

Distance Learning Challenges on the Use of Self-Learning Module

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Abstract— This study determined distance learning challenges on the use of self-learning module. The participants of the study were 3 grade V teachers, 30 parents and 30 pupils of Bulan North Central School-A. Descriptive qualitative method was utilized as research design of the study. Under this method, responses were gathered from the in-depth interview dealing with the challenges in the new normal. This method was chosen to gather the challenges and coping mechanisms of teachers, in terms of preparation of modules, monitoring and assessing and for both parents and pupils in terms of time management, comprehension, motivation and independent learning.

Keywords— Challenges, Coping mechanisms, Distance Learning, Self-Learning Modules.

I. INTRODUCTION

In December 2019, the whole world came by surprise as Corona Virus rapidly spread all over the world. Economy of every country suffered most especially the educational system of all the countries. Philippines Educational System is no exception of the abrupt changes happening now. As School Year 2020-2021 approaches, Department of Education is being alarmed of these unusual times. How this crisis be managed? Can learning still be possible for the students? These are some of the questions need to be answered.

Department of Education came up with different ways of learning. One of those is the use of Self Learning Modules in which the Bicol Region adopts specifically in elementary level. Self Learning Modules is in the form of individualized instruction that allows learners to use self-learning modules in print or digital format, whichever is applicable in the context of the learner and other learning resources like learner's materials, textbooks, activity sheets, study guides and other study materials.

Educational quality needs to be addressed in several ways including the availability of appropriate teaching and learning materials for the programme.

There are so many challenges facing by the teachers, pupils and students of Bulan North Central School-A. Over the last few months, the pandemic has created

many challenges for teachers, students, and parents as they transitioned into home-based learning and at this time, students are not choosing to fail. Maybe their parents or guardians are essential workers and they don't have support at home...things like this make a difference. Teachers must find ways to lessen this burden. The Department of Education has been firm on its stand that "learning must continue" Different modalities have been considered and explored making sure each will be best fit for student's needs and interests in continuous learning. It is an unprecedented event and no one was prepared. It is a time when most educators would define as going to battle unarmed and ready to lose. Due to these changes, several concerns have been raised such as what kind of instruction will be done at home, how will the parents manage their children's learning, how can they teach their children if they have not finished tertiary education? This is why parents' 100% support and cooperation are expected in implementing Modular Distance Learning. As for pupils they struggle with the new structure away from the classroom. COVID 19 has changed the way we see and appreciate things. These changes, no matter how hard it is for some, have turned into what we call the new normal. It. If there is a silver lining in the way that COVID-19 pandemic brought school to a grinding halt,

As the corona virus pandemic puts face-to-face learning to a halt, parents find themselves at the frontliners of education once more. Teachers and parents now have the important task of ensuring the quality of education without compromising the child's safety. Although education takes a major hit as classrooms are forced to close their doors to eager students, countless parents are stepping up to support their children who are adjusting to the new set-up. The adjustments can be particularly difficult for teachers, pupils and parents that are better suited for the face- to- face format. What is happening now is a difficult transition but it does not have to be because there are many people who are willing to help with it.

METHODOLOGY

Descriptive qualitative method was utilized as research design of the study. Under this method, responses were gathered from the in-depth interview dealing with the

challenges in the new normal. This method was chosen to gather the challenges and coping mechanisms of teachers, in terms of preparation of modules, monitoring and assessing and for both parents and pupils in terms of time management, comprehension, motivation and independent learning.

The opinions and recommendations of students, parents, and teachers were gathered through a survey, particularly by using guide questions with open-ended questions. The researchers conducted the study in Bulan North Central School-A, which is located in rural area of Barangay Aquino, Bulan, Sorsogon. Thirty (30) students, thirty (30) parents, and three (3) teachers were the participants. social media and cell phones were used in the interview and retrieval of data. The questions used in the questionnaires were localized, which was validated by the researcher's adviser. The teachers, parents and pupils from an identified school were the participants in this study. They voluntarily shared their experiences when the researcher requested to impart stories. The use of recorder by the researcher was also allowed and utilized the recorded responses and did the transcription later. An interview guide, with focus on areas of concerns and open-ended questions, was prepared. Shown below is the conceptual paradigm of this paper.

