

Vocabulary Approach on Academic Performance in English Learning Outcomes in Modular Distance Learning

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ABSTRACT

This study discusses how the COVID-19 pandemic's emerging transition in education presented extraordinary challenges to stakeholders, including teachers, parents, and students. Teachers face new challenges and must address critical issues related to the adaptation of learning objectives because all activities in the learning process should be engaging for students to improve their learning outcomes. The researcher analyzed the impact of the vocabulary approach on academic performance in English learning outcomes in modular distance learning for grade 4 students at Bagumbayan Elementary School.

According to the findings of the study's theory, while discussing the types of elements that affect modular distance learning, it is important to emphasize the students' interest in the subject matter since it promotes independent learning and aids students in improving their learning abilities. In terms of the academic performance of Grade 4 students, the general average, and the students' personal circumstances both received the same mean of 4.21. Teachers must ensure that the number of courses or activities to be completed is adhered to avoid cramming or delays in submission, which could negatively impact student performance.

The study was carried out at Bagumbayan Elementary School using a descriptive research approach. This method will be used to evaluate the impact of the vocabulary approach on academic performance in English learning outcomes in modular distance learning for grade 4 students at Bagumbayan Elementary School. Hall (2011) stated that the descriptive method of research design helps researchers plan and carry out descriptive studies designed to provide rich descriptive details about people, places, and phenomena.

KEY WORDS: *Academic Performance, Activity Sheets, Basic Education Learning Continuity Plan, Context clues, Modular Distance Learning, Reading comprehension, Vocabulary Approach, Weekly Home Learning Plan*

Introduction

The traditional face-to-face learning approach has been utilized in the educational system for a long time. However, many things have altered because of the fatal Corona virus disease (COVID-19) that the country is currently coping with. This includes traditional face-to-face classes, which are no longer permitted to protect the health and safety of both students and teachers. At this point, it is believed that the impact of COVID-19 has harmed kids' learning. As a result of the pandemic, DepEd devised the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our learners in a safe manner through various learning delivery methods. (DepEd Order No. 21, s. 2019; No. 12, s. 2020).

The impending transformation in education caused by the COVID-19 epidemic brought enormous challenges to stakeholders, teachers, parents, and students. Teachers are confronted with new challenges and must address critical concerns regarding the adaptation of learning objectives, as all activities in the learning process should be appealing to students to improve their learning outcomes.

In the academic setting, English, the country's second language, is used as a medium of instruction. However, in recent public examinations, the reduction in overall academic performance and educational standards has been attributed to poor performance.

Vocabulary growth is crucial to language learning and students' English performance. Vocabulary acquisition and grammar are intricately related, as are vocabulary development and communication skills; vocabulary learning and understanding; and vocabulary retention. A single teaching technique cannot address the learners' diversified, complex, multilayered, and compounded needs. Word meaning theory and the ability to think critically about a verbal idea (S. Quarchioni, 2020)

The improvement of teaching techniques has emerged as a key topic in education. Teachers construct and employ modules in their lesson plans to reflect the skills, talents, and information included in each unit's speaking section.

All schools in the Philippines currently provide distance education. Alternative learning delivery strategies must be assessed by school administrators to determine what is feasible, practical, and appropriate in their context. Weekly Home Learning Plans, or WHLPs, can assist teachers and parents in keeping track of the day-to-day in-school and out-of-school general learning processes as they apply the most appropriate and viable alternate learning modality based on their school's setting. It makes learners aware that they are accountable for what they learn. (Guro ako Admin, 2021).

During COVID-19, Bagumbayan Elementary School utilized the modular distance learning approach as an alternative learning delivery method. Under the new normal, teachers provided learning aids, self-learning modules, and workbooks to students.

Background of the Study

Castroverde (2021) recommends that teachers formulate alternative plans for different issues that may arise as they are involved in the process of teaching. Managing time wisely also aids in dealing with various pandemic tasks in school. The school authorities shall also implement a system in terms of delivery and retrieval of modules to ensure that both parents and teachers are aware of what to do as well as to keep everyone safe from the effects of the COVID-19 pandemic.

Teachers are usually in charge of providing suitable learning tools. Students can also obtain electronic copies of these resources by downloading them to their computer, tablet PC, or smartphone. Educators oversee tracking students' development. Para-teachers can be family members or other community members.

