# Challenges in Learning The English Language in The Blended Learning Modality in Gordon College A.Y 2022-2023

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*Abstract: This research investigates the obstacles confronted by students who are part of the Bachelor of Secondary Education (BSEd) program, specializing in English, at Gordon College in the academic year 2022-2023. These students are navigating the challenges posed by the Blended Learning Modality for their language learning endeavors. Despite the potential merits of blended learning, barriers exist that have the potential to hinder the intended educational achievements. Employing a qualitative approach, this study aims to pinpoint and thoroughly analyze the specific difficulties faced by BSEd-English majors as they engage with the process of learning the English language within a blended learning framework. The research methodology involves disseminating a survey questionnaire to a representative sample of second-year BSEd-English majors, with the objective of gaining insights into their perceptions and experiences. Moreover, a subset of participants will participate in semi-structured interviews, thereby offering deeper insights into the intricate facets of these challenges. By unearthing these challenges, this study contributes to an enhanced comprehension of the dynamics inherent in language learning through the blended learning approach. Additionally, the study proposes potential strategies to address these difficulties, ultimately leading to improved educational outcomes. The study will adopt a qualitative methodology, utilizing qualitative data collection techniques. A survey questionnaire will be disseminated among a representative cross-section of sophomore BSEd-English majors, with the aim of evaluating their perspectives and encounters in relation to language learning. Furthermore, semi-structured interviews will be conducted with a subgroup of participants, allowing for a more comprehensive understanding of the intricacies associated with these difficulties.*

## CHAPTER 1
## THE PROBLEM AND ITS BACKGROUND

### INTRODUCTION

The COVID-19 pandemic has drastically transformed the educational landscape, pushing institutions to pivot to remote learning to keep students and staff safe. The Commission on Higher Education (CHED) responded to this challenge by releasing Resolution 412-2020, series of 2020, which outlines the Guidelines on the Implementation of Flexible Learning (FL) in public and private Higher Education Institutions (HEIs) in line with the "Bayanihan to Heal as One Act" otherwise known as Republic Act No. 11469. As a result, HEIs have adopted flexible learning to adapt to the new normal, including Gordon College.

In 2020, Gordon College implemented online learning. It is a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction (DepEd, 2022). As a result, at the same time, during the lightening of the community quarantines, the Gordon College shifted into blended learning.

Blended learning (BL) combines traditional face-to-face instruction with online learning activities. In this modality, students attend class in person for some sessions while completing online coursework for others. This approach allows students to be flexible and learn at their own pace while allowing teachers to customize their teaching methods and course materials through various technological tools.

The implementation of blended learning in Gordon College for the academic year 2022-2023 has met the need for the continuity of education of students. The college has invested in new technology and training for faculty to ensure a smooth

transition to this teaching modality.

However, blended learning may pose challenges for some students, especially those in their first year of college. As such, the study will focus on the challenges in learning the English language in the blended learning modality.

## BACKGROUND OF THE STUDY

In recent times, the educational landscape has undergone substantial changes propelled by the emergence of technology and innovative teaching methods. Blended learning, an approach that merges conventional in-person instruction with online elements, has risen as a notable technique for enriching the educational encounter and catering to the diverse requirements of students. As educational institutions work to accommodate these shifts, it becomes imperative to comprehend the challenges and prospects intrinsic to this novel learning framework.

The mastery of language abilities, especially in English, holds significant significance in today's interconnected world. Proficiency in the English language paves the way for global communication, advanced education, and a plethora of career prospects. Consequently, educational institutions are progressively incorporating language acquisition into their curricula, frequently employing blended learning methods.

Nonetheless, notwithstanding the possible advantages, the integration of blended learning for language acquisition presents its own set of challenges. This study seeks to delve into these challenges, casting light on their essence, consequences, and conceivable remedies. The study's focal point is on Gordon College in the academic year 2022-2023, aiming to provide insight into these issues and propose potential solutions.

Regarding the obstacles associated with the implementation of blended learning (Albiladi & Alshareef, 2019; Bataineh & Mayyas, 2017; Crawford & Jenkins, 2017; Medina, 2018; Shand & Farrelly, 2018), existing research has indicated that not all faculty members are inclined towards adopting blended-based instruction (Benson et al., 2011). Some still perceive the utilization of ICT as "time-consuming" (Benson et al., 2011, p.148). For instance, it has been unveiled that the preparation of lectures or the creation of teaching materials on web-based platforms demands more time compared to traditional face-to-face interactions. There is a belief that the hybrid approach requires more rigorous efforts in terms of teaching and learning preparations. This notion aligns with Ma'arop and Embi's (2016) depiction of blended learning as a burden, both physically and cognitively. In essence, educators find themselves compelled to invest additional time in tasks like course platform design, uploading instructional resources, addressing inquiries, and evaluating students' online submissions. Consequently, this escalated their workload, amplifying the time demands required (Alebaikan & Troudi, 2010).

