Blended Learning Activities towards the Enhancement of English Learning Module 3 for Grade 8

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Abstract: *This study focused on the development of blended learning activities for the enhancement of the existing K to 12 English 8 Learning Module 3. Using descriptive-developmental method, the study identified the K to 12 competencies in English 8 Learning Module 3 and developed blended learning activities for these competencies. The module consists of five lessons which were validated according to their content and usability. Four English language experts validated its content and two English 8 teachers and 60 randomly selected Grade 8 students of Agusan del Sur National High School used Lesson 1 and Lesson 2 of the module and validated their usability. The validation results showed that the developed blended learning activities were valid in terms of content and usability; therefore, the use of the module is appropriate for the target users. It is recommended that the blended learning activities be adopted by the English teachers to supplement the existing instructional materials in English 8. It is also recommended that the Department of Education supervisors help and motivate teachers and researchers to design blended learning activities for the remaining three modules of the K to 12 English 8 Learning Module.*

Keywords: Blended Learning Activities, Validation, English 8

1. Introduction

Helping new generation of learners to develop their full potentials in a rapidly-changing world is where 21st Century education evolves. 21st Century skills refer to core learning competencies such as to collaborate, to think critically, to solve problems and to become literate to digital learning. This emphasizes the necessity to teach learners to help them succeed in this modern world (Rich, 2010).

There is more learning online today than what is happening in the classroom. Virtual tools and open-source software generate limitless learning areas for students anytime and anywhere (Berry, 2016). As suggested by Castle and Maguire (2010), it should be clear to everyone in the academe that 21st Century learners have expectations that are not met within the traditional model of mainstream education. Anent to this, Berry (2016) defines 21st Century learning as students who must not only master the content but to synthesize, evaluate and produce facts and information in various references with respect on the different cultures. In addition, students are also expected to perform the three Cs: communication, collaboration and creativity. Similarly, the Department of Education (DepED) observed that students today are getting more knowledgeable with the technological devices; thus, they should be given opportunities to access the internet easily and be continuously connected in order to learn how to share and exchange ideas or information across time and space using a wide variety of modalities.

Online learning can be difficult if it is meant for disciplines that involve practice and online learning cannot offer human interaction (Armstrong, 2013). In spite of the rapid technology growth, computers and applications still cannot fully replace human communication.

Thus, it is the desire of the researcher to take an action in which the teacher can take benefit of online learning instruction without sacrificing offline learning instruction or termed face-to-face learning instruction and interaction with students. Seeing the need to find ways to widen the delivery options of lessons to students, the researcher created module with blended learning activities which means a blend of face-to-face instruction and flexible learning mode of delivery (FLMD).

The FLMD consists of performance-based tasks and online instruction. Activities done online are delivered asynchronously which means students are allowed to complete their work on their own time and the instructors provide materials, lectures, tests and assignments that can be accessed at any time.

The mandate of RA 10533 or the Enhanced Basic Educational Act of 2013 Sec. 10.2 to contextualize learning materials and pedagogies motivated the researcher to design blended learning activities that incorporate localization of activities and strategies to address students' educational and socio-cultural needs. These blended learning activities are not just enrichment activities, they can be found all throughout the parts of the lessons.

Summarily, the researcher conducted this study to support the drive of DepED to enhance the basic education curriculum through research-based and localized learning materials. More importantly, this study is conducted since the researcher realized that for 21st Century learners, blended learning is no longer an option but a necessity.

2. Statement of the Problem

The study aimed to develop blended learning activities for the enhancement of English 8 Learning Module 3 for Grade 8. It sought to answer the following questions:

1. What blended learning activities can be developed for the English 8 Learning Module 3 competencies?

2. How valid are the blended learning activities in terms of content and usability?

3. Research Design

The study used descriptive-developmental research method. It is descriptive in nature because it determines the competencies in English 8 Learning Module 3. It is also developmental because it develops blended learning activities for the enhancement of the existing activities in the K to 12 English 8 Learning Module 3.

The researcher adopted Johnson's Model of Material Preparation namely, designing phase, development phase and validation phase. Design phase focuses on the learning objectives, subject matter analysis and media selection. Development phase deals with creating and assembling of the content crafted in the design phase. Validation phase includes the testing of the validity of the module.

Participants of the Study

In this study, the respondents were the content validators and user-validators of the module. There were four language experts from DepED-Agusan del Sur and Philippine Normal University-Mindanao who validated the content of the module. Two teachers who are teaching English 8 in Agusan del Sur National High School used Lesson 1 and Lesson 2 and validated their usability. Fifty percent of 120 Grade 8 students also used and validated the usability of Lesson 1 and Lesson 2. Table 3.1 shows the distribution of the student-validators.

Table 3.1
Distribution of Student-Validators of the Study

Name of section	No. of students who used Lesson 1 and Lesson 2	No. of students who validated Lesson 1 and Lesson 2
8-Daffodil	60	30
8-Zinnia	60	30
Total	120	60

Setting of the study

The study was conducted in Agusan del Sur National High School (ASNHS), San Francisco, Agusan del Sur. ASNHS is located in an urbanized town and not classified as Indigenous People community. It is located in Barangay 5, San Francisco, Agusan del Sur, right of the National Highway to Barobo, Surigao del Sur. ASNHS is strategically located in San Francisco, Agusan del Sur, a first class municipality in the province of Agusan del Sur, Caraga Region. It comprises 27 barangays. Figure 3.1 shows the location of ASNHS.

ASNHS is an empowered school. As of 2017, for the management level, the school has nine school managers occupying different administrative positions including Principal IV, Administrative IV, Head Teacher IV, Head Teacher III, Head Teacher I. For the teaching level, there are four teachers holding Master Teacher II position, 11 teachers holding Master Teacher I position, 38 teachers occupying Teacher III position, nine teachers with Teacher II position and 96 teachers holding Teacher I position.

4. Results

Development of Blended Learning Activities

This section presents the designed blended learning activities. This discusses the procedures done to develop the activities.