According to M. Malipot (2020), out of all the many learning modalities provided by the Department of Education, most students choose the "modular" distance learning alternatives (DepEd). She went on to say that 7.2 million enrollees prefer modular distance learning, TV and radio-based instruction, and other modalities for the school year 2020-2021, while only 2 million prefer online, based on the partial results of the Learner Enrollment and Survey Forms (LESFs) distributed during the enrollment period. (2020, Anthony) Modular distant learning is a form of personalized learning. Learners can use printed or digital self-learning modules. format or electronic copy, learners can access copies of learning materials on a computer, tablet PC, or smartphone, or on CDs, USB storage, or computer-based media, including offline E-Books. With this, learners can seek help from the teacher via e-mail, telephone, or text message.

The vocabulary approach suggests, according to N. Walker (2020), as cited by Monaghan and Schoetensack (2020), that grammar and vocabulary can be acquired simultaneously but with distinctive patterns of acquisition: the syntactic role of verbs and their referents first, then other lexical categories, and finally the syntactic function of case markers. Interdependencies in learning were found for word order and verbs, which related to verbal declarative memory, and for nouns, adjectives, and case markers, which related to procedural memory.

MAC Paglingayan (2021) implicated the use of presentation materials in vocabulary education as having dramatically enhanced students' English proficiency levels when compared to traditional vocabulary strategies.

According to BS Albor (2020), English teachers at the elementary level aim to make their lessons relevant to the country's current situation. Teachers were able to carry out their tasks and responsibilities despite difficulties at work and at home. They launch several connected tactics to remedy the deficiencies that their pupils encounter during learning. Despite their inability to solve the issues of modular learning system teaching, they continue to carry out their duties and responsibilities as English teachers.

The recommendation given by G. Panganiban (2020) revealed that quality education in the locality during this time of pandemic is greatly affected by the delivery modality, the curriculum content and standards, educational equipment and resources, the competence of parents to give assistance, and the readiness of the learners to read and learn independently.

This study was designed with the goal of developing a vocabulary approach to academic performance in English learning outcomes in modular distance learning for grade 4 students at Bagumbayan Elementary School.

Methods

The study was carried out at Bagumbayan Elementary School using a descriptive research approach. This method will be used to evaluate the impact of the vocabulary approach on academic performance in English learning outcomes in modular distance learning for grade 4 students at Bagumbayan Elementary School. Hall (2011) stated that the descriptive method of research design helps researchers plan and carry out descriptive studies designed to provide rich descriptive details about people, places, and phenomena. However, descriptive research design can serve as the first step that identifies important factors, laying the foundation for more rigorous research. Quota sampling is a non-probability sampling approach in which the survey population is divided into mutually exclusive subgroups. The researcher conducting the survey chooses people for each subgroup. The questionnaire-checklist research instrument was employed in this study to eliminate guesswork and acquire trustworthy information from the actual respondents. Before the actual gathering of data from the respondents, a letter will be addressed to Carmelita D. Reodica, Principal III of Bagumbayan Elementary School, and selected students that is prepared by the researcher to allow them to give selected students the questionnaires in which the researcher wants to find out

The researcher discussed the activity. The researcher will give out questionnaires that students and advisers can fill out through Google Forms. When the data about the questioner was gathered, these were tabulated, analyzed, and interpreted. To eliminate guesswork and gain reliable information from the real respondent, a self-made questionnaire written in English and Filipino was used. It covers the demographic profile of the respondents as well as the sets of questions that the respondent must answer to collect the required data. The researcher employed scaled questions that respondents rated on a scale of one to five (5). The scale questions will be evaluated using a Likert scale, and the interpretation will be provided. In this study, statistical data treatment was utilized to evaluate and interpret the data provided by the respondents. Following the administration of the questionnaire checklist to

the respondents, all data was gathered, evaluated, and interpreted. The weighted mean, standard deviation, ANOVA, and regression analysis were all used by the researcher.

Results

The number of variables that influence vocabulary approach in relation to reading comprehension As revealed, learners and teachers strongly agree that reading selection improves pupils' understanding and comprehension (WM=4.48, SD=0.75), oral reading improves pupils' linguistic intelligence (WM=4.36, SD=0.37), teacher motivation has a large influence on pupils' reading interest (WM =4.50, SD=0.72), and attentive reading helps pupils improve their reading activities and comprehension (WM=4.32,SD=0.49). Parental guidance and tutorial reading at home contribute to improving children's comprehension and evaluating reading choices, (WM=4.46, SD=0.44) all of which strongly agree with verbal interpretation to a large extent.

