Instructional Material Development for Modular Learning: Voices from Inexperienced English Language Teachers

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ABSTRACT

The spread of the Coronavirus pandemic had affected every sector in our community including the sector of education. Educational institutions all over the world were forced to temporarily close. The COVID-19 pandemic is continuously arising yet learners should continue to learn. Thus, the Department of Education together with other educational institutions in the Philippines decided to devise a learning continuity plan. The authorities and the stakeholders decided to utilize distance learning as an alternative to face-to-face classes. Specifically, public elementary and secondary schools used distance modular learning. The modules used in modular distance learning. Hence, this qualitative research study utilized the thematic analysis method to unveil the challenges and coping mechanisms of English language teachers in developing the modules. This study primarily aimed to present the challenges encountered by inexperienced English language teachers in developing the materials for the modular learning of English. Moreover, the coping mechanisms of the English language teachers against the challenges they faced while developing the modules are discussed herein.

Keywords: distance learning, challenges, coping mechanisms, ELT teachers, module developers

Introduction

Education is the key to a comfortable and dignified living (Philominraj, Bertilla, Muno, & Fuentealba, 2018). Thus, parents want their children to be formally educated. However, some circumstances could hinder education. One of which is the Coronavirus pandemic that has affected lots of sectors including education. Most educational institutions all over the world were forced to close temporarily due to the threat of the COVID-19 pandemic (Sintema, 2020). Furthermore, face-to-face classes were canceled in most educational institutions around the globe to ensure the safety of the learners and the teachers (Tria, 2020). Nevertheless, the Department of Education finds a way to create a learning continuity plan to continuously deliver quality education to the learners (Bolaran & Hernan, 2020). The Department of Education implemented the use of
modular distance learning by which teachers are tasked to develop self-learning modules for the learners (Dangle & Sumaoaong, 2020).

Moreover, modular learning is the most popular learning modality in the Philippines (Dangle & Sumaoaong, 2020). It is used by all public primary and secondary schools all over the country. Additionally, modular learning is the most preferred distance learning method by the parents whose children are enrolled for the school year under the new normal (Bernardo, 2020 in Dangle & Sumaoaong, 2020). In the context of the modular learning setup, the stakeholders, especially the teachers, are tasked to develop self-learning modules (otherwise known as the SLMs) for the learners under the new normal (Bolaran & Hernan, 2020). In the study of Bolaran and Hernan (2020), it was revealed that difficulties were met by the material developers in crafting the SLM. However, the study was not solely focused on the challenges experienced by the material developers. Besides, Bolaran and Hernan (2020) suggested that further investigation should be done concerning the challenges of the material developers in crafting the modules during the pandemic. Hence, the researcher conducted this study.

Although there were studies conducted by various researchers (Bolaran & Hernan, 2020; Dangle & Sumaoaong, 2020; and Jamon, Boholano, Jamon, & Pardillo, 2021) about distance learning, there were none or limited study conducted regarding inexperienced English language teachers’ challenges and coping mechanisms in developing the modules for the learners. Furthermore, this study uncovers how the inexperienced module developers coped up with the challenges they have faced while crafting the learning materials for the modular learning of English. Additionally, this study narrates an in-depth discussion with regard to the challenges and coping mechanisms of inexperienced English language teachers in developing the modules.

**Modular Distance Learning**

Distance learning has been already utilized in education years ago (Khudoley & Olentssova, 2018) but it has become more popular nowadays because of the sudden change in education caused by the global Coronavirus pandemic. In the Philippine setting, distance learning is seen as an alternative in education that aims to educate the learners outside the school (Romulo, 1986). The COVID-19 pandemic has affected the education sector all over the world. Despite the immediate transition from traditional face to face classes to distance learning requires educational institutions to still deliver a quality education to the learners (Basilia & Kvavadze, 2020 cited in Tria, 2020). Hence, the Department of Education in the Philippines has prepared a learning continuity plan to meet the learners’ demands. In preparation for the school year under the new normal, the Department of Education, the schools, and the stakeholders find alternative learning modalities for the students (Bolaran & Hernan, 2020). This alternative learning modalities includes the blended learning, online learning, radio and television-based instructions, and the modular distance learning. Among these alternative learning platforms, modular learning is the most commonly used platform especially in public elementary and secondary schools (Tria, 2020). The material used in the modular learning is known as self-learning modules (SLM) or caplets (Bolaran & Hernan, 2020). In every subject, there are self-learning modules containing authentic activities that should be answered by the learners.