These blended learning activities were developed to enhance the existing learning module for quarter 3 of English 8. The activities consist of in-classroom activities which include tasks done inside the classroom with the teacher's direct supervision such as lectures, discussions and giving of feedbacks. The activities also include off-classroom or tasks outside the classroom either internet or web-based or performance-based. These

off-classroom tasks can be found all throughout the lesson, not just in the enrichment part.

Furthermore, Johnson's Model was followed in developing the blended learning activities. This model has three phases. These are the design phase, development phase and validation phase.

In the design phase, the competencies for the third quarter of English 8 were identified. Since there were repetitive competencies, the researcher narrowed down the 70 competencies into 26 competencies. These competencies were validated by eight teachers who are teaching English 8. The list of competencies is appended on page 77.

From these competencies, there were five lessons developed consisting of 101 blended

learning activities which cover 62 sessions or 62 hours. Each session is equivalent to one hour. Each lesson follows the learning domains KPUP and their equivalent task levels "Your Initial Tasks", "Your Text", "Your Discovery Tasks", "Your Final Task/My Treasure". Product/Performance is assessed using GRASPS is referring to goal, role, audience, situation, product or performance and standards.

In the development phase, a matrix of blended learning activities was created based on the validated competencies. The subject content, Afro-Asian Literature, was also considered in developing the five themes which are resilience in embracing challenges, faith in times of challenges, courage amidst challenges, strength in facing challenges and learning from challenges on which the lessons revolved.

Once the matrix was done, the writing activity of the entire module followed. KPUP and the task levels, as well as GRASPS, in organizing the activities in each lesson were taken into account.

Finally, in the validation phase, the blended learning activities were submitted to language experts for content validation. To validate usability, Lesson 1 and Lesson 2 were used by teachers and students. Two of the Grade 8 teachers who are teaching English 8 and 50% of the Grade 8 students evaluated the usability of both lessons.

Validity of Blended Learning Activities on Content and Usability

This part shows the analyses of the data based on the results of the validation of the blended learning activities according to their content and usability. The content validation is composed of seven criteria namely: (1) objectives, (2) topics, (3) technical quality, (4) instructional quality, (5) organization, (6) language arts and content and (7) assessment.

The whole module under the criterion 'objectives' garnered a descriptive rating of 4.16 or "very satisfactory". This means minor revisions are needed in the objectives. A Indicators 3, 4 and 5 (learning objectives are attainable, learning objectives are realistic and learning objectives are time-bounded) have the lowest mean which is 4.05. This implies that the objectives of the activities need a little revision to make them more realistic or within the availability of resources, knowledge and time, attainable or achievable and time-bounded or time-sensitive.

Based on the results, minor changes were made to the objectives. For instance the objectives "make a travel brochure" of Lesson 2 was changed into "make a travel brochure of the cultures, traditions, beliefs, values and practices of Arabs and Israelites". This way, the objectives are now more realistic because they are easier to achieve considering the change of the said objective.

Further, indicator 3 (learning objectives are attainable) has a descriptive rating of "very satisfactory". This means that minor revisions are needed in the learning objectives. In order to meet attainability of the learning objective, the Lesson 3 objective which is "demonstrate appropriate turn-taking strategies" was changed into "demonstrate appropriate turn-taking strategies through an interview". In this way, through an interview, the outcome of the students' demonstration on turn-taking strategies is more possible.

"Learning objectives are time-bounded" is also rated "very satisfactory" (4.05); hence, minor revisions are recommended. This could be because time was only specified in the lesson matrix. To address this, time allotment is indicated in every lesson. For example, as stipulated in Task 16 of Lesson 3 which is about writing script and performing TV commercial, after the writing process, students are given 150 minutes to practice performing the commercial. Through this, the objectives are more time-sensitive because of the time specification.

"The learning objectives are specific" and "the learning objectives suit the competencies specified in the K to 12 curriculum" are rated "outstanding". This signifies that they do not need revisions anymore. According to Penn State personal web server, a website, the ultimate purpose of objectives is not to limit impulsiveness or compel the vision of education in the discipline; but to guarantee that learning is focused clearly that both teachers and students know what is going on so that learning can be objectively measured

Among the five lessons, Lesson 2, Lesson 3 and Lesson 5, in terms of objectives, got the lowest rating of 4.13 or "very satisfactory". Therefore, minor revisions are to be made to improve the objectives of the three lessons. One revision made in Lesson 2 was to rephrase the objective "list vital topics and details from the text" into "utilize varied reading strategies to note and extract information from the text" to make the objectives achievable. The revised objective maximizes students' abilities in using reading strategies but still remain possible or attainable.

Further, the objective "compare and contrast cultures, traditions, values and practices of Israelites and Arabs" of Lesson 2 was changed to "compare and contrast cultures, traditions, beliefs, values and practices of Filipinos, Israelites and Arabs. This way, students could share and give more realistic views on the cultures, traditions, beliefs, values and practices of the said races.

Additionally, in Task 2 of Lesson 3, the time given for each pair to practice the lines of their chosen TV advertisement is one minute. Through

this, the target time for all students to practice is managed. Moreover, in Lesson 5, the objective "determine the roles of a school librarian" was changed to "perform the role of a school librarian" to make it more realistic and relevant to the other objectives. Also, another objective in Lesson 5 which is "distinguish the types of in-text citation" was changed into "use in-text citation in a simple research activity". This is done to quantify the students' progress in using in-text citation in a research activity. On the whole, the blended learning activities, in terms of objectives, are still valid.

The validity of the whole module in terms of topics as it has a grand mean of 4.24 or "outstanding". The result signifies that there are no revisions needed in terms of the validity of the topics in the blended learning module. However, among the indicators, the topics which supplement the students' knowledge, skills, attitudes and values or indicator 9 has the lowest rating which is 4.10 or "very satisfactory". This means minor revisions are needed in the topics. For instance, the topic comparing and contrasting in Lesson 2 was changed to reading strategies.