Table 1. Extent of factors influencing the modular distance learning with regards to Reading Comprehension

Statements	Learners	Teachers	WM	SD	Remarks
1. Reading selection enhance the understanding and comprehension of pupils.	4.60	4.00	4.48	0.75	Strongly Agree
2. Oral reading helps a lot in improving linguistic intelligence of pupils.	4.50	3.80	4.36	0.37	Strongly Agree
3. Teacher's motivation has great influence in pupils reading interest.	4.70	3.70	4.50	0.72	Strongly Agree
4. Attentive reading help pupils in enhancing their reading activities and reading comprehension.	4.45	3.80	4.32	0.49	Strongly Agree
5. Parental guidance and tutorial reading at home contribute to enhancing child's understanding and analyzing reading selection.	4.63	3.80	4.46	0.44	Strongly Agree
Weighted Mean	4.58	3.82	4.42		Strongly Agree
Standard Deviation	0.60	0.61		0.84	
Verbal Interpretation	VGE	GE	Very Great Extent		

Based on the Grade 4 learners' perceptions, the extent of factors influencing the vocabulary approach with regards to reading comprehension was generally very great extent. Teacher's motivation has a great influence on pupils' reading interests (M=4.70) and parental guidance and tutorial reading at home contribute to enhancing a child's understanding and analyzing a reading selection (M=4.63). Attentive reading help pupils in enhancing their reading activities and reading comprehension with (M=4.45); and this item got the lowest rating. All the item indicators got a verbal interpretation of very great extent, as disclosed by the overall mean of 4.58 and supported by the standard deviation value of 0.60.

While the teachers' perceptions, the extent of factors influencing the modular distance learning with regards to Reading Comprehension was generally in very great extent. Reading selection enhances the understanding and comprehension of pupils have (M=4.00) and oral reading helps a lot in improving the linguistic intelligence of pupils, Attentive reading helps pupils enhance their reading activities and reading comprehension. Teachers' motivation has great influence in pupils reading interest with (M=3.70); and this item got the lowest rating. All the item indicators got a verbal interpretation to a great extent, as disclosed by the overall mean of 3.82 and supported by the standard deviation value of 0.61.

As to the extent of factors influencing the vocabulary approach with regards to reading comprehension, it was generally very great extent. The teacher's motivation has a great influence on pupils' reading interests (WM=4.50, SD=0.72) and reading selection enhance the understanding and comprehension of pupils with (WM=4.48, SD=0.75). Attentive reading help pupils in enhancing their reading activities and reading comprehension with (WM=4.32, SD=0.49); and this item got the lowest rating. According to the teachers' perceptions, the extent of factors influencing the vocabulary approach task with regards to the learner's motivation was generally very great. Contribute to child's education have (M=3.80) and participated in a parent teacher conference with (M=3.70). communicate with the teacher about the pupil's progress with (M=3.30), and this item got the lowest rating. Most of the item indicators got a verbal interpretation to a great extent, as disclosed by the overall mean of 3.58 and supported by the standard deviation value of 0.69.

The total mean of 4.42 and the supported value of 0.84 for the standard deviation indicated that the respondents strongly agreed that the factors influencing the vocabulary approach with regards to reading comprehension are at a very great extent.

Table 2. Extent of factors influencing teacher-fronted elicitation or explanation with regards to Interest in the Subject Matter

Statements	Learners	Teachers	WM	SD	Remarks
1. Clearly explains the objective requirement and grading system of the school.	4.40	3.70	4.26	0.99	Strongly Agree
2. Explains assignment clearly.	4.33	3.70	4.20	0.26	Strongly Agree
3. Provides a variety of ways to measure what has learned.	4.33	3.80	4.22	0.43	Strongly Agree
4. Recognizes and acknowledges effort in English lesson.	4.48	3.80	4.34	0.95	Strongly Agree
5. Makes class interesting and relevant.	4.35	3.70	4.22	0.43	Strongly Agree
Weighted Mean	4.38	3.74	4.25		Strongly Agree
Standard Deviation	0.56	0.55		0.37	
Verbal Interpretation	<i>VGE</i>	<i>GE</i>	<i>Very Great Extent</i>		

Based on the Grade 4 learners' perceptions, the extent of factors influencing teacher -fronted elicitation or explanation with regards to Interest in the subject matter was generally in very great extent. recognizes and acknowledges effort in different lessons ($M=4.48$) and clearly explains the objective requirements and grading system of the school with ($M=4.40$). Explains assignment clearly, provides a variety of ways to measure what has learned with ($M=4.33$), and this item got the lowest rating. All the item indicators got a verbal interpretation of very great extent, as disclosed by the overall mean of 4.38 and supported by the standard deviation value of 0.66.