## STATEMENT OF THE PROBLEM

The implementation of blended learning in Gordon College for the academic year 2022-2023 has met the need for the continuity of education of students. The college has invested in new technology and training for faculty to ensure a smooth transition to this teaching modality.

However, the implementation of blended learning may pose challenges for some students, especially those in their first year of college. As such, This study seeks to identify and explore these challenges in order to shed light on the specific barriers that learners encounter when engaging in blended learning for English language acquisition. Especially, it sought to answer the following question:

1. How would you describe your experience in learning English through blended learning?

2. How do you perceive the differences between learning English in a traditional classroom setting and in a blended learning environment?

3. How do you feel about the amount of interaction and engagement with teachers and classmates in the blended learning modality?

4. What are the challenges when learning English in a blended learning environment?

5. How do you perceive or feel about these challenges when learning English in a blended learning environment?

## ASSUMPTION

The research study focused on the challenges in learning the English language in second year BSED-English Major in Gordon college the following assumptions were considered. It was assumed that:

1. The students of second year Bachelor of Secondary Education Major in English in Gordon College had to face other challenges other than the English language.
2. The students faced challenges related to managing their time effectively, given the demands of both online and offline components of the blended learning approach.
3. The study presumed that the second-year BSED-English Major students had distinct learning preferences and styles, affecting their engagement and receptiveness to the blended learning approach.
4. The students might face challenges in adapting to assessment methods used in the blended learning modality, as they could differ from traditional face-to-face evaluation methods.
5. The students might experience changes in interaction dynamics with instructors and peers, potentially affecting the quality and frequency of academic discussions.

## SCOPE AND DELIMITATION

This study focuses on the second-year English major students in Gordon College who are learning core English subjects in a blended learning modality. The study is limited to the perception of the students and does not include the perspectives of the instructors. The study is also limited to the academic year 2022-2023.

## SIGNIFICANCE OF THE STUDY

The study findings can be used to inform the college administration, teachers, and even parents on how to address the challenges and improve the learning experience for students in blended learning environments, policies, and practices that can support students in the blended-learning environment: such as improving communication channels between students and instructors, providing additional resources to support online learning, and offering training to instructors on how to effectively facilitate online-learning experiences. Overall, this study can contribute to the ongoing conversation about the role of blended learning in English language education and the broader field of education. The study findings help them:

1. Gordon College Administration - to implement policies and practices that can support students in blended learning environments, such as improving communication channels between students and instructors, providing additional resources to support online learning, and offering training to instructors on how to effectively facilitate online learning experiences.
2. Teachers - to address the challenges and improve the learning experience for students in blended learning environments
3. Parents - to address the challenges and provide proper guidance towards efficient learning of the English course.
4. Future Researchers - the result of this study can serve as basis for further study on the challenges for an English Language

Overall, we researchers can help improve the learning outcomes and experiences of 2nd-year English major students in a blended learning modality at Gordon College and contribute to the broader field of English language education.

## DEFINITION OF TERMS

The following terms are used in the particular paper; these are the words' conceptual and operational meaning.

**Blended Learning** - A combination of face-to-face instruction and online learning.

**Modality** - A particular mode or method of instruction.

**Challenges** - Difficulties or obstacles that restrain progress or success.

**Learning** - The process of acquiring new knowledge, skills, or attitudes through study, instruction, or experience.
**English Major** - A student who is pursuing a degree in English language and literature.

**Academic Performance** - A measure of a student's achievement in academic settings. **Learning Outcomes** - The knowledge, skills, and competencies that a student acquires through education.

## Chapter 2

## Research Methodology

## RESEARCH DESIGN

This study would be qualitative-descriptive research, which involves describing the phenomena or characteristics of a particular group or situation. The study would aim to describe the challenges faced by second-year English major students in Gordon College while learning English core courses in blended learning.



**Figure 1: Map of Gordon College**

Gordon College is a public liberal arts college located in Olongapo City Sports Complex, Donor St. East Tapinac, Olongapo City with a postal code of 2200. The college offers a variety of undergraduate and graduate programs, including an English major program. Gordon College has a student population of approximately 2,000 students and is known for its academic

rigor and commitment to developing the whole person and society.