"The topics are appropriate for the age of the target learners", "the topics are designed to meet the needs and interests of the learners" and "the topics are aligned with the standards of K to 12 curriculum" have the mean rating of 4.25, 4.25 and 4.35 respectively. These three indicators have a descriptive rating of "outstanding". This implies that no revisions are needed in the topics.

Among the five lessons, Lesson 2 has the lowest rating which is 3.94 or "very satisfactory". This signifies that there are minor revisions of the topics in the said lesson. One revision was the use of literary piece such as "The Wonder Tree" instead of "The Necklace". This Arabian short story is aligned with the standard competencies of the K to 12 curriculum which means that literary pieces used in the blended learning activities are focusing on Afro-Asian literature. Another reason is the appropriateness of the story to the target learners. The story teaches generosity and empathy to everybody. This supplements students' KSAVs specifically attitudes and values. Also, Task 12 and Task 13 of the said lesson were revised through letting the students free of their own learning experience. This way, students' needs and interests could be met. According to Dest (2013), flexible learning is multi-layered and multi-faceted. In designing the blended learning activities, the researcher sees the need to cater students' learning styles through showing them various teaching modes in learning concepts and ideas. This idea supports the validity of Lessons 1, 3, 4 and 5 as they got a descriptive rating of "outstanding". This signifies that no revisions are needed. Generally, the whole module, in terms of the presentation of topics, is valid.

The criterion "technical quality" garnered a grand mean of 4.18 or "very satisfactory". This signifies that minor revisions are needed in the technical quality of the module. Results reveal that indicator 11 (appropriate images have followed through all over the material content), indicator 14 (the blended learning activities have ample space for the students to write their answers), indicator 15 (the material promotes effective use of social media platforms such as Facebook, Edmodo and Quizlet), and indicator 16 (the use of Facebook, Quizlet and Edmodo components is relevant to the progress of students' learning) have the lowest descriptive rating which is "very satisfactory". Therefore, revisions are needed in the blended learning module based on the indicators. The use of icons in "Your Initial Tasks "Your Text" , "Your Discovery Tasks" , "Your Final Task" and "My Treasure" were carefully chosen which serve as prompt in tracking the students' progress in accomplishing tasks.

Moreover, Task 8 of Lesson 2 has enough spaces for the students to write their answers of the pre-movie questions and post-movie questions. Another revision made on the use of social media platforms like Facebook, Edmodo and Quizlet was the maximization of their applications. In Task 10, students do not just create but they like, comment and share their outputs.

On the other hand, the use of colors (indicator 12) and the readability of the texts (indicator 13) in the module have a descriptive rating of "outstanding". This means no revisions are needed. Church (2018) stated that colors and shapes are building blocks of students' cognitive development. Further, Cousins (2013) pointed out the importance of text for readability. Text is not an afterthought in the design process. It should be the first consideration.

Among the five lessons, Lesson 1 and Lesson 2 have a descriptive rating which is "very satisfactory". This signifies that minor revisions in terms of technical quality are needed. One revision made was the change of color background of the story "The Tale of Ch'unhyang" from "yellow" to "no fill". This action was made to make the texts readable and clear. Also, to maximize the use of social media platforms, in the final task of Lesson 2, instead of just letting the students make and pass a travel brochure, they are tasked to upload their output in Facebook for liking, commenting, and sharing. Generally, the whole module is valid in terms of technical quality.

In terms of instructional quality, the whole module garnered a grand mean of 4.07 or "very satisfactory". Results reveal that the three indicators have a descriptive rating of "very satisfactory". This indicates that in terms of instructional quality, revisions are needed. Based on the results, minor changes were made to the instructions/directions. For example, in the final task of Lesson 4, instead of

just giving general directions which is to make a radio/TV broadcasting script and present it to the class, this was presented in a process which is to decide whether students prefer to have radio or TV broadcasting, to plan for scriptwriting and performing and to start the process. This way, the clarity of the instructions and directions are given attention.

Another revision made was in Task 5 of Lesson 1. The directions which are "see this link and read facts about Korean cultures, traditions, history, clothing and practices in Quizlet" were changed to "see this link; read facts about Korean about Korean cultures, traditions, history, clothing and practices; log-in to your Quizlet class account and answer Study Set 1". Through this, students are given specific processes on what to do in the said task.

Further, to prompt and encourage students to proceed to the next task, transitions were made before and after each activity. For example, before students will accomplish Task 4 of Lesson 3, transitions are to be read and understood first. The transition "in this part, you are going to read a story *The Country's Good Son* by Minn New Thein" was revised into "in this part, you are going to read a story *The Country's Good Son* by Minn New Thein; discover the characters' personal challenges and how they overcome problems; but this time, find the meanings of phrases that can be found in the story; read instructions in Task 4; for your self-check, see key to correction". In this way, students are prompted to move to the next task.

Rosenshine (2018) stated that many of the skills taught in classrooms can be conveyed by providing prompts, modelling use of the prompt and then guiding the students as they develop independence. In this connection, there is a necessity to dwell on the impact of instructional quality in designing activities towards students' independence in learning.

Furthermore, all five lessons have a descriptive rating of "very satisfactory". This indicates that revisions are really needed in terms of the instructional quality of the blended learning activities. One revision made was to rephrase the instructions in Task 13 of Lesson 2 which was "now, that you're done searching the cultures, traditions, beliefs, practices and values of Arabs and Israelites, we'll begin to explore and create visuals through online tool; start exploring Canva world" to "now, that you're done searching the cultures, traditions, beliefs, practices and values of Arabs and Israelites, we'll begin to explore and create visuals through online tool; start exploring Canva world; make a photo collage of the cultures, traditions, beliefs and practices of Arabs and Israelites; download your photo collage and send it to the Facebook group account; let your friends like and share your photo collage". Task instructions of Task 15, Lesson 5, was also revised from "search for examples of sources of all the books, magazines and websites" into "find a partner; search for examples of sources of all the books, magazines and websites that you read; make a list of them; print the information for each source you find; extract each of the information and categorize them using the bibliography worksheet". This way, students can understand the processes in completing the task.