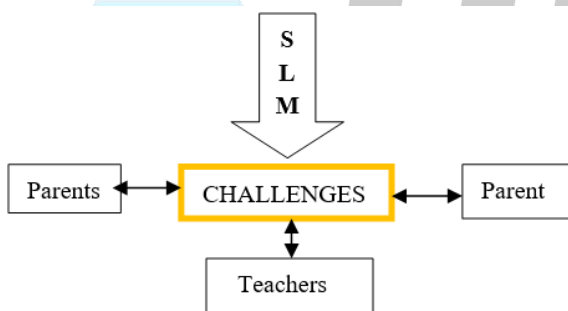


Fig. 1 Conceptual Paradigm

DISTANCE LEARNING CHALLENGES ON THE USE OF SELF-LEARNING MODULE

1. Challenges met by the teachers on the use of SLM
 This portion discusses the challenges encountered by the teachers on the use of SLM in terms of preparation of modules, monitoring and assessing pupils' performance. The result was discussed according to research questions and the table below presents the theme of each factor that comprised the challenges of teacher.

Preparation of modules. Teachers are facing formidable challenges, whether educating students in masked-up, socially distant classrooms or virtually. Many of them were struggling with the move to distant learning specifically with the use of self learning modules and

felt that they were flailing in a vast sea of confusion with the water right at-or over-their heads. They wondered what to do now and how to produce the needed learning materials. Here is what teacher tess actual statement:

“Ang hirap lalo na noong una dahil hindi pa kami masyado informed kung paano ang proseso, kulang ang mga materyales like printers, ink and bond papers needed for reproduction, kulang ang oras sa pag reproduce pati ang oras sa pagtulog sa gabi kailangang gamitin para mkapagdistribute ng modules sa tamang schedule pero mas mahirap noong 2nd quarter dahil ang Division na ang nag reproduce hindi makabigay ng kumpletong numbers ng modules at late ang arrival ng modules.”

Teacher loren also commented based on what she experienced, according to her, some of the difficulties or challenges in the preparation is the lack of time and materials. This is how she commented:

“We have lack of time in printing the modules because we are scheduled only once a week, eh hindi naman kakayanin ang more than two hundred sets of module sa dalawang subject na naka assign sa akin at isa pa we are forced to find ways to raise funds for inks and bond papers.”

Teacher Loren said that sometimes she seeks financial help to her relatives who have a good job and able to donate some materials needed for printing, she mentioned too that her relatives and friends gave financial help on their own volition, maybe because they are aware of the scarcity of materials. The said experiences of the teacher-participants in this study needed to be given appropriate and considerate actions. in one of the articles in Philippine News Academy wrote by Sayre-Edon stated that teachers are working hard in reproducing the modules, and distributing them despite movement restrictions. Edon acknowledged some challenges along the way, including the high printing costs, motivating other teachers as to meet the deadlines in module developments, and convincing parents to serve as para-teachers for the learners. Teacher Gina said to the researcher that the situation gave burden to her. She said.

“Nkaka stress lang, kapagal pagparaisipon kun papan-ohon, Naguisip ka na kun pan o matatapos an pagprint san modules maisip ka pa kun diin makuwa bond papers nan mahulat ka pa san printer na maging available.”

She also added that the teachers have to exert ample time and effort on the preparation of modules from printing

to sorting out of modules. On the study of Pe Dangle & Sumaoang (2021), they also mentioned the same challenges. According to their study, the teachers lack resources for reproduction and delivery of modules. Sometimes, the printer is not functioning well. In worst case, sometimes there's no electricity. Therefore, they experience difficulty in printing and mass production of modules and the Department of Education and the government must collaborate together towards the success of Philippine Educational System despite the COVID-19 pandemic. It is imperative that every school must be provided with support and enough funds.

Monitoring. In the past few months, the method of syllabus delivery by a teacher has changed dramatically along with all other things that have changed for everyone everywhere. The reality of this fact is that for many teachers distant teaching has been a tough assignment and also a challenge dealing with this shift of teaching. With this system of teaching, here is a perspective of the teachers based on their experiences while walking through the new path and which sheds light on apprehensions and challenges. When asked to describe their experiences during monitoring, teacher Gina affirmed their problems, like the absence of the students during the scheduled monitoring and the danger of the narrow and slippery road because of moss during bad weather. This is the direct statement of teacher Gina:

“Pag abot ko an pupil ko nasa luwas ugang nag uuyag, gagahoyon pa san magurang para mag modyul nan mostly kanira wara sin mayad n lugar para sa pag adal nan maribok an kapalibutan nan an agihan pakadto sa learners medyo mapagal agihan.”