**Module Developers**

In the context of the self-learning modules, module developers refer to the educators who developed the materials for the modular distance learning (Bolaran & Hernan, 2020). Mart (2013) asserted that educators play a crucial role in learners’ development that is why teachers need to be engaged and committed with their work. It can be drawn from here that teachers, as module developers, should be committed and dedicated with their duties and responsibilities in developing the modules. Although it is expected for challenges to come along the way while developing the modules in times of the pandemic, teachers are expected to abruptly adjust on the transition of traditional face to face classes to modular distance learning (Bolaran & Hernan, 2020). Amidst the global crisis that we all face, teachers should
respond to the needs of the learners. Additionally, teachers must continue to give education to the students despite the challenges brought by the sudden change in the academic platform; teachers are expected to adjust to the changes in the educational system and adapt to the current situation (Martin, Nejad, Colmar, & Liem, 2012).

**Research Questions**

1. What challenges did the inexperienced resource material developers encounter in developing instructional materials for modular learning?
2. What did the inexperienced resource material developers do to overcome the challenges they have faced in developing instructional materials for modular learning of English?

**Methodology**

This qualitative research study utilized a thematic analysis method which can be used in a wide range of epistemologies and research questions that can identify, analyze, organize, describe, and report themes that are found within a data set (Braun & Clarke, 2006 cited in Nowell, Norris, White, & Moules, 2017). Additionally, thematic analysis is an essential method to examine participants’ perspectives, highlight the similarities and differences of the participant’s answers, and generate unanticipated insights (King, 2004 cited in Nowell, Norris, White, & Moules, 2017). The qualitative approach is particularly used to explore the inexperienced module developers’ challenges and coping mechanisms in developing the modules for the modular learning of English. Qualitative research enables the researcher to facilitate the interview through a one-on-one interview and open-ended questions for the participants to describe their experiences (Creswell, 2003 cited in Alieto, Devanadera, & Buslon, 2019). In this research study, this method helped the researcher present the inexperienced English language teachers’ challenges and coping mechanisms in developing the modules for the learners.

**Participants**

A purposive sampling technique was employed in this study to determine the participants that would be used in this study. To determine whether or not the informants are fit to carry out the objectives of the study, and inclusion criteria were set by the researcher. The participants of the study should be (1) English language teachers with no prior experience in developing a module; (2) developed modules for the learners on the modular learning of English during the pandemic; and (3) who have encountered challenges in developing the modules. Furthermore, there were a total of seven informants who fitted to be one of the participants of the study. All of the seven participants are teachers from different schools in Zamboanga City.

**Results and Discussions**

In the first part of the interview, the participants were asked about their experiences in developing the modules for the modular learning of English.

The following are extracts from the interview:

“...in this pandemic, it has been a difficult journey in my teaching career and also for all the teachers because everything is new to us especially the modular distance learning.” *(Participant 2)*

“When I was considered to be one of the Self-Learning Module (SLM) writers for the ZC Division and be part of its Learning Continuity Plan in this time of pandemic, I was both excited and apprehensive at the same time. My excitement was rooted on the fact that I was one of the chosen few who would get that rare opportunity to produce learning materials for my dear learners. I was also apprehensive because I was unsure if I could complete the task and meet with the challenges expected of an SLM writer.” *(Participant 4)*

“...it is quite difficult because developing a module is very different from developing a lesson plan and in my years of teaching, we are not really doing a full-blown lesson plan because we are not required with
that. Instead, we have our daily lesson log.” (Participant 7)