According to ESOL Teaching Skills TaskBook, good instructions use simple language and are often supported by clear gestures or demonstrations. Further, it is helpful for students, if teachers plan for their instructions. In general, the whole module, in terms of instructional quality, is still valid.

In terms of organization, the whole module garnered a grand mean of 4.14. It has a descriptive rating of "very satisfactory". This indicates that in terms of the organization of the activities, minor revisions are needed. Results clearly show that indicator 20 (the blended learning activities achieve their defined purpose) has a descriptive rating of "very satisfactory". Thus, revisions are needed.

For example, in Lesson 5, the organization of the activities from preliminary activities, discussions, enrichment activities and assessment were changed to preliminary activities, discussions, discovery, enrichment activities and assessment. In this way, students are given time for themselves to learn from the discussions and discover beyond discussions.

Another indicator which is indicator 21 (the blended learning activities show a logical progression of ideas) got an overall mean rating of 4.05 or "very satisfactory". This goes to show that minor revisions are needed. One revision made was making the blended learning activities logically presented through following the heft of each task level. For instance, students identify first the TV advertisement taglines (Task 1 of Lesson 3) to students' presentation of a particular TV advertisement that they liked and memorized (Task 2 of Lesson 3). All these preliminary activities are connected to the lesson key points of Lesson 3.

Further, indicator 23 or the blended learning activities allow students to understand the level of difficulty of the topics has an overall mean rating of 4.15 or "very satisfactory". This means that minor revisions are needed in the blended learning activities. One of the revisions made was in Task 12 of Lesson 1. In this task, there is a follow-up activity to assess students' learning instead of just directing students into another lesson key point.

Among the five lessons, Lesson 1, Lesson 2, Lesson 3 and Lesson 5 have a descriptive rating of "very satisfactory". This means that there are minor revisions needed. One revision was in Task 11 of Lesson 2. Instead of just letting the students directly answer the task, there are pre-movie

questions and post-movie questions first before comparing and contrasting the story text and the movie. Another revision was done in Task 16 of Lesson 5 wherein, instead of incorporating the analytic questions and citing sources and references to Task 6 of the same lesson, the questions were separated and included in the enrichment activities in order for the students to know their progress in learning about sourcing and referencing. Generally, in terms of the organization of activities, the whole module is still valid.

The whole module, in terms of language arts and content, garnered a grand mean of 4.23 or "outstanding". This signifies that there are no revisions needed to the language arts and content. However, indicator 28 (the blended learning activities stimulate students' creativity) has a descriptive rating of "very satisfactory". This means that there are minor revisions needed. One of the revisions made was in Task 26 of Lesson 1. Instead of limiting students' creativity in accomplishing the task which is to apply the use of affixes and types of sentences in a song, students are given options to complete the task through singing, dancing, drawing and dramatizing observing the use of affixes and types of sentences.

"The blended learning activities are stimulating, challenging and engaging" (indicator 29) has an overall mean rating of 4.10 or "very satisfactory". Thus, revisions are needed. To address this, for instance, the final task of Lesson 1 which is to "make a written composition observing the use of affixes and types of sentences" was changed to "imagine that you are a prominent or an influential person who has principles and commitment to promote justice; imagine that you are a government official, specifically a barangay captain of a certain municipality in Agusan del Sur, who will help in the promotion and sharing of information to educate people in coping local issues and challenges; make an info-ad". The task challenges and engages students in realistic scenarios.

Moreover, indicator 30 (process questions of the blended learning activities provide balanced assessment type of questions) got a descriptive rating of "very satisfactory". This indicates that based on this indicator, minor revisions are needed. One of the revisions was in Task 11 of Lesson 1. The process questions "who are the characters in the story; what is the title of the story and what are the conflicts in the story" were changed to "describe the characters in the story; if you were Ch'unhyang, would you accept the offer of the governor", "how would you end the story, if you were the author" This way, the process questions are balanced and let students think critically of the answers. Tofade (2013) said that well-crafted questions lead to new insights, generate discussion, and promote the comprehensive exploration of subject matter while poorly constructed questions can stifle learning by

creating confusion, intimidating students and limiting creative thinking.

Among the five lessons, Lesson 1, 2 and 3 have a descriptive rating of "very satisfactory". This signifies that there are minor revisions needed. For example, in Task 3 of Lesson 2, instead of "write unforgettable experiences related to the theme of the religious poem", it was changed to "share unforgettable experiences related to the theme of the religious poem". This is to stimulate, challenge and engage students towards the communicative use of language. Generally, in terms of language arts and content, the whole module is still valid.

Results show that the criterion "assessment" has a grand mean of 4.10 or "very satisfactory". This means that minor revisions are needed to the assessment of the blended learning activities.

Indicator 32 (evaluation exercises fit to the learning objectives) has an overall mean rating of 4.05 or "very satisfactory". This indicates that there are minor revisions to be made. To address this, one revision made was in the final task of Lesson 5. The task instructions "go to the school library and write as many as you can bibliographic entries using card catalog" were changed to "you will be tasked to be the assistant of your school librarian; write a permission letter to your school principal, English department head; once approved, your group will experience how to pile, sort, organize books and use card catalogs; listen and observe right things as you go through the completion of this task; you'll be observed through an engagement rubric". The whole assessment does not just focus on one learning objective but all learning objectives of Lesson 5.

"Assessment methods are clearly aligned with the objectives of the lessons" or indicator 33 got an overall mean rating of 4.05 or "very satisfactory". This signifies that minor revisions are needed.