The study focuses on 2nd-year English major students at Gordon College who are currently enrolled in English language that utilize a blended learning modality. The study will be conducted within the college's campus and online learning environment, as the blended learning modality requires a combination of traditional face-to-face instruction and online learning activities.

The study includes all the 2nd-year English major students who are enrolled in English subject for the amending year 2022-2023, that use blended learning. The sample be selected using a purposive sampling technique to ensure diversity in terms of gender, age, and academic achievement. The study will also involve faculty members who teach English language in a blended learning modality at Gordon College.

By focusing on a specific locale, the study can provide context-specific insights into the challenges faced by 2nd year English major students at Gordon College in learning the English language in the blended learning modality. These insights can help to identify specific areas of concern, such as technical issues, time management, and lack of in-person interaction, which can inform the development of effective strategies to improve the learning experience for students. The study's findings can be used by the college to develop policies and practices that can better support students in blended learning environments, which can ultimately contribute to improving their learning outcomes.

Moreover, the study findings will be used to inform the college administration, teachers, and even parents on how to address the challenges and improve the learning experience for students in blended learning environments, policies, and practices that can support students in the blended-learning environment: such as improving communication channels between students and instructors, providing additional resources to support online learning, and offering training to instructors on how to effectively facilitate online-learning experiences. Overall, this study can contribute to the ongoing conversation about the role of blended learning in English language education and the broader field of education.

## POPULATION AND SAMPLES

The population of the research would be the entire second-year English major students in Gordon College who are taking and practicing the English language in blended learning.

The researchers will apply a random sampling method to ensure gathering a variety of ideas. The researchers extract 70% to represent the population and participate in the study.

Additionally, the researchers ensure the data gathering is conducted ethically and abides by the Republic Act of the Philippines No. 10173 known as the Data Privacy Act of 2012. It suggests, " a law that seeks to protect all forms of information, be it private, personal, or sensitive. It is meant to cover both natural and juridical persons involved in the processing of personal information." The researcher will also ensure that the data collected is kept confidential and is only accessible to authorized personnel.

## RESEARCH INSTRUMENT

Questions which are helpful for the study printed as questionnaires and were used to take evidence as the interview are on-going, so that the researchers can document the participant's answers straightly and directly. The instrumentation of the study consists of an interview questionnaire and is administered using both face-to-face and online through Google Meet.

1. How would you describe your experience in learning English through blended learning?

2. How do you perceive the differences between learning English in a traditional classroom setting and in a blended learning environment?

3. How do you feel about the amount of interaction and engagement with teachers and classmates in the blended learning modality?

4. What are the challenges when learning English in a blended learning environment?

5. How do you perceive or feel about these challenges when learning English in a blended learning environment?

**VALIDITY OF INSTRUMENT**

The interview form that was utilized was approved and carefully examined by the researcher adviser; it comprises questions that assisted the interviewers in gathering the necessary data for their study.

**DATA GATHERING PROCEDURE**

The steps the researchers take in order to facilitate data management and gathering.

First, The researchers comprehensively formulate an interview questionnaire to determine the possible challenges that second-year English major students face in learning the English language in blended learning. Second, the researchers extract 70% to represent the population and participate in the study using a random sampling method. Third, the researchers conduct the interview face-to-face and online via Google Meet. Fourth, After all the data is gathered, the researchers will consolidate and interpret the data. Finally, the researchers will draw conclusions based on the data gathered.

## CHAPTER 3

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation given in the relation to the problem are being studied. This chapter gives the overall interpretation of the study.

In the exploration of participants' experiences during blended learning, the responses to the initial question, "How would you describe your experience in Learning English through blended learning?", provided valuable insights into the diverse perspectives and sentiments held by the participants.

**Participant 1 (P1):** Participant 1 conveyed that navigating between two distinct modalities presented a formidable challenge. As someone who leaned towards traditional classroom settings, they underscored the importance of consistency in exposure, practice, and application for effective English language learning.

**Participant 2 (P2):** Participant 2 highlighted the convenience and flexibility that blended learning offered. They appreciated the autonomy to pace their learning according to their preferences, allowing them to engage with the material at their own rhythm.

**Participant 3 (P3):** Participant 3 candidly expressed the difficulty they faced with blended learning. They expressed concerns about the effectiveness of online classes, emphasizing the potential drain on students due to prolonged hours of virtual engagement. Transitioning between modalities was characterized as a hassle.

**Participant 4 (P4):** Participant 4 echoed the sentiment of flexibility in blended learning, recognizing its potential to facilitate both online and face-to-face learning while maintaining accountability.