The data on the interviews indicate that the participants of the study have all encountered challenges in developing the materials for the modular learning of English. The COVID-19 pandemic has put some restraints in education. Hence, there was a sudden shift in the education platform which pushed the Department of Education to find another way to continuously educate the learners. Thus, teachers were pushed to become module developers at the time of the pandemic. While it is evident that the pandemic has caused lots of difficulties to everyone, teachers needed to face another challenge in crafting the modules for the learners. It is evident from the data that the participants have faced numerous challenges in developing the modules.

Resource material developers’ challenges and coping mechanisms in developing the modules

The researcher analyzed the material developers’ challenges and coping mechanisms in developing the modules based on the themes that emerged from the collected data. Table 1 shows the challenges encountered by the inexperienced English language teachers in developing the materials for the modular learning of English. Then, table 2 reveals the coping mechanisms of the participants in facing the challenges while developing the modules for the learners.

Table 1. Challenges of inexperienced English teachers in developing the modules

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<td>1. Orientation deficit with regards to module development</td>
<td>28.57%</td>
<td>“…we don’t have any references, or sources on how are we going to create modules and everything was new to us.” (Participant 2)</td>
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<td>“We do not have thorough understanding of what and how the SLM (self-learning modules) should be constructed... There were general guidelines released. A virtual orientation was also given to the SLM writers, but both, in my opinion, lacked the specifics.” (Participant 4)</td>
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<td>2. Lack of reliable resource materials</td>
<td>57.14%</td>
<td>“One of these difficulties I’ve experienced in creating modules is that it is really hard to start from scratch... for example this topic is really unique that you cannot find this in any books. So, we’re going to look for it on the internet. But sometimes sources in the internet are not also reliable.” (Participant 2)</td>
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<td>“it was a bit difficult to create activities considering that all activities must be originally crafted by the writer... only online source was used considering that it’s pandemic and it is not possible to have easy access to books. Furthermore, the learning module (book which was used before the pandemic issued by DepEd) does not contain a very comprehensive explanation of the topic.” (Participant 3)</td>
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<td>“Some of the challenges included is the lack of resource materials and reliable references... I was also worried of copyright and reliability issues of the materials that I was using as my reference for my SLM (self-learning modules).” (Participant 4)</td>
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Table 1 shows challenges of the participants in developing the materials for the modular learning of English. Moreover, the five recurring themes are presented in the table. There were five challenges in crafting the modules that were provided by the participants.

The first identified challenge is the lack of orientation with regard to the module that they would be developing. Among the participants, 28.57% (two out of seven) have encountered the same challenge in developing the modules for the learners. The excerpt “...we don’t have any references, or sources on how are we going to create modules and everything was new to us” clearly states the material developers are not fully equipped with the knowledge on how to develop the modules for the learners. Additionally, participant 4 stated, “There were general guidelines released. A virtual orientation was also given to the SLM writers, but both, in my opinion, lacked the specifics” proved that the module developers are not well-oriented on how to craft the modules for the learners. Even though there were guidelines released by the Department of Education, there was a deficiency in orienting the teachers how to develop the modules.

In the study of Yan (2012), it was revealed that despite the training and workshops provided to the teachers, the teachers still faced difficulties in the implementation of the task-based teaching because they lacked hands-on

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<td>3. Insufficient time allotted for module development</td>
<td>42.86%</td>
<td>“... the time given to us to complete the modules was insufficient. We were like chasing the time just to finish the modules.” (Participant 6)</td>
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<td>4. Unawareness of the learners’ level of understanding</td>
<td>28.57%</td>
<td>“... when you give that module, we have no idea what kind of students you have.” (Participant 5)</td>
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<td>“… when making the modules, we did not get a general idea of our student’s performance aside from their performance last year... We are not sure whether what we are making is too easy for them. I cannot pin point their proficiency; therefore, I cannot pinpoint how to craft the questions or the activities.” (Participant 7)</td>
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experience in doing so. Similarly, it was found in this study that the material developers, despite the orientations and guidelines provided to them, the teachers still find it difficult to develop the modules because they do not have prior experience other than this.