The task instructions "this time, form a group with ten members; choose one type of media broadcasting; if you prefer to have radio or TV broadcasting, then, follow the basic guidelines in writing a script" of the final task in Lesson 4 were changed to "in your previous discussion, you were able to learn the basic tips and guidelines in writing scripts for media broadcast; this time, form a group with ten members; choose one type of media broadcasting; if you prefer to have radio or TV broadcasting, then, follow the basic guidelines in writing a script; you will be given ample time to do this task". In this way, the task is not just focusing on one learning objective which is to write scripts for radio and TV broadcasting but is aligned with all the learning objectives of Lesson 4.

Jabbarifar (2009) stated that through using

appropriate classroom assessment strategies and techniques, teachers can increase students' motivation and show them how well they have learned the language. In general, the whole module is still valid.

Validity of blended learning activities on usability as evaluated by the Grade 8 English teachers.

This part presents the analyses of the data on the validity of the blended learning activities in terms of usability. The results are based on the evaluations of the Grade 8 English teachers. Further, out of five lessons, only Lesson 1 and Lesson 2 were validated. The instrument is composed of three criteria. These are ease of administration, time and other factors.

The criterion "ease of administration" garnered a grand mean of 5 or "outstanding". All indicators got a descriptive rating of "outstanding". This signifies that there are no revisions needed.

Additionally, the results signify that the two lessons are easy to administer. The current study focuses on the enhancement of the existing K to 12 English Learning Module 3 for Grade 8 students. One of the teachers or user-validators commented that the module is easy to use. Thus, the teachers' comfort in using the material for the students' learning progress is a consideration. As a whole, the module, in terms of ease of administration, is valid.

Further, the criterion "time" garnered a grand mean of 4.38 or "outstanding". All indicators got a descriptive rating of "outstanding". Further, indicator 6 (the blended learning activities are enough for the time allotted in the lesson matrix) has the highest overall mean rating which is 4.50. The result signifies that there is enough time for the students to accomplish the blended learning activities.

Furthermore, Lesson 1 and Lesson 2 garnered a descriptive rating of "outstanding". Lesson 2 has the highest grand mean of 4.50. The said lesson discusses cultural appreciation of African and Asian countries. The result signifies that the blended learning activities in Lesson 2 followed through the time frame stipulated in the lesson matrix.

In contrast, Lesson 1 got the lowest grand mean which is 4.25. The result is attributed to the indicator 7, Lesson 1, wherein it got a mean rating of 4.00 or "very satisfactory". This means minor revisions are to be made. The said lesson focuses on strengthening students' grammar awareness and vocabulary skills. Thus, the degree and heft of time needed for the students to accomplish activities in Lesson 1 is greater than the time needed for Lesson 2.

Learning is often sequential; therefore, previous knowledge must be mastered before introducing new knowledge (Naicker, 2016) which means that mastery on grammatical skills first before introducing new lesson. To address the need to revise, more time is allotted for the students to accomplish blended learning activities in Lesson 1. That is, 13 hours is stipulated in the lesson matrix instead of 10 hours. Generally, in terms of time, the whole module is still valid.

Results also present that the data under criterion "other factors", all indicators have a descriptive rating of "outstanding". Furthermore, indicators 8, 9, 11 and 14 got the highest overall mean of 5.00. The data signify that the there are no revisions needed. This further means that the material promotes students' engagement despite individual differences, helps students achieve mastery of the lesson and can be used with different learning groups. Moreover, Lesson 1 has the highest grand mean which is 5.00 or "outstanding". Based on the data, there are no revisions needed.

However, Lesson 2 got the lowest mean rating of 4.79. The result indicates that the said lesson, though it got the lowest mean, outstandingly meets requirements.

One of the Grade 8 English teachers commented that the module is easy to use and caters students' needs with different learning styles. On the whole, in terms of criterion "other factors", the module is valid.

Validity of blended learning activities on usability as evaluated by the Grade 8 students.

This section presents data on the validity of the blended learning activities in terms of usability as evaluated by the Grade 8 students. Further, out of five lessons, only Lesson 1 and Lesson 2 were validated based on the given criteria. These criteria are team-based activities off-classroom and in-classroom, off-classroom activities and in-classroom activities.

The criterion "team-based activities both off-classroom and in-classroom" has a grand mean of 4.68 or "outstanding". All indicators got a descriptive rating of "outstanding".

Further, the role of the blended learning activities to students' learning or indicator 1 has the hig'hest overall mean rating which is 4.73. The result implies that the activities increase the Grade 8 students' learning. Additionally, the result is attributed to one of the comments of a Grade 8 student that the book helps her to learn word spelling and use English language.

Moreover, during the FGD with five of the Grade 8 students, student 1 commented that the blended learning activities helped her to know correct grammatical structures; student 2 added that the blended learning activities helped her improve her creativity; student 3 also added that the stories were nice; student 4 also commented that she learned different languages and student 5 stated that the blended learning activities developed macro-skills.

Furthermore, indicator 2 (the blended learning activities help me to develop teamwork skills) and indicator 3 (team interactions allow me to ask questions without feeling embarrassed) have an overall mean rating of 4.69 or "outstanding". This means no revisions are needed. The data are supported with the comments of the five students during the FGD. These comments are:

Student 1: *Yes ma'am, ang mga activities help me develop teamwork skills. Pareha anang open ko sa ilaha nga mag-share og ideas.*

(*Yes ma'am. The activities help me to develop my teamwork skills. I am open to sharing of ideas with them.*)

Student 2: *Yes ma'am. Maulawon man gud ko ma'am tapos dili kayo ko makipag-communicate sa akong classmates. Maong through teamwork, ako gi-try nga makipaghalubilo sa ila.*

(*Yes ma'am. To be honest, I am a shy type of person. I rarely communicate with my classmates but through teamwork activities, I tried my best to mingle and participate with my classmates.*)

Student 3: *Maka learn ko ma'am og maka share pud og makapangutana.*
(*I can learn, share and ask.*)

Student 4: *Kanang sa group activity man gud ma'am kay naay brainstorming unya maka-share pud mi ug ideas.*

(*In group activity, brainstorming is present. We can share ideas.*)