**Participant 5 (P5):** Participant 5 pointed out the challenges that arose from solely relying on classroom discussions for learning, implying that this approach might not be entirely effective for them.

**Participant 6 (P6):** Participant 6 reiterated the advantages of flexibility in blended learning, noting that it allowed for online learning while still being monitored closely during face-to-face classes.

**Participant 7 (P7):** Participant 7 found that blended learning fostered increased interaction and communication with peers, contributing to an enhancement in their language skills.

**Participant 8 (P8):** Participant 8 described their experience as somewhat difficult due to the diverse types of questions and learning styles in blended learning. They acknowledged the variability of individual learning styles.

**Participant 9 (P9):** Participant 9 acknowledged the distinct learning environments and

approaches in blended learning, observing that the acquisition of knowledge could vary in terms of pace, yet emphasized that learning remained a constant.

**Participant 10 (P10):** Participant 10 approached blended learning as a challenge, acknowledging their struggle with auditory learning and potential distractions during online classes. They expressed their dedication to learning English through proactive engagement.

In response to the initial question, "How would you describe your experience in Learning English through blended learning?", the participants' reflections collectively indicated both
challenges and benefits associated with blended learning. While some participants highlighted

the flexibility and increased interactions, others expressed difficulties with adapting to the online format and the potential variations in learning styles. This initial insight laid the foundation for a comprehensive understanding of the participants' experiences within the blended learning environment.

In response to the inquiry, "How do you perceive the differences between Learning English in a traditional classroom setting and in a blended learning environment?", the participants conveyed a diverse array of perspectives, offering insights into their nuanced perceptions of these two modes of learning.

**Participant 1 (P1):** Participant 1 discerned that learning English in a traditional classroom setting required personal effort to speak without external aids. They contrasted this with blended learning, where students tended to rely heavily on internet resources, potentially hindering their in-depth comprehension of concepts.

**Participant 2 (P2):** Participant 2 highlighted the feasibility of real-world language application in a traditional classroom, suggesting that the immersive environment supported more authentic language practice.

**Participant 3 (P3):** Participant 3 emphasized the value of interaction in a traditional classroom for effective English language learning. They expressed concerns that the blended learning environment could lead to fatigue and potentially lacked student attentiveness.

**Participant 4 (P4):** Participant 4 pointed out that blended learning extended opportunities for learning and practice across various contexts, highlighting the digital era's reliance on online media for educational purposes.

**Participant 5 (P5):** Participant 5 contrasted the active engagement required in a traditional classroom, where practice occurred under the scrutiny of peers, with blended learning's potential to facilitate shallow knowledge acquisition through internet searches.

**Participant 6 (P6):** Participant 6 found traditional classroom settings more conducive to immediate clarification and correction of errors. They mentioned potential challenges with communication and connectivity in the blended learning environment.

**Participant 7 (P7):** Participant 7 highlighted the differing focus on visual aids in the two settings, while acknowledging that blended learning could be more susceptible to distractions due to internet access.

**Participant 8 (P8):** Participant 8 emphasized the significance of teacher-student face-to-face interaction for language learning, stating that effective feedback required physical presence.

**Participant 9 (P9):** Participant 9 underlined the preference for face-to-face classes, suggesting that students were more motivated in a traditional classroom setting than in a blended learning environment.

**Participant 10 (P10):** Participant 10 noted the convenience of accessing online resources in blended learning for tackling

challenging topics. In contrast, they perceived traditional classroom settings as potentially more challenging for immediate topic comprehension.

These diverse viewpoints highlighted the multifaceted nature of blended learning for English language acquisition. Participants' perspectives ranged from acknowledging the advantages of online resources and the flexibility of blended learning to valuing the interpersonal dynamics and direct feedback afforded by traditional classroom settings. The insights from these participants align with existing research that underscores the importance of creating a learning environment that fosters collaboration and peer-to-peer engagement, alongside the integration of technology (Johnson et al., 2008; Kim, 2012).

As the study progressed, these varied perceptions enriched the understanding of how participants experienced the transition from traditional classroom learning to blended learning for English language acquisition. The diverse viewpoints laid the groundwork for comprehending the intricate interplay between pedagogical approaches, technological integration, and the learning preferences of BSED-English Major students at Gordon College.

In response to the question, "How do you feel about the amount of interaction and engagement with teachers and classmates in blended learning modality?", the participants' viewpoints conveyed a spectrum of emotions and perceptions, providing a comprehensive understanding of their experiences within the blended learning environment.