Moreover, 57.14% of the participants claimed that there is a lack of reliable resource materials in creating the modules. There were four participants who claimed to have experienced the same challenge. Participant 3 stated that she is having difficulties in creating the activities to be put into the module because it should be originally crafted by the module developer. In the respondents’ case, she does not have access to books and the learners’ module for the K-12 that was produced before the pandemic does not have a very comprehensive explanation of the topics. Hence, she ended up using the online resources.

However, participant 2 claimed that it is hard to look for resources online because some internet sources are not that reliable. Additionally, participant 4 agreed that it is difficult to search for sources online since there are things that need to be considered (e.g. copyright infringements and reliability of the material). Moreover, participant 5 said that “...there are also some platforms that requires us subscription.” This means that material developers need to pay in order for them to get the material that they need for the modules. This poses another problem for the material developers as they need to spend for the material that they would be availing online.

Besides, the erratic internet connection also seemed to be one of the challenges encountered by material developers in developing the modules because there is a need for them to look for resource materials online.

The following excerpt elicited the idea:

“...in the initial state of developing the modules, we have a hard time connecting to the internet and we cannot go to the libraries that we have because it was already time of the pandemic.” (Participant 5)

Krajcik and Davis (2005) asserted that material developers and material designers must ensure that the resource materials used in creating the learning materials are accurate, reliable, coherent in terms of content, and have clear representations of the content. In this study, one of the challenges faced by the material developers is the lack of reliable resource materials. However, the module developers were able to cope up with this challenge.

The time allotted for the development of the modules is also seen to be one of the challenges faced by the material developers. Among the seven participants, four of them (42.86%) claimed that the time allotted for them to finish developing the modules was insufficient. Respondent 5 said that the duration time given to them to finish a whole grading’s module was not sufficient because between those periods of time given to them to work with the modules, they are also expected to do their other tasks as a teacher including attending the virtual seminars and training.

Furthermore, the validation process of the module also took a long time which adds to the reason why the time given to complete the modules is insufficient.

This idea is drawn from the following excerpt:

“I want my work to be done right. So, I needed people to validate it... these people who are validating my work also have their works with their modules. So, I will have to wait for a long time, about a week.” (Participant 7)

Lastly, the participants are unaware of the learner’s level of understanding and it was perceived by them as one of the challenges in developing the modules. Two of the participants (28.57%) have encountered this difficulty in crafting the materials for the modular learning of English. The modular developers do not know the learners that would be answering the modules.

This idea was elicited when participant 5 said that “...we have no idea what kind of students you have.” Additionally, Participant 7 said that:

“We are not sure whether what we are making is too easy for them. I cannot pinpoint their proficiency; therefore, I cannot pinpoint how to craft the questions or the activities.”
It can be inferred that module developers are having difficulty in developing the activities to be included in the modules because they are not aware of the learners’ performance and level of understanding. More so, it is evident that participant 7 was doubtful whether the activities included in the module are easy or difficult for the learners. However, Ball and Cohen (1996) developing educational materials could help the material developers learn to anticipate and interpret their students’ level of understanding in answering the activities provided in the material.