Student 5: (*Through teamwork makabalo ta mag-interact sa ato teammates and then dili na maulaw mangutana ug mu-share sa learning.*

(*Through teamwork, we will able to interact with our teammates. I can manage myself to never be hesitant to ask questions and share our learning, ma'am.*)

"Team questions and comments create more member interactions" or indicator 4 has a descriptive rating of "outstanding". This indicates that there are no revisions needed. A comment of one of the students during FGD supports this when she said:

Student 1: *Kanang mga grupo grupo na activity ma'am, maka-create siya og self-confidence.*

(*Group activity helps me to develop self-confidence.*)

Indicator 5 (working within a team helps me to stimulate real life teamwork) has an overall mean rating of 4.67 or "outstanding". This signifies that no revisions are to be made. One of the students in the FGD said:

Student 5: *Yes ma'am. Kanang makabalo jud ta na seryoso jud ta ma'am, kay di ba ma'am naanad tas sa una na mag-gara gara ra.*

(*Yesma'am. In teamwork activities, we must be serious.*)

Likewise, indicator 6 (teamwork creates a safe environment for me to work and learn) got the lowest overall mean rating of 4.62. This means that the risk in engaging into team-based activities is possible. However, the said indicator, though it gained the lowest mean, outstandingly meets the requirements. Thus, there are no revisions needed.

As mentioned in Chapter 2 of the current study, one of the principles of the engagement theory is to relate. Smith (2014) stated that the activities should build team efforts which emphasize communication, management, planning and social skills. Thus, there is a need to incorporate team-based activities in the blended learning module which are necessary for the students' learning and engagements. Generally, the whole module, in terms of team-based activities both off-classroom and in-classroom, is valid.

The criterion "off-classroom activities" has a grand mean of 4.62 or "outstanding". All indicators garnered a descriptive rating of "outstanding". This indicates that there are no revisions needed.

Indicator 7 (I can learn new skills by applying social media platforms which are Quizlet, Facebook and Edmodo) has an overall mean rating of 4.74 or "outstanding". The data is supported with one of the comments of a student during FGD when she said:

Student 4: *Makatabang man pud siya sa ato learning ma'am. Makapangutana ta dadto, matubag man pod nila ma'am. Kanang tubagon to namo ang question nga gi-post ni teacher sa Facebook.*

(*The social media platforms help us in our learning. We can ask questions then the application automatically gives us the answer. Say for instance, our teacher gave us questions through posting them in the class Facebook group account.*)

However, another student commented:
Student 3: *Dili dali para sa ako ang paggamit sa Facebook, ma'am kay dili man tanan*

naay Facebook unya dili pud tanan makabalo mag-internet ma'am.)

(No ma'am.   Not all students have Facebook account. Not all of them know how to use Facebook.)

Based on the comment, there is a need to look into the students' approach to computer literacy. Also, this comment is a basis for the next study to reconsider the proficiency of each student in manipulating computers specifically on the use of social media applications.

Furthermore, indicator 8 (I can access the learning activities at times convenient to me) got a descriptive rating of "outstanding". A comment of a Grade 8 student during
FGD supports this data when she said:

Student 1: Oo ma'am. Pareha anang maghatag si teacher og activity like mag-   post og questions sa Facebook. Kinahanglan pud ma'am na maduol pud ka sa technology kay dako naman na siya og influence sa ato-a karon labi na sa kami   mga millenials.

(Yes ma'am. Just like when our teacher posts his/her activity in our   class Facebook group, it's a need also to be closed to the use of technology. It's because it has a great influence to us especially to us "millennials".)

On the other hand, one student also commented:

Student 2: Dili ma'am. Akong time man gud ma'am kay dili lang naka-focus sa Facebook.Naa man gud koy time limit sa paggamit sa Facebook then usahay ra   pud ko maka-Facebook.

(No ma'am. I do not focus myself in using Facebook. I have my time limit. I seldom open my Facebook account.)

Follow-up question: Were you given by your parent an allotted time for you to open your Facebook account?

Student 2: Oo ma'am. Kibali manguli mi diri is 6:30 sa gabii ma'am then makauli   ko sa balay mga 7:00 na. Paghoman kaon og ilis ma'am mag open nako sa akong Facebook alas 8:00 to 9:00. Then, pag 9:00 na ma'am, i-off na jud na ko ako   cellphone ma'am. Pero humanon nako ang assignment ma'am.

(Yes ma'am. Say for instance, after my 6:30 pm class, I go home and do   my   evening routine. I am given only one hour (8:00-9:00) to

open and use my Facebook account. I also make sure that my assignment is done.)

This indicates that for the next researches, it is a need to reconsider and re-examine the accessibility of each student in using gadgets. These are their avenues in completing blended learning activities, specifically online activities.

Indicator 9 (I am allowed to work at my own speed to achieve the tasks given) has a descriptive rating of "outstanding". The result signifies that students are allowed to work on their own time and speed. This is supported with one of the comments of a grade 8 student. This comment is:

Student 4: Yes ma'am. Kailangan man pud ma'am. Assignment man nako, so buhaton nako ma'am.

(Yes ma'am. It's a need for me to do my assignment, ma'am.)

In contrast, two Grade 8 students also said:

Follow-up question: Do you have any problem regarding the distance of the internet café from your house?

Student 3: Layo ang internet café sa amo ma'am maong dili ko usahay makabuhat og activity. Pero mubuhat jud ko ma'am sa gihatag na activity.

(The distance from our house to the internet café is a bit problem but I really tried myself to do the given activity.)

Student 2: Usahay ma'am kay usahay ra man pud ko maka-open sa ako-a Facebook.

(I seldom open my Facebook account.)

The data and the implications of the comments serve as the bases for the next study to have reconsideration on the students' ability to accomplish online task. There is also a need to have a reassessment of the blended learning activities in the module in terms of online activities.