Some teachers also experienced other difficulties or challenges going to their learners' home for monitoring. the challenges or difficulties mentioned by the participants include the health risk, no space or venue for studying, unsupportive parents, uninterested students

and the distance of learners' home. When asked to describe their experiences. This is the direct statement of teacher Lorena:

“Minsan mkakahadok man an pag monitor lalo na pag nabalitaan mo na may on naman case didi saato syempre ma worry kay kun pati an family mo mahawaan mo. Tapos pag abot mo pa sa balay nira maiimod mo man lang na baga an dri interesado an mga bata maski grabe an paghinguha mo n makadto sira maski mauran nan mahanlas an agihan.”

The above cited scenarios implied that the Grade V teachers of Bulan North Central School- A risk their lives just to transfer the knowledge as much as they can. Putting in place monitoring mechanisms in the midst of a crisis is difficult. It is particularly challenging to measure changes in learning outcomes given that no baseline data may be available. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.). Printed Modules will be delivered to students, parents or guardians by the teachers or through the Local Government Officials. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020). The experiences of the teachers that affect the delivery of instruction was supported also by the study of Pe Dangle & Sumaoang (2021) that parent as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction.

Table 1: Challenges met by teachers

CHALLENGES	THEMES
Preparation of modules	<ul style="list-style-type: none"> • Unavailability of fund for reproduction • Limited time in reproduction
monitoring	<ul style="list-style-type: none"> • There is a risk in health • Limited given time • Danger along learner's home • Unavailable venue for studying
Assessing pupils' performance	<ul style="list-style-type: none"> • Availability of assessment tools • Validity and reliability of answered tests

Assessing of pupils' performance. Teachers are challenged with trying to implement effective teaching in this distance learning environment, and assessment is certainly part of that. Many schools are wrestling with grading practices, with some choosing pass/fail structures and others are sticking with traditional grading practices. And of course there are others who are somewhere in between. But all teachers will need assessment of student learning. It is important that teachers do not rely solely on tried-and-true assessment practices and strategies during this time. Some of their practices may shift and encountered some difficulties. Here are some of those difficulties to consider as they reflect on the shifts needed to arrive at effective assessments of students' learning. This statement is confirmed by the verbatim conversation below.

“Sa panahon niyan mapagalon aramon an tunay na naaraman san mga bata kay kadaghanan mga magurang an nagsisirimbag san mga inhahatag namo na assessment tests. An sa performance naman nira limited man lang kay naka assess lang kami during monitoring which is once a week.”

The foregoing recorded conversation to one of the participants apparently denotes that there are lived experiences encountered by the teacher participants in so far as assessing of pupils' performance aspect is concerned. Valid and reliable judgement of performance involves assessment of consistency of performance over time, consistency of performance cannot be judged from just one assessment particularly where there has been insufficient time for observation. This problem of validity and reliability of assessment is complicated further where there are sub skills to be assessed in a very limited time. Moreover, teacher Lorena revealed her own experiences, she emphasized that aside of limited time, there is no appropriate assessment tools to different learning areas and assessment that is easily understood by the learners. Teacher Lorena shared this statement:

“Kulang an mga assessment tools na nahahatag sa mga bata dahil na siguro sa kakulangan san time nan materials for production kaya hilaw an pag assess sa tunay na kakayahan san mga bata.”

From the statement of participants, one-off assessment, particularly insufficient opportunity for extensive assessment by the teachers may result in failure assessment of skills supposedly learned. In like manner, according to the study of Hager 1995 has pointed out, competency-based learning is really concerned with

summative rather than formative assessment. In effect this means ignoring the importance of formative assessment feedback, which is absolutely essential in effective skill learning and the development of expertise to just concentrate upon the final outcome.

2.1 Challenges met by the pupils on the use of SLM

This portion discusses the challenges encountered by the pupils on the use of SLM in terms of time management, comprehension, motivation and independent learning. The result was discussed according to research questions and the table below presents the theme of each factor.

Time management. In every aspect of life, time management plays an important role. Tasks and other works will be smoothly done with proper time frame, stress caused by cramming can be avoided and peace of mind can be obtained. The student will definitely have difficulty absorbing their lessons with poor time management. One of the difficulties in SLM is the scheduling of time. One of the issues that impacts distance learning is the poor time management. The recorded conversation below confirms this claim. ***“Malamawon pan o ako, minsan alas nuwebe na ako nakamata kaya diri tulos ako nakamodyul”***

The above statement showed that there is a lack of schedule that lead the learner to rushed throughout the day. The learner started up late, starting the day late triggers a domino effect and miscalculate the time they will need to complete a particular task. One factor that affect in time management is the multi tasking, below are the verbatim conversation to assert this claim.