While the teachers' perceptions, the extent of factors influencing teacher -fronted elicitation or explanation with regards to Interest in the subject matter was generally in very great extent. Provides a variety of ways to measure what has learned, recognizes, and acknowledges effort in different lesson have ($M=3.80$). and clearly explains the objective requirement and grading system of the school, explains assignments clearly, makes class interesting and relevant with ($M=3.70$), and this item got the lowest rating. All the item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 3.74 and supported by the standard deviation value of 0.55.

As to the extent of factors influencing teacher -fronted elicitation or explanation with regards to Interest in the subject matter was generally in very great extent. The Recognizes and acknowledges effort in English lesson have ($WM=4.34$, $SD=0.95$) and clearly explains the objective requirement and grading system of the school with ($WM=4.26$, $SD=0.99$). And explains assignment clearly with ($WM=4.20$, $SD=0.26$); and this item got the lowest rating.

The total mean of 4.25 and the supported value of 0.37 for the standard deviation indicated that the respondents strongly agreed that the factors influencing the vocabulary approach with regards to interest in the subject matter are at a very great extent. D. Davis (2017) Students who are interested in what they are learning are more likely to stay engaged and focused on what they are learning, allowing them to acquire information more quickly and efficiently.

Table 3. Extent of factors influencing the vocabulary approach task with regards to student centered vocabulary task

Statements	Learners	Teachers	WM	SD	Remarks
1. Student's exposure to language through real world experiences	4.45	3.80	4.32	0.77	Strongly Agree
2. a range of reading materials	4.63	3.60	4.42	0.69	Strongly Agree
3. grammar driven teaching	4.45	3.70	4.30	0.63	Strongly Agree
4. instruction in specific words to enhance comprehension	4.45	3.30	4.22	0.49	Strongly Agree
5. learner's motivation	4.45	3.50	4.26	0.41	Strongly Agree
Weighted Mean	4.49	3.58	4.30		Strongly Agree
Standard Deviation	0.58	0.69		0.68	
Verbal Interpretation	<i>VGE</i>	<i>GE</i>	<i>Very Great Extent</i>		

The total mean of 4.30 and with supported value of standard deviation 0.68 indicated that the respondents strongly agreed that the factors influencing the vocabulary approach on academic performance in English learning outcomes in modular distance learning with regards to student-centered vocabulary task is at very great extent.

Table 4. Extent of factors influencing the vocabulary approach with regards to using context clues

Statements	Learners	Teachers	WM	SD	Remarks
1. Use word detective to find new word	4.40	3.90	4.30	0.87	Strongly Agree
2. help students visually organize the relationship between pieces of information	4.65	3.80	4.48	0.84	Strongly Agree
3. figure out the meaning of unfamiliar word	4.55	3.80	4.40	0.92	Strongly Agree
4. provide new words and information to help develop a thought	4.48	3.20	4.22	0.62	Strongly Agree
5. understand the meaning of an unfamiliar and challenging word	4.60	3.10	4.30	0.37	Strongly Agree
Weighted Mean	4.54	3.56	4.34		Strongly Agree
Standard Deviation	0.60	0.88		0.75	
Verbal Interpretation	<i>VGE</i>	<i>GE</i>	<i>Very Great Extent</i>		

Based on the Grade 4 learners' perceptions, the extent of factors influencing modular distance learning with regards to the delivery of modules was generally very great extent. Observe safety protocols in the delivery of modules have (M=4.65). and set another schedule for parents who did not get the modules on time with (M=4.60). Use social media platforms to communicate with parents with (M=4.40), and this item got the lowest rating. All the item indicators got a verbal interpretation of very great extent, as disclosed by the overall mean of 4.54 and supported by the standard deviation value of 0.60.