**Participant 1 (P1):** Participant 1 emphasized the importance of consistent engagement for effective learning. They acknowledged the positive impacts of enhanced learning experiences and flexible communication, while also expressing a desire for more interaction.

**Participant 2 (P2):** Participant 2 characterized the online modality as a departure from face-to-face interaction, terming it isolating and highlighting the absence of in-person engagement.

**Participant 3 (P3):** Participant 3 remarked that the online modality seemed more teacher-centered, implying that teachers dominated interactions more than students.

**Participant 4 (P4):** Participant 4 noted that while blended learning offered limited interaction time, they recognized the significance of the interactions that did take place.

**Participant 5 (P5):** Participant 5 contrasted face-to-face settings, where communication is unambiguous, with online scenarios where communication barriers could potentially facilitate dishonesty.

**Participant 6 (P6):** Participant 6 cited the potential challenges arising from internet connectivity issues, noting that while interactions were substantial, technological hindrances could emerge.

**Participant 7 (P7):** Participant 7 experienced mixed feelings, feeling both overwhelmed and appreciative of the access to communication. They acknowledged the difficulties posed by inconsistent internet connectivity.

**Participant 8 (P8):** Participant 8 expressed a limitation in interaction in the online setting, perceiving blended learning as less conducive to extensive interactions compared to face-to-face classes.

**Participant 9 (P9):** Participant 9 perceived the substantial interaction and engagement positively, seeing it as indicative of a collaborative teaching and learning process that could yield effective outcomes for both students and teachers.

**Participant 10 (P10):** Participant 10 articulated a nuanced stance, recognizing that while increased interaction with teachers might not be necessary at the college level, they acknowledged that some teachers and classmates fostered positive interaction both within and outside of the school.

These participant reflections encompassed a wide range of sentiments and attitudes towards the level of interaction and engagement within the blended learning modality. Some participants expressed concerns about limited interactions, the teacher-centered approach, and internet connectivity issues. In contrast, others appreciated the flexibility and collaborative dimensions that the blended learning modality provided. The participants' insights resonated with existing research findings. Osgerby (2013) highlighted favorable opinions of blended learning while also pointing out a preference for step-by-step face-

to-face methodologies. Beard, Harper, and Riley (2004) stressed that some students thrive better with direct interaction, favoring face-to-face instruction even within a blended learning setup. The participants' diverse viewpoints enriched the comprehension of how interactions influence the effectiveness of blended learning, reflecting the continued relevance of prior research in this dynamic educational landscape.

The participants' responses to the question, "What are the challenges when learning English in a blended learning environment?", shed light on a range of hurdles faced within the blended learning modality for English language acquisition. These challenges encompassed limited participation, the absence of actual application, energy drain, communication difficulties, cheating concerns, intricate grammar, technological issues, and the need for effective feedback and support. These challenges collectively highlighted the complexities and potential drawbacks of navigating the blended learning environment for the purpose of learning the English language.

**Participant 1 (P1):** Participant 1 expressed a sense of distress and fatigue due to challenges related to participation, focus, and access to digital resources.

**Participant 2 (P2):** Participant 2 conveyed a more resilient attitude, acknowledging the challenges while maintaining a belief in the potential to overcome them.

**Participant 3 (P3):** Participant 3 revealed feelings of fear and lack of motivation within the blended learning modality, expressing concern about the impact on their pursuit of an English language education.

**Participant 4 (P4):** Participant 4 perceived communication barriers between students based on the type of classroom setup, reflecting potential difficulties in interacting effectively.

**Participant 5 (P5):** Participant 5 underscored the personal responsibility in countering cheating tendencies, emphasizing the importance of ethical growth.

**Participant 6 (P6):** Participant 6 adopted a patient approach, highlighting the need for persistence in overcoming the challenges.

**Participant 7 (P7):** Participant 7 acknowledged the difficulties and observed that the challenges had a real impact on their learning experiences within the blended learning environment.

**Participant 8 (P8):** Participant 8 expressed limitations in their learning, stemming from a lack of immediate feedback and overreliance on online resources.

**Participant 9 (P9):** Participant 9 expressed a desire for resolution and the avoidance of prolonged challenges, reflecting a need for constructive solutions.

**Participant 10 (P10):** Participant 10 acknowledged the difficulty of adapting to blended learning but conveyed readiness to face future challenges as an English Major student.

The participants' responses reflected a diverse array of emotional and cognitive responses to the challenges posed by blended learning. While some participants exhibited distress and apprehension, others adopted a more resilient perspective, focusing on growth and adaptation. These insights underscored the need for strategies that address student engagement, interaction, motivation, feedback, and the ethical aspects of learning in a blended environment.

