises concerns about academic integrity. Some students may resort to plagiarism, leading to identical answers among classmates. This theme highlights the need for promoting ethical behavior and instilling a sense of academic integrity among students.

(Kay sa face-to-face man gud sab kay magsinundugay kay kung unsay nasabtan niya kay copy na gud sa tanan. Murag wala na siyay self-learning kay magsalig naman sa lain kay face-to-face.) Because with face-to-face, the learning process tends to take longer because whatever he/she understands is

already provided to everyone. It's like there's no more self-learning because he/she relies on others due to the face-to-face interaction (P6).

Challenges and Reflections of the Students' Lived Experiences in Post-Pandemic Period

Table 3 shows the lived experiences of students in learning English language during In-Person (Face-to-Face) learning modality in post-pandemic period. Hence, there were three emerging themes: Immediate Clarification in In-person Setting, Initial Unfamiliarity with Activities, and Rapid Grasping of Activities through Thorough Instructions.

Table 3. Thematic Analysis on the lived experiences of students in learning English language learning during In-Person (Face-to-Face) learning modality in post-pandemic period

Subjects Probed	Core Ideas	Code	Essential Themes
The lived experiences of students in learning English language during the face-to-face (F2F) learning modality. (Post-Pandemic Period).	- Questions/ Clarifications on the topics are easily answered because of the in-person setting. - Students are unaccustomed on the activities given by the teacher. However, students quickly grasp the activities as the teacher thoroughly discuss the instructions.	- In-person Clarification - Unfamiliarity with Activities - Quick Grasping of Activities	- Immediate Clarification in In-person Setting - Initial Unfamiliarity with Activities - Rapid Grasping of Activities through Thorough Instructions

Theme 1: Immediate Clarification in In-person Setting

The theme of immediate clarification emerges from the ease with which questions or clarifications on topics can be answered in the in-person setting. This highlights the advantage of face-to-face interaction, where students can seek immediate responses and clarification from the teacher, leading to a better understanding of the topics.

(Kibali sa mga activities na question-question kibali sir. Na niagi na murag nakalimtan ra nimo kay wala ka nagtarong ug answer sa imong module or wala ka katarong og study sa imuhang module. Mao ng pag-abot sa face-to-face murag wala kay nakat-unan, igo ra ka nag-kuan sa last grade level, murag wala ra to na grade level.) The activities are composed of questions, sir. Sometimes, it feels like you've forgotten them because you didn't answer correctly in your module or you didn't study properly from your module. So, when face-to-face sessions come around, it's as if you haven't learned anything, you're just relying on what you learned from the previous grade level, almost as if that grade level didn't even happen (P11).

Theme 2: Initial Unfamiliarity with Activities

This theme reflects the students' initial unfamiliarity or lack of familiarity with the activities assigned by the teacher. It suggests that students may initially find the activities challenging or unfamiliar, indicating a learning curve associated with new tasks or assignments.

(Pero kadtong face-to-face na gud sir, ako na experience gud na pagka 4th quarter sa Grade 10 gipahimo mi ug research. First time to namo to, na hala mag-research pa diay. So, that's why, grabe gud namo lisod ato.) But during those face-to-face sessions, sir, I personally experienced during the 4th quarter of Grade 10 that we were assigned to do research. It was our first time, and we were surprised that we had to do research. So, that's why it was really challenging for us during that time (P6).

Theme 3: Rapid Grasping of Activities through Thorough Instructions

The theme of rapid grasping of activities emerges from the students' ability to quickly understand and comprehend the assigned tasks. This is attributed to the teacher's thorough discussion and explanation of the instructions, which facilitates students' comprehension and engagement with the activities.

(Sa pag face-to-face kay hands-on na gani sya sa mga activities, lahi ra gud to ang sa modular kay kuan ra man, essay tapos mga reflections ang ipangbutang.) During face-to-face sessions, the activities are more hands-on, unlike in the modular approach where it's often just writing essays and reflections (P6).

Conclusions

In conclusion, the experiences and themes that have emerged from high school students' journeys through the pandemic, transition, and post-pandemic learning periods provide a comprehensive understanding of their educational challenges and growth. During the pandemic, the scarcity of knowledge, the importance of collaboration, the development of critical thinking skills, and personal growth opportunities took center stage. The transition period highlighted challenges in language and communication, adaptation, convenience, time management, and academic integrity. In the post-pandemic phase, the need for immediate clarification, the initial unfamiliarity with tasks, and the value of thorough instructions have become prominent. These themes collectively underscore the resilience and adaptability of high school students as they navigate various learning modalities and educational landscapes, ultimately contributing to their holistic development. Understanding these themes is essential for educators, policymakers, and institutions to create supportive and effective learning environments that address the unique needs of students in different phases of their educational journey.

Contributions of Author

The author confirmed the equal contribution in each part of this work. The author reviewed and approved the final version of this work.

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