Table 2. Coping mechanisms of inexperienced English teachers in facing the difficulties in developing the modules

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<td>1. Finding reliable resources</td>
<td>57.14%</td>
<td>“...some books were given to us to be our references in picking the topics for the modules. There’s a publishing company that provided the school the materials needed to successfully complete the modules.” (Participant 2)</td>
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<td>“...I read books just to get ideas...I searched for online worksheets related to the topic, got ideas from it and from there, I crafted my own set of activities.” (Participant 3)</td>
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<td>“...being resourceful and creative also helped. Working around with what I had on hand and the available materials that I could find in the net, I completed two SLMs... I opted to look for reliable alternative resources online.” (Participant 4)</td>
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<td>“I have to exhaust always to have a stable internet connection... I had to find ways. ...ask for online account because I have colleagues who have online accounts on different online references account.” (Participant 5)</td>
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<td>2. Managing time productively</td>
<td>71.43%</td>
<td>“... manage your time and outline the necessary contents to put into the modules.” (Participant 1)</td>
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<td>“... have organization of time or what do you call time management like regular schedule planner. Such things are a significant help for us teachers in organizing things.” (Participant 2)</td>
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<td>“I allotted much time in writing it. I worked until midnight just to finish the SLM because the time was insufficient and there were also other works to be done... I dedicated much of my time to it.” (Participant 3)</td>
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<td>“I always see to it that I am on track of the time when doing a task so that at the end of the day, I would not forget something or tend to procrastinate. I see to it that I maintain a productive work pace so that I would be able to finish developing the modules on time.” (Participant 4)</td>
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<td>Themes</td>
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<td>3. Adjusting within students’ level of knowledge</td>
<td>28.57%</td>
<td>“I set time table whereas you would be marking objectives for the week... when we don’t have objectives for the week, it’s actually difficult to finish the module because you will tend to procrastinate...” (Participant 7)</td>
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<td>4. Collaborating with colleagues</td>
<td>28.57%</td>
<td>“I ended up making a marginalize module that is in moderate difficulty.” (Participant 7)</td>
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<td>“Unlike on the face to face class, when you craft a certain activity for the class, you can already evaluate what is the level of your students but on the case of module basing, you have to make sure that the activities are easily understood, it could easily be done, it can be accomplished no matter what is the level of students...” (Participant 5)</td>
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<td>5. Keeping a positive attitude</td>
<td>57.14%</td>
<td>“What we did was we teachers have done some collaborations in doing the modules...” (Participant 2)</td>
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<td>“It is really easy if you compare your module with somebody else who is making a module with the same standard... my co-teachers are also doing that, so, what I did is I also I also looked at their modules... it is really helpful when you work together.” (Participant 7)</td>
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<td>“I dealt it with positivity that I’ll finish it for the learners. I just thought that I can do it despite the many things to be done and submitted...” (Participant 3)</td>
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<td>“...keeping a positive attitude in dealing with the difficulties that I was encountering during the time I am crafting the caplet. Despite of the challenges that we encounter, if you are optimistic, you would be able to surpass those challenges but if you are a pessimistic type of a person, you would probably not be able to cope up with these difficulties that you will encounter.” (Participant 4)</td>
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<td>“I have to be focused and motivated ... I have to face that we are no longer in the usual environment... accepting those facts would help anyone set up and try to find other mechanisms to cope with the changing scenarios inside the classroom...” (Participant 5)</td>
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<td>“The attitude of the teachers is very important because change is coming every time. If the teacher is not positive for change, nothing will happen, they cannot cope up.” (Participant 6)</td>
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Table 2 presents the coping mechanisms of the participants in facing the challenges while developing the modules for the modular learning of English. There were five coping mechanisms elicited from the data.

Among the seven participants, four of them (57.14%) claimed that they look for reliable resources in order for them to finish developing the modules. Participant 2 said that a publishing company provided them with books that could be used as an alternative source in writing the modules. Also, participant 3 read some books and gathered some ideas from it. The other three participants said that they have looked for alternative reliable resources online. Participants 3, 4, and 5 claimed to have used the internet in looking for alternative sources that are reliable.