While the teachers' perceptions varied, the extent of factors influencing modular distance learning with regards to Delivery of Modules was generally in very great extent. Use social media platform to communicate with parents have (M=3.90) and observe safety protocols in the delivery of modules, sets of modules will be made available in the school for scheduled distribution with (M=3.80). Set another schedule for parents who did not get the modules on time with (M=3.10), and this item got the lowest rating. Most of the item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 3.56 and supported with standard deviation value of 0.88.

As to the extent of factors influencing modular distance learning with regards to Delivery of Modules was generally in very great extent. Observe safety protocols in the delivery of modules have (WM=4.48, SD=0.84) and sets of modules will be made available in the school for scheduled distribution with (WM=4.40, SD=0.92). Home delivery of modules during the home visit of the teacher with (WM=4.22, SD=0.62), and this item got the lowest rating.

The total mean of 4.34 and with supported value of standard deviation 0.75 indicated that the respondents strongly agreed that the factors influencing the modular distance learning with regards to Delivery of Modules is at very great extent.

Table 5. Extent of factors influencing the modular distance learning with regards to Self-motivation

Statements	Learners	Teachers	WM	SD	Remarks
1. Perseverance in doing assignment	4.50	3.70	4.34	0.53	Strongly Agree
2. Preliminary knowledge of the lesson	4.55	3.70	4.38	0.66	Strongly Agree
3. Study independently	4.55	3.70	4.38	0.78	Strongly Agree
4. Does not easily give up in answering the modules.	4.08	3.50	3.96	0.88	Agree
5. Take own responsibility to learn and study new skills.	4.60	3.70	4.42	0.66	Strongly Agree
Weighted Mean	4.46	3.66	4.30		Strongly Agree
Standard Deviation	0.72	0.59		0.44	
Verbal Interpretation	<i>VGE</i>	<i>GE</i>	<i>Very Great Extent</i>		

Based on the Grade 4 learners' perceptions, the extent of factors influencing the modular distance learning with regards to Self-motivation was generally in very great extent. Take personal responsibility to learn

and study new skills have ($M=4.60$) and preliminary knowledge of the lesson, study independently with ($M=4.55$). Does not easily give up in answering the modules with ($M=4.08$), and this item got the lowest rating. Majority of the item indicators got a verbal interpretation of very great extent, as disclosed by the overall mean of 4.46 and supported by the standard deviation value of 0.72.

While the teachers' perceptions varied, the extent of factors influencing modular distance learning with regards to self-motivation was generally very great extent. Perseverance in doing assignment, preliminary knowledge of the lesson, study independently, take own responsibility to learn and study new skills have ($M=3.70$) and does not easily give up in answering the modules with ($M=3.70$), and this item got the lowest rating. Majority of the item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 3.66 and supported with standard deviation value of 0.59.

As to the extent of factors influencing modular distance learning with regards to Self-motivation was generally in very great extent. Take own responsibility to learn and study new skills have ($WM=4.42$, $SD=0.66$) and preliminary knowledge of the lesson, study independently with ($WM=4.38$, $SD=0.66$, 0.78). Does not easily give up in answering the modules with ($WM=3.96$, $SD=0.88$), and this item got the lowest rating.

The total mean of 4.30 and the supported value of 0.44 for the standard deviation indicated that the respondents strongly agreed that the factors influencing modular distance learning with regards to self-motivation is at very great extent.

Jong (2020) states that pupils' learning performance has a strong correlation with their learning motivation, which has been deemed to be a desirable strategy and a promising trend in motivating today's "digital native" children to engage in education-related activities, regardless in formal or informal learning or teaching settings. Marohombasar (2021) revealed that the modular approach can still be enhanced since the findings of the analyses showed that they have a fair level of reading attitude and proficiency.

Based on the respondents' perceptions, the extent of factors influencing modular distance learning was generally in very great extent. The indicator "Reading Comprehension" have the highest ($WM=4.42$, $SD=0.84$). Followed by the indicator "Delivery of Modules" with ($WM=4.34$, $SD=0.75$). while the indicator "Interest in the subject matter" received a ($WM=4.25$, $SD=0.37$).