“Diri po tulos ako nakamodyul kay nagbantay pa po ako sa kamanghod ko kay kun minsan si mama may inhihimo” Another learner participant (LP2) shared her story, according to her she helped her mother in doing house chores preferably in washing their clothes. Her statement goes this way:

“Pagnaglalaba si mama nagdadanon po tabi ako, pagtapos nap o ako magdanon mao na po ako nagmomodyul.” Same situation was also experienced by one of the learner participant and this was attested by his statement (LP3):

“Indadanonan ko ngun-a si mama sa paglibot paninda pagnaubos na po mao na po ako mamodyul”

From the statements of the learner participants big portion of their time was for helping their parents in doing household chores and for making their ends meet.

Moreover, are the distractions that failed to manage causing to mismanagement of time. While a variety of gadgets and social media platforms allow us to communicate easily, they are also the main cause of distraction aside of the noise outside the study area. This statement was supported by the pupil participants (LP 15,20&21) they also admitted the facts that by using their cellphones their study was being distructed by it. This is how they commented:

“Minsan po nag uuyag ako cp sin patago kan mama kay inpapangisan po niya ako.” Other also uttered:

“Maski diri po ako tapos magmodyul naggagamit po ako sin cp, pag naiimod po ni mama o papa nangingisog sira”. Aside from gadgets, the noise that came from outside specifically the noise of transportation vehicles that passes along the highway near their houses put up distractions on their study. This is how they describe the noise:

“An pag agi po san mga sasakyan didi saamo makulog man po sa ulo mga malaksion liwat lalo na po an ragubrob san motor”.

As much as the participants would like to stay focused on their work, they sometimes lose track and find themselves in a hurry of something to be accomplished because of the above stated factors affecting the time-management. According to Maja Mrcic 2017, time is ticking away yet you're still working on the same task. You know you are way behind schedule and that there are many tasks you need to deal with on the way. She also added that most of us have been in this kind of situation at least once in our lifetime. Despite our best efforts to efficiently organize our time, stay on top of schedule and successfully complete all of our tasks, we still find it hard to keep things under control. So, instead of creating endless to-do-list, take some time to identify the root of time-management problem.

Comprehension. There are a lot more challenges concerning modular learning, but these are the most prevalent. The students are at disadvantage. The quality of education, however hard it is to admit, may have dropped. But because we're still in the middle of a pandemic, it's not their fault. Learning is hard when done on your own. It's hard to absorb new information when no one is there to guide you (or at least empathize with you) when the lessons become too much. This statement is confirmed by the learner participants' (LP 5,9,16,19,20,25 & 26) verbatim conversation below.

“Diri ko po maintindihan masyado an modyul, nalilibong po ako kun papan-ohon nan kun nano an hihimoon ko. Masakiton po an lesson lalo na po an sa math dri ko aram an pag solve diri man po aram nira mama nan papa.”

Many of the children who struggle the hardest to learn effectively and thrive in school under new normal circumstances are now finding it difficult even impossible in some cases. Most of the learners are having difficulty in answering the modules, they are having a hard time in answering some subjects preferably the mathematics. Some learner participants said that most of the math problems are difficult to solve and no detailed explanation is provided. Problem solving does not only include and require computation but there is a need to understand and analyze the problem. Another learner participant (LP 29) commented on his problem:

“Halabaon po an mga activities sa modyul nan diri ko maintindihan an instruction, mas dianis po na nasa school kami kay naiintindihan ko po an lesson pag si teacher an nagtutukdo kay si mama diri man po aram intero diyo man lang po an aram niya”.

The most critical aspect of education amid the pandemic is ensuring its quality. Teachers have been forced to rethink how they teach when they engage students in SLM. The vital ingredient of interaction has been jeopardised. Teachers have lost the opportunity to ask students' questions dynamically. Teachers lost the ability to confidently gauge student levels of engagement and motivation, both key to learning. Less capable students are likely to struggle.

Some subjects like Araling Panlipunan has lengthy readings and many of the learner participants cannot understand it well. This is his direct statement: (LP 18).