"My personal devices like mobile phones, mp3, speaker and video recorder help me in learning" or indicator 10 has an overall rating of 4.77. The result indicates that the gadgets or personal devices in the off-classroom activities are outstandingly incorporated to the module. This is supported with the responses of the Grade 8 students during the FGD when they said:

Student 1: *Yes ma'am, pareha anang Webster's Dictionary nga application sa cellphone ma'am.*

(*Yes ma'am. The Webster's Dictionary can be accessed in mobile phones.*)

Follow-up question: Were you allowed by your teacher to use mobile phones inside the classroom?
Student 1: *Oo ma'am basta for educational purposes siya.*

(*Yes ma'am. As long as mobile phone is used for educational purposes, our teacher will allow us to use it.*)

Student 2: *Oo ma'am kay pareha atong mag kinahanglan mi og music ma'am naa dayun mi magamit.Kadto pud nag role play mi, nag-video og record mi.*

(*Yes ma'am. Say for instance, when we need music for our activity, we have our gadgets. Just like when we had our role playing in English, we used video recorder.*)

"The off-classroom activities are fun" or indicator 11 has an overall mean rating of 4.66 or "outstanding". All students in the FGD said:

Students 1, 2, 3, 4, and 5: *Yes ma'am, kay mas maka-jamming namoamo mga classmates.*

(*Yes ma'am. I get to bond/mingle with my classmates.*)

Moreover, indicator 12 (the off-classroom activities help me to think critically about the topic) got an overall mean rating of 4.64 or "outstanding". This data is supported by two of the students who commented:

Student 2 and Student 3: *Yes ma'am.Taas man gud og time para hunahunaon tong answer sa question.*

(*Yes ma'am. I have enough time to answer the question.*)

Another indicator which is indicator 13 (the off-classroom activities are challenging) has a descriptive rating of "outstanding". This means that the presentation of the off-classroom activities challenges students to complete each activity. A comment of
one Grade 8 student supports this data when she said:

Student 1: *Challenging siya ma'am kay ang uban basta tudluan nimo nga mao ni ilang buhaton kay dili dayun nila masabtan. Pero through sa enough time nga gihatag sa amo ni ma'am mas ma-perform namo ang among activity.*

(*The activities are challenging, ma'am. Although it's difficult for me to let my classmates understand what I mean, I still manage to perform the activity because of the enough time given by our teacher.*)

Indicator 14 (the off-classroom activities help me to work beyond what is only possible inside the classroom) got a descriptive rating of "outstanding". In in-classroom activities, students were given active learning experiences beyond face-to-face instruction. Furthermore, "the off-classroom activities let me move to another teaching and learning setting" or indicator 15 has an overall rating of 4.59 which means "outstanding". This means that students were introduced to new setting where they learn and experience beyond in-classroom activities. Another indicator which has a descriptive rating of "outstanding" is indicator 16 (the off-classroom activities help me to get facts and information). Four of five Grade 8 students in FGD said:

Student 1: *For example ma'am kadtong naghatag si ma'am og mga lisod na words, makapangita dayun mi og meanings ato through Google.*

(*Say for example, when our teacher told us to search for the definitions of the difficult words, we were able to find the meanings though Google.*)

Student 2: *Makakuha pud mi og facts and information sa kadtong kalahian sa tradition sa mga Koreans og Filipinos ma'am.*

(*We can easily differentiate traditions of the Koreans and Filipinos.*)

Student 4: *Example ma'am kadtong nay gihatag si teacher nga magkuha mi og information sa uban teachers, makapangutana ko og mga facts and information.*

(*Say for example, when we had our activity to interview other teachers, we were able to get facts and information, ma'am.*)

Student 5: *Yes ma'am. Makakuha og facts kibali kung mag open og Facebook then makita didto sa news feed ang mga latest facts and information.*

(Yes ma'am. I can get facts and information especially when I open my Facebook account. The news feed shares a lot of facts and information.)

The last indicator for criterion "off-classroom activities" which is indicator 17 (the off-classroom activities help me to apply my learning in the future) has an overall mean rating of 4.60 or "outstanding". This means that students see that the off-classroom activities help them in the future. Four of five students commented:

Student 1: *Mas ma-advance among hunahuna ma'am para magamit parehas anang mga grammar sa Lesson 1, makatabang ni sa amo kung mangita mi og job or kung naay job interview.*

(Through off-classroom activities, we'll be able to use this in the future. Say for instance, in using correct grammar, this may help us to find job or if we have our job interview.)

Student 2: *Makakuha pud mi og facts and information sa kadtong kalahian sa tradition sa mga Koreans og Filipinos ma'am.*

(We can easily get the similarities and differences of Koreans and Filipinos.)

Student 3: *Yes ma'am makatabang siya sa ako. (Yes ma'am. It helps me a lot.)*

Student 4: *Yes ma'am. Basin makaadto diay mi sa Korea. Siyempre kung makabalo nami sa ilahang tradition didto dili nami maglisod og adjust.*

(Yes ma'am. Who knows someday, we might visit Korea. If we know already their tradition, then it's not hard for us to adjust.)

Moreover, Lesson 1 has the highest grand mean which is 4.63 or "outstanding". This indicates that there is a wide use of off-classroom activities in the said lesson such as watching videos, showcasing talents through a variety show, interviewing and using online applications.

In addition, the result is in congruence to the idea of Technology Acceptance Model (TAM). As mentioned in Chapter 2 of the present study, TAM is when learners see that online instruction allows them to learn better and increase their class standing. A comment of one of the student-validators supports this data when she said *"The module helps me to learn and use social media platforms"*.

Based on the students' evaluation on off-classroom activities, the results are outstanding. Generally, the whole module, in terms of off-classroom activities, is valid.

However, Lesson 2 has a grand mean of 4.61. This indicates that there is a necessity to re-assess the off-classroom activities incorporated in the said lesson. Nevertheless, Lesson 2, though it garnered the lowest mean, outstandingly meets the requirements. On the whole, the module, in terms of 'off-classroom activities', is still valid.