Additionally, participant 5 went on the extent of asking colleagues for their accounts with regard to the different sites that give credible sources. This idea came from the following excerpt:

“I had to find ways. ...ask for online account because I have colleagues who have online accounts on different online references account.” (Participant 5)

It is expected from teachers to teach relevant concepts in a subject matter using authentic activities while addressing the needs of the students (Krajcik & Davis, 2005). In a similar way, teachers are expected to craft materials for the learners that are relevant. Participant 3 stated that “...activities must be originally crafted by the writer.” This means that teachers who are developing the modules must also consider the relevance of the activities in a subject matter. Additionally, Krajcik and Davis (2005) suggests that it should address the learners’ needs. The data elicited from the interview revealed that the participants create authentic activities that correspond to the subject matter. Also, the module developers addressed the needs of the students during the pandemic by which they developed the modules intended for the learners. Although it was claimed by the participants that there was a lack of resource materials, they were able to look for alternative materials online.

Time management has also been one of the coping mechanisms of English language teachers in developing the modules for the learners. Five of the participants (71.43%) answered that they have been managing their time in order for them to finish developing the modules on time. Participants 1, 2, 3, 4, and 7 were all practicing productive time management so that they could finish developing the modules on time. Moreover, participant 3 said that “I allotted much time in writing it. I worked until midnight just to finish the SLM.” It is evident in this statement that there was not enough time to develop the module, therefore, the participant opted to work past the number of working hours.

It is also notable that some material developers make sure that they would not be wasting any time procrastinating. The following excerpts suggest this idea:

“I always see to it that I am on track of the time when doing a task so that at the end of the day, I would not forget something or tend to procrastinate. I see to it that I maintain a productive work pace...” (Participant 4)

“I set time table whereas you would be marking objectives for the week... when we don’t have objectives for the week, it’s actually difficult to finish the module because you will tend to procrastinate...” (Participant 7)

Furthermore, in developing the materials for the modular learning of English, the module developers adjusted the activities within the learners’ level of knowledge. 28.57% of the participants (two out of seven) adjusted the level of difficulty of the activities because they have no idea about the learners’ level of understanding who would be answering the modules they have developed. Participant 7 ended up making a module that is in the moderate level. In the same manner, participant 5 adjusted the level of difficulty of the modules so that learners could answer the modules no matter what their level of knowledge and understanding. The following excerpt has been the foundation of this idea:
“on the case of module basing, you have to make sure that the activities are easily understood, ...it can be accomplished no matter what is the level of students...” (Participant 5)

Module developers have also done collaborations with their colleagues in the process of developing the modules. Two of the participants (28.57%) claim to have had collaborations with their colleagues in developing the modules. Participant 3 stated that “...we teachers have done some collaborations in doing the modules.” It was clearly elicited from the participants’ response that they have done collaborations in developing the modules. In a similar vein, participant 7 have done the same thing with his colleagues. Also, participant 7 revealed that his co-teachers have collaborated with one another to come up with a quality learning material for the learners.

One of the most essential skills in 21st century education is collaboration (Jamon, Boholano, Jamon, & Pardillo, 2021). It was unveiled in this study that the material developers exhibited collaboration in developing the modules for the modular learning of English. Collaboration is seen by the participants as one of the effective coping mechanisms in finishing the modules that they have developed for the learners. In the study of Plauborg (2009), it was discovered that through collaborative effort, there was an improvement with teachers’ teaching and learning. Additionally, a school’s success is indicated through the collaboration done by the teachers (Tzivinikou, 2015).

Moreover, the data elicited from the interview revealed that one of the coping mechanisms of module developers is keeping a positive attitude. Four of the participants (57.14%) have claimed to have a positive outlook of the module development amidst the challenges they have faced. Participant 3 said that she has dealt it with positivity for the learners’ sake. Similarly, participant 4 stated that she faced those challenges with a positive attitude so that she could finish developing the modules. Additionally, participant 4 claimed that an optimistic person would surpass any challenge that is given unto him. The following excerpt support this idea:

“Despite of the challenges that we encounter; if you are optimistic, you would be able to surpass those challenges but if you are a pessimistic type of a person, you would probably not be able to cope up with these difficulties that you will encounter.” (Participant 4)

Participant 6 also corresponded the same opinion with regard to having a positive attitude. In fact, participant 6 said that “If the teacher is not positive for change, nothing will happen, they cannot cope up.” More so, participant 5 stated that she kept herself focused and motivated in developing the modules. Additionally, participant 5 accepted the fact that the education platform was changed and they have to do the modules for the learners. Acceptance is found to be a good coping mechanism by the participant.