In continuation, the participants' feelings about these challenges further enriched the understanding of their experiences within the blended learning modality.

**Participant 1 (P1):** Participant 1 conveyed a sense of distress and weariness, which arose from challenges related to participation, focus, and digital access.

**Participant 2 (P2):** Participant 2 balanced challenges with a hopeful outlook, recognizing the difficulties while maintaining a belief in the possibility of surmounting them.

**Participant 3 (P3):** Participant 3 expressed deep-seated apprehension, noting fear and demotivation that emerged from the blended learning approach's impact on their English language learning journey.

**Participant 4 (P4):** Participant 4 identified communication barriers as a concern, indicating that challenges with interaction were real and impactful.

**Participant 5 (P5):** Participant 5 recognized the personal accountability in tackling cheating tendencies, emphasizing a commitment to ethical growth.

**Participant 6 (P6):** Participant 6 showcased patience as a guiding principle, suggesting that persistence was essential in overcoming the challenges.

**Participant 7 (P7):** Participant 7 acknowledged the challenges' realness and drew from personal experience, highlighting the limitations and hurdles inherent in the blended learning modality.

**Participant 8 (P8):** Participant 8 expressed a sense of limitation in their learning experience, particularly in terms of feedback and resource reliance, revealing potential frustrations.

**Participant 9 (P9):** Participant 9 voiced a call for timely resolution and a yearning to avoid extended periods of challenges, indicating a desire for proactive solutions.

**Participant 10 (P10):** Participant 10 recognized the arduousness of adapting to blended learning, yet conveyed readiness to face upcoming challenges as they continued their journey as an English Major student.

The participants' array of feelings encapsulated their emotional responses to the challenges inherent in blended learning. Their sentiments ranged from distress and fear to resilience and a determination to adapt. These emotions underscored the importance of holistic support systems that address emotional well-being, engagement, and effective pedagogical strategies within the blended learning context.

In summation, the participants' responses to the challenges and their emotional reactions highlighted the multifaceted nature of learning English in a blended learning environment. Their insights illuminated the need for comprehensive approaches that encompass technology, ethical growth, interaction, feedback, motivation, and adaptability to optimize the English language learning experience in a blended modality.

## CHAPTER 4

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, its findings, any conclusions that may be derived from it, and any suggestions that the researcher has come up with.

**Summary of Findings**

The teachers employed a blended learning strategy, which mixes online training with conventional face-to-face classroom contact, to examine pupils' challenges when learning English. A variety of students from various educational institutions participated in the study through focus groups and interviews.

There are different key difficulties that students have when learning English using a blended learning approach. First is technological challenges; being a teacher is a necessity for the adaptation of the technology components of blended learning was one of the main challenges mentioned by the participants. Being a teacher you should know the limited access to resources, such as books and internet sites, presents further difficulties. These technological issues interfered with the process of learning and made it difficult for pupils to engage with resources in the English language. Second is lack of face to face interaction, this issue raised by the student was the absence of regular face-to-face communication. Students complained that having meaningful interactions and dialogues with peers and teachers was limited by the virtual environment. Direct contact was thought to be crucial for enhancing oral communication abilities, getting quick response, and gaining proficiency in the

English language. Language development and interpersonal relationships were hampered by the inability to interact in real-time, face-to-face conversation. Third is Self-Motivation and Time Management. This learning demanded higher levels of self-motivation and discipline, with many students struggling to manage their time effectively and maintain consistent study habits. Fourth is Limited

Language Practice. Outside of the virtual classroom, students had trouble locating appropriate settings or partners for English language practice. Due to the absence of immersion opportunities, they were unable to use their language abilities in natural situations. For the last is, Teacher Support and Guidance. In order to enhance their English language learning journey in the blended learning mode, students reported a need for more customized attention, personalized feedback, and extra resources.

### Conclusions

Based on the study's findings, English language learners have particular difficulties while using the blended learning mode. Significant elements impacting the learning experience include technological challenges, less face-to-face connection, the necessity for self-motivation and time management, a lack of chances for language practice, and the need of instructor assistance and supervision. For English language acquisition in blended learning environments to be improved, these issues must be acknowledged and addressed.