The criterion "in-classroom activities" garnered a grand mean of 4.63 or "outstanding". This means no revisions are needed. All indicators got a descriptive rating of "outstanding" which means no revisions are needed. Indicator 18 (the in-classroom activities are presented logically) has a descriptive rating of "outstanding". This means no revisions are needed. However, one student during FGD commented:

Student 2: *Dili kaayo ma'am. Kung nay role play, kay gamay ra man gud ang lugar sa classroom.*

(Not at all, ma'am. Just like in role playing, there's no enough space inside the classroom.)

This means that this comment is a basis for the next study to re-examine the organization and presentation of the in-classroom activities.

"The in-classroom activities are interactive" or indicator 19 has an overall mean rating of 4.59 or "outstanding". One comment of a student supports this data as she said:

Student 5: *Yes ma'am, maka-interact mi sa classmates og sa amo teacher.*

(Yes ma'am. We can interact with our classmates and teacher.)

In addition, indicator 20 (the in-classroom activities are easy) has a descriptive rating of "outstanding". However, though it is outstanding, there is still a need to review the in-classroom activities. These comments are the bases for the next researches to reconsider students' different learning styles and needs. Two of the students during FGD commented:

Student 1: *For me, not all in-classroom activities are easy. Kay ang imo ra mapangutan-an kay imo ra classmates og teachers.*

(For me, not all in-classroom activities are easy. The pieces of information are limited.)

Student 5: *Dili tanan easy ma'am kay ang uban activities magkinahanglan man og internet connection.*

(Not all activities, ma'am. Other activities need internet connection.)

Moreover, indicator 21 (the in-classroom activities encourage collaborative works) got an overall mean rating of 4.54 or "outstanding". One comment of a student supports this result when she said:

Student 1: *Yes ma'am, naka-enourage to siya ma'am para i-collaborate with each other.*

(Yes ma'am. The activities encouraged us to collaborate with each other.)

Another indicator which got an "outstanding" descriptive rating is indicator 22 (the in-classroom activities are interesting). This result is supported by two of the comments of Grade 8 students in FGD who said:

Student 1: *Yes ma'am, kadtong nag-read mi og story ma'am, murag mabag-ohan mi. Pareha atong "Tale of Ch'unhyang", medyo lisod ang title, pero pagbasa dali ra diay sabton.*

(Yes ma'am. The title "Tale of Ch'unhyang" itself is difficult to understand yet as we read it, it's interesting.)

Student 3: *Yes ma'am. Kadtong "Alibaba and the Forty Thieves" interesting ang mga characters na si Alibaba and Cassim.*

(Yes ma'am. The characters in the story "Alibaba and the Forty Thieves" are interesting.)

"The in-classroom activities enhance interaction between students and teachers" or indicator 23 has an overall mean rating 0f 4.72 or "outstanding". Banna (2012) stated one element of learning is the learning interaction shared among the students and the teacher. This idea is attributed to the data that the dynamism of teacher-student interactions must be present in an in-classroom activity. One comment supports this data when one Grade 8 student during FGD stated:

Student 5: *Yes ma'am, labi na og naa ko mga questions ma'am, dili na ko maulaw.Maka-participate pud ko ma'am with my teacher.*

(Yes ma'am. I am not hesitant to ask questions. I can also participate with my teacher.)

The last indicator which is "the in-

classroom activities are clear" (indicator 24) has an overall mean rating of 4.63 or "outstanding". Two of the students' comments support this result. These comments are:

Student 4: *Clear pud ma'am kay naa man mi guide.*

(It's clear ma'am because we have our guide.)

Student 5: *Clear ma'am kay tungod sa directions.*

(The activities are clear ma'am because of the instructions/directions.)
However, one student commented:

Student 3: *Dili kaayo ma'am. For example, maulaw ko sa akong maestra mag- ask, dili kaayo na ko masbtan ang naa sa module.*

(Not at all, ma'am. I am hesitant to ask my teacher. For me, the instructions are not so clear.)

Follow-up question: Do you oftentimes ask your seatmate or classmate, if you have queries?

Student 3: *Maulaw naman ko sige pangutana ,ma'am.*

(I am reluctant to always ask questions, ma'am.)

There is a need to review the instructions/directions of the in-classroom activities. These comments could be the bases for the next researches to re-evaluate the in-classroom activities in the module and to reconsider students' approach to various activities.

Moreover, Lesson 1 garnered the highest grand mean of 4.67. The result signifies the emphasis on the need to have a face-to-face discussion with their teacher on learning vocabulary and the awareness on grammatical rules and structures through in-classroom activities is significant.

In contrast, Lesson 2 got the lowest grand mean which is 4.59. This lesson features cultural appreciation of Asian and African through film showing, video appreciation and use of online applications. This means that the heft of the topics and objectives in Lesson 2 affect the students' interests in accomplishing the tasks. In addition, Students 1 and 2 during the FGD said that not all in-classroom activities are easy and the pieces of information are limited. However, Lesson 2, though

it gained the lowest grand mean, outstandingly meets the requirements. On the whole, the module, in terms of the criterion "in-classroom activities", is valid.

In general, based on the data of the content and usability of the blended learning activities, the blended learning module 3 of English 8 is valid. Furthermore, the results show the appropriateness and commendable use of the blended learning activities to the English teachers and to student's learning.

5. Conclusions

The findings showed that in terms of content and usability, the blended learning activities are valid. Therefore, these blended learning activities are appropriate and useful for the target users. The module will help students develop and achieve the required competencies.

6. Recommendations

This section presents the recommendations of the current study based on findings and conclusions. The recommendations are:

Teachers. It is recommended that teachers use the blended learning activities in teaching English 8.

School heads and administrators. It is also recommended that school heads and administrators spearhead initiatives to reproduce the module to supplement the existing English 8 Learning Module 3.

Researchers. Teachers and researchers are also encouraged to conduct action research and make blended learning activities for Module 1, Module 2 and Module 4.

Subject teachers. It is also recommended that teachers of other subjects design blended learning activities in teaching their classes.

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