Attitude is the tendency of reacting in a specific way through the involvement of the stimuli which causes a person to act in such a way (Anastasi, 1957). Additionally, Latchanna, and Dagnew (2009) claimed that one of the significant concepts in understanding the behavior of man is through the person’s attitude. It was revealed in this study that the material developers acted in accordance with their positive attitude. Hence, their optimistic attitude helped them in coping with the challenges and they were able to finish developing the modules. Moreover, Bradley (1995 cited in Latchanna, and Dagnew, 2009) the inadequate school funds, insufficient salary, lack of support from the stakeholders, and additional workloads are some factors that would affect teachers’ performance. Although the teachers’ workload was added, by which teachers became module developers too, they still exhibited a positive attitude in developing the modules. The teacher’s commitment to their work is relatively important in times like the COVID-19 pandemic (Bolaran & Hernan, 2020). In the study of Jamon, Boholano, Jamon, and Pardillo (2021), the positive attitude of teachers was also noted despite the challenges encountered in the new normal set-up.
Conclusion

This study discovered four major challenges encountered by inexperienced language teachers in developing the modules for the learners. One of the challenges faced by the participants of the study is the deficit in orienting the teachers with regard to module development. Also, the participants encountered difficulty in finding reliable sources to be included in the module. Moreover, the time allotted for the participants to finish developing the modules is insufficient. The fourth identified challenge faced by the participants in crafting the modules is the unawareness of the learners’ level of understanding.

Furthermore, the coping mechanisms of inexperienced language teachers in developing the modules were revealed. There were five coping mechanisms solicited from the data. The participants find alternative reliable resources in books and the internet. Moreover, teachers manage their time productively so that they can finish developing the modules on time. Also, the participants adjusted the level of difficulty of the activities in the module so that learners of any type would be able to answer the modules on their own. Additionally, the module developers collaborated with their colleagues in developing the learning materials for the modular learning of English. Despite the challenges encountered in developing the modules for the learners, the module developers maintained a positive attitude. Teachers did not only serve as educators but they have also served as module developers who crafted the modules for the learners.

Implications

This qualitative research study presented the inexperienced English language teachers’ challenges and coping mechanisms in developing the materials for the modular learning of English. A crucial role is portrayed by teachers in learners’ learning development (Mart, 2013). Consequently, teachers as module developers play an important role in molding the students’ knowledge. It was revealed that the English language teachers have experienced various challenges in developing the modules for the learners. Specifically, two of the participants claimed to have a lack of orientation about module development. Additionally, the participants asserted that there is a lack of reliable resource materials which served as a challenge in creating the modules. Also, the participants had to battle against the insufficient time given to finish the modules. Moreover, the participants claimed that it is challenging to construct activities to be included in the module without knowing the learners’ level of understanding. The results revealed in this study further imply that the English language teachers were not ready to develop the learning materials for the modular learning of English. Furthermore, the school and its stakeholders are also unprepared for this scenario as it was revealed that teachers lack orientation with regard to module development.

Nevertheless, the English language teachers were able to cope up with the challenges they have encountered while developing the materials for the modular learning of English. It was revealed in this study that the participants coped up with the challenges through finding alternative reliable resources, time management, collaboration, and keeping a positive attitude while crafting the modules for the learners. Additionally, two of the participants claimed to have the module’s level of difficulty adjusted so that all learners can answer all the activities enclosed in the module. This implies that there is no challenge that a teacher could not surpass for them to educate the learners. Although the English language teachers have encountered various challenges in developing the modules, the participants looked for ways to cope up with these challenges to meet the demands of the students during the pandemic. Moreover, the commitment and willingness of teachers to educate the learners were reflected in this study.

References


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