### Recommendation

Based on the findings, the following recommendations are made to enhance English language learning in the blended learning modality:

1. Technological Support: Educational institutions should offer strong technical assistance, instruction, and resources to help students navigate online platforms and overcome technological obstacles..
2. Facilitate Meaningful Interaction: Promote Time Management and Self-Motivation Skills: To assist students in maintaining attention and organization throughout their blended learning experience, teachers should offer advice and resources on time management and self-motivation approaches.
3. Create Language Practice Opportunities: To support students in maintaining their attention and organization throughout their blended learning experience, teachers should offer advice and resources on time management approaches as well as self-motivation tactics.
4. Enhance Teacher Support and Guidance: To meet the requirements of each student, teachers should provide individualized comments, supplemental materials, and one-on-one sessions. It is also possible to design professional development programs for teachers to help them enable blended language learning more successfully.
5. Continuous Assessment and Feedback: Throughout their English language learning journey in the blended learning mode, students may evaluate their progress, discover areas for growth, and stay motivated with the support of regular tests and helpful comments.

By implementing these recommendations, educational institutions can effectively address the challenges faced by English language learners in blended learning environments, leading to improved language proficiency and overall learning outcomes.

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**APPENDICES A**

**OUTPUT OF THE STUDY**

OBJECTIVE

This research seeks to:

Identify the challenges encountered by BSEd-English majors at Gordon College while learning the English language through the blended learning modality during the academic year 2022-2023. Analyze the impact of these challenges on students' language learning experiences and outcomes. Explore potential strategies and recommendations to mitigate the identified challenges and enhance the effectiveness of language learning in a blended environment.

By addressing these objectives, this study contributes valuable insights to the field of education, informing educators, administrators, and policymakers about the nuances of implementing blended learning for language acquisition. Ultimately, the findings of this research can facilitate the refinement of teaching approaches, thereby fostering improved language learning outcomes and enriching the educational journey of BSEd-English majors at Gordon College.blended learning environment?", shed light on a range of hurdles faced within the blended learning modality for English language acquisition. These challenges encompassed limited participation, the absence of actual application, energy drain, communication difficulties, cheating concerns, intricate grammar, technological issues, and the need for effective feedback and support. These challenges collectively highlighted the complexities and potential drawbacks of navigating the blended learning environment for the purpose of learning the English language.

**APPENDICES B**

**May 18, 2023**

**Dear Ma'am/ Sir;**

Greetings!

The undersigned is at present working on a study entitled, **"Challenges in Learning the English Language in the Blended Learning Modality"** The study aims to discover the challenges the Second Year English Education student in Gordon College S.Y. 2022-2023 in learning the English Language in the Blended Learning Modality.

The result of the study will serve as a guideline for the development and proposal of possible learning mitigation programs to improve the learning experience of the students.
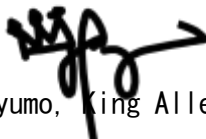
In connection with this, we are making a humble request to your good office to extend your expertise in education and research to validate the content of our instruments by providing helpful insights, comments, and feedback on each item as well as on the overall instrument.

We hope for your positive response and approval. Thank you.

**Sincerely Yours;**

Mana otoJr,

Nicart,

Payumo, King Allen

Silvido, Jasper

Tuman, Jonathan

Vicente,

**Research Adviser:**

Dr. Mary Jean Grate-Orlando

VP, Student Welfare - Gordon College

Approved by:

JUAN KRISTOPHER D. ANGELES
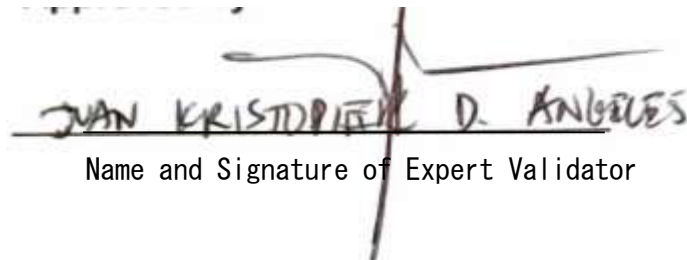
## Content Validation Form

Dear Ma'am/Sir

The researchers are making a humble request to your good office to extend your expertise in education and research to validate the content of our instruments by providing helpful insights, comments, and feedback on each item as well as on the overall instrument.

| ITEMS | RATING | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1. The directions given are clear in all sections of the data-gathering instrument. | | | ✓ | | |
| 2. Each Item is clearly stated. | | | ✓ | | |
| 3. Each item is readable - easily read. | | | ✓ | | |
| 4. Each item is attractive to read; enough spaces are provided to avoid crowding among items. | | | ✓ | | |
| 5. The data gathering instrument is comprehensive i.e. it covers all areas that are relevant to the study. | | | | ✓ | |
| 6. Each item is focused on a particular thought or idea, | | | | ✓ | |
| 7. The items are objective i.e. the responses to be elicited are neither biased nor reactive. | | | | ✓ | |
| 8. The items are formulated in accordance with the explicit/implicit objective of the study. | | | | ✓ | |
| 9. The items are systematically arranged according to a desirable sequence. | | | | ✓ | |
| 10. The items do not have overlaps with each other, and no duplication of items is observed. | | | ✓ | | |