Discussion

According to Hart (2021), reading comprehension is a cognitive process that necessitates a wide range of skills and strategies. A variety of programs are available to help students improve their reading comprehension, including summer reading, Read to Succeed, student book clubs, and Battle of the Books. The study by Rombot et al. (2020) concludes that there is an increase in reading comprehension skills that can be seen from the average learning outcomes of the pretest and posttest. Based on the Grade 4 learners' perceptions, the extent of factors influencing teacher-fronted elicitation or explanation with regards to interest in the subject matter was generally in very great extent. recognizes and acknowledges effort in different lessons ($M=4.48$) and clearly explains the objective requirements and grading system of the school with ($M=4.40$). This item received the lowest rating because it clearly explains the assignment and provides a variety of ways to assess what has been learned ($M = 4.33$). All the item indicators got a very strong verbal interpretation of very great extent, as disclosed by the overall mean of 4.38 and supported by the standard deviation value of 0.66. As to the extent of factors influencing the vocabulary approach task with regards to a student-centered vocabulary task, it was generally very great extent. Know how student's exposure to language through real world experiences have ($WM=4.42$, $SD=0.69$) and contribute to child's education with ($WM=4.32$, $SD=0.77$). instruction in specific words to enhance comprehension with ($WM=4.22$, $SD=0.49$), and this item got the lowest rating. While the teachers' perceptions varied, the extent of factors influencing modular distance learning with regards to delivery of modules was generally in very great extent. Use the social media platform to communicate with parents have ($M=3.90$) and observe safety protocols in the delivery of modules. Sets of modules will be made available in the school for scheduled distribution with ($M=3.80$). Set another schedule for parents who did not get the modules on time with ($M=3.10$), and this item got the lowest rating. Majority of the item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 3.56 and supported with standard deviation value of 0.88.

Based on the respondents' perceptions, the extent of factors influencing modular distance learning was generally very great extent. The highest value is for the indicator "Reading Comprehension" ($WM = 4.42$, $SD = 0.84$). followed by the indicator "Delivery of Modules" with ($WM=4.34$, $SD=0.75$). While the indicator "Interest in the subject matter" received with ($WM=4.25$, $SD=0.37$). As to the level of Academic Performance of Grade 4 learners in terms of general average was generally in very great extent. Aspire to achieve good grades have ($WM=4.42$, $SD=0.43$) and submit answer sheet and home activities on time with ($WM=4.36$, $SD=0.75$).

The total mean of 4.31 and the supported value of 0.49 indicated that respondents strongly agreed that the level of academic performance of Grade 4 learners in terms of their personal circumstances is very high in answering modules with ($WM = 4.26$, $SD = 0.82$) and that this item received the lowest rating.

While the teachers' perceptions, the level of Academic Performance of Grade 4 learners in terms of Study Habits was generally in very great extent. Help improve academic learning have ($M=3.80$) and have specific goal to learn the lesson with ($M=3.70$). Make their learning experience comfortable with ($M=3.50$), and

this item got the lowest rating. All the item indicators got a verbal interpretation to a great extent, as disclosed by the overall mean of 3.67 and supported by the standard deviation value of 0.65. Based on the respondents' perceptions, the level of academic performance of grade 4 learners was generally in very great extent. The indicator "Study Habits" have the highest ($WM=4.41$, $SD=0.63$), followed by the indicators "general average", "personal condition of pupils" with ($WM=4.31$, $SD=0.68$, 0.49). The grand mean of 4.34 and the supported value of 0.59 for the standard deviation indicated that the respondents strongly agreed that the academic performance of grade 4 learners is at a very great extent. Based on the data, it is shown that there is "no significant effect of grade 4 learners" at the 0.05 level of significance. It shows that the null hypothesis stating that "Does Modular Distance Learning Approach has significant effect on the academic performance of Grade 4 learners S.Y 2020–2021: Basis for Curriculum Enhancement." is accepted, and it can infer that there is "no significant" effect between them.

Conclusions

Based on the findings and this study's theory, the students' interest in the subject matter should be highlighted when it comes to the types of factors that influence modular distance learning because it drives autonomous learning and helps pupils enhance their learning skills. In terms of the academic performance of Grade 4 students, the general average, and the students' personal circumstances both received the same mean of 4.21. To prevent students from cramming or submitting work late, which could have a detrimental effect on their performance, teachers must make sure that the number of courses or activities that must be finished is adhered to.

Include as many varieties as possible in the kinds of jobs and activities teachers offer, it will be easier to provide each student with an enjoyable and useful activity. Teacher can pick simple tasks and be sure to have a few backup ideas in case anything doesn't work out as planned.

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