**Summary and Suggestions:**

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**Average Weighted Mass:** _____

**Legend:**

| Rating | Scale | Interpretation |
|--------|-------|----------------|
| 5 | 4.21 - 5.00 | Highly Valid |
| 4 | 3.41 - 4.20 | Valid |
| 3 | 2.61 - 3.40 | Moderately Valid |
| 2 | 1.81 - 2.60 | Fairly Valid |
| 1 | 1.00 - 1.80 | Not Valid / Invalid |

JUAN KRISTOPHER D. ANGELES

Name and Signature of Expert Validator

**APPENDICES C**

**June 19, 2023**

**Dear Respondents**

Greetings!

I hope this letter finds you well. We are third year-colleges students taking up a Bachelor of Secondary Education Major in English. We are conducting a research study on **"Challenges in Learning the English Language in the Blended Learning Modality."** I am reaching out to invite you to participate in an interview for this study.

As a second-year student at Gordon College, your insights and experiences are crucial to understanding the difficulties students face in acquiring the English language through blended learning. The interview will take approximately 5-10 minutes, and it will be conducted in a convenient and comfortable location for you.

Your perspective will greatly contribute to improving English language learning outcomes for future students. Please be assured that all information provided during the interview will be kept strictly confidential and will be used solely for research purposes. Your participation is entirely voluntary, and you may withdraw at any time without any consequences.

If you have any questions or concerns, please feel free to contact me at tumanjonathan08@gmail.com. Your contribution is highly valued, and I appreciate your consideration in participating in this interview.

Thank you for your time and consideration. Sincerely,
The Researchers

**APPENDICES E**

**QUESTIONNAIRE**

Direction: Answer each question comprehensively

Name (Optional):

Year Level:

1. How would you describe your experience in learning English through blended learning?

2. How do you perceive the differences between learning English in a traditional classroom setting and in a blended learning environment?

3. How do you feel about the amount of interaction and engagement with teachers and classmates in the blended learning modality?

4. What are the challenges when learning English in a blended learning environment?

5. How do you perceive or feel about these challenges when learning English in a blended learning environment?

**APPENDICES**

# VITAE

**MANALOTO, HIPOLITO**



094834401#43

202011440@gordoncollege.edu.ph

**Education Background**

PRIMARY

- Concepcion North Central Elementary School 2013-2014 SECONDARY
- Benigno S. Aquino National High School Junior High 2017-2018

- Benigno S. Aquino National High School Senior High 2019-2020 TERITIARY
- Gordon College (Undergraduate)

**TUMAN, JONATHAN D.**

09380706237
Sabang Morong Bataan
Tumanjonathan08@gmail.com

**Educational Background**

College: Gordon College (2020-2023) Morong National
High School/Senior High (2018-2019)
Morong Elementary School (2014)

**Language Spoken**

Filipino and English

**Personal Information**
Birthday: August 9, 2001
Age: 21
Birth place: Morong Bataan Civil status:
Single Religion: INC
Citizenship: Filipino Height:
5'0
Weight: 50

**NICART RENALYN B.**

Nagpajo, Crossing, Morong, Bataan. Contact
Number: 09157917810
Email Address: 202011441@gordoncollege.edu.pH

EDUCATIONAL BACKGROUND

Tertiary

Name of School: Gordon College

Course: Bachelor of Secondary Education Major in English Academic Year:
2020 – Present
Secondary

Name of School: Morong National High School/ Senior High School Strand: Humanities and
Social Sciences
Academic Year 2018 – 2019 Elementary
Name of School: Panibatuhan Elementary School Panibatuhan Morong,
Bataan.
Academic Year 2013-2014

**VICENTE, DARYLL**

**Educational Background** College: Gordon College
(Present) Olongapo City National High School (2015)
Olongapo City Elementary School (2011)

**Skills & Abilities**
Communication skills Speaking
**Language Spoken** Filipino and
EnglisH **Personal Information**
Birthday: April 8, 1999
Age: 24

Birth place: Olongapo City Civil
status: Single Religion: BAC
Citizenship: Filipino HEight: 5'7
Weight: 85lbs.