“Masakiton po intindihan an lesson sa modyul lalo na po an Araling Panlipunan kay halabaon tabi nan daghanon” most of the students cannot answer all their modules independently; that is why they badly need the assistance of others. The family members, relatives and friends of the learners play a vital role in education today. But what if the persons they depend much cannot gave enough knowledge as what they expected them to give? This situation is similar to the study of Ysthr Rave Pe Dangle & Johnine Danganan Sumaoang that most of the students cannot answer all their modules independently; that is why they badly need the assistance of others. The family members, relatives and

friends of the learners play a vital role in education today. Siblings are at the top of the list helping the learners in answering the modules followed by friends and classmates. Although 83% of the students said that the teachers were approachable, some said that the teachers do not immediately respond to the queries regarding the lessons. The questions are hard as well and there are not enough examples provided. Students have difficulty in understanding the lessons and history books are lengthy an most of the learners are having difficulty in this new learning modality. 90% of the participants had a hard time answering their modules. Half of them do not have enough time to accomplish all their modules within a week. They often receive at least 8 modules in all subjects and each module has 3-5 activities. The subject that they are having greatest difficulty with are Mathematics and History.

Motivation. The adjustment can be particularly difficult for pupils, the lack of interaction with both teachers and pupils can also be particularly challenging. Parents seem that they have limitless time and this could be a unique opportunity to try out new things and ideas. They believe in getting creative with the kids, which positively affects learning process and makes the days look fruitful. from

dancing to singing, parents and their children are open to all ideas. A respondent explained: (LP 4).

“Minsan po naboboring po ako kay wara po an mga classmates ko wara po ako kauyag, nan sa school po may inhihimo kami, nagkakanta, nagsasayaw nan maski nano pa po an inpapahimo ni teacher”.

Educators have long worked to instill in their learners an intrinsic motivation to succeed, rather than relying on extrinsic motivators such as grades and awards. However, at a time when many are feeling more doubtful than hopeful, learners to stay motivated might seem at stake. One learner deliberately expressed (LP2

“Napipiraw ako pag maghapon nagmodyul wara ako nahahapotan na kklase nan diri ako naka recite kan mam. Mas gusto ko mam sa school kay maogman nan may recess kaupod an classmates”

Being alone can be experienced very differently and studying at home without lessons, with distractions such as smart phones, TV and other gadgets can be challenging, and once you start studying, maintaining concentration over time can be extremely difficult.

Table 2: Challenges met by pupils

CHALLENGES	THEMES
Time management	<ul style="list-style-type: none"> • There is a lack of proper scheduling • Unable to manage workload • Too much distractions from outside • Self-procrastination even on a work period
comprehension	<ul style="list-style-type: none"> • Module contents that is hard to understand and very lengthy • Lack of interactions between pupils and teachers
motivation	<ul style="list-style-type: none"> • Gadgets distractions like cell phones and tablets • Immediate feedback from the teachers • Pupils and parents self involvement
Independent learning	<ul style="list-style-type: none"> • Less interaction with peers and teachers • Needed encouragement from teachers and parents in arousing interest

Independent learning. A number of children are considering this time as a vacation from school, Instead, they want to sleep and wake up according to their own wish and spend the rest of the time playing cellphones and watching cartoon/movies. This is a potential threat to their social, educational as well as physical development. While offering the flexibility to allow students to progress at their own pace some problems may arise, such flexibility in learning methods is often accompanied by a decrease in integration of materials and an overall lack of less tangible qualities that are difficult to measure. In line with these statements,

affirmation from the learner participants showed through their statements during interview: (LP 7 & 10).

“Pag diri ko po naiintindihan an lesson naghahapot po ako kan lola nan ate minsan po diri nira aram, mas gusto ko po sa school kay yadto si mam kay nahahapotan ko po siya kay maaram siya”.

This was seconded by another statement from learner participant: (LP 23). *“Gusto ko kaupod ko po an mga kklase ko pag modyul para po diri boring nan*

nakaaram po ako kanira kay minsan po intutukduan ako san friend ko.”

Really no man is an island even in the process of studying, working alone & away from the people you used to be your companion as you go through with your study for the couple of years marked a beginning of struggle as the learners embraced the abrupt changes in educational system.

More studies on this problem that can be of help to the researcher came out, and one of those is the study of Ancheta. According to him, in the new normal, learning on the part of the students is a drastic change be it online class using a platform or offline classes through independent learning. Since students are used to face to face interaction with the teacher, it will be quite difficult for them to suddenly adjust to the new system. It requires proper orientation and familiarization of the new normal. The learners need to be encouraged to adapt the new learning modality and understand the lessons at their own pace with the assistance of their parents and or guardian.

2.2 Challenges met by the parents on the use of SLM

Time management. In a distance learning approach, parents would have to play an active role in the learning process. They would be the one to facilitate and guide their children through the modular lessons that would be sent to students while doing remote learning. Modular learning is heavily reliant on the More Knowledgeable Others (MKO) capacities, also known as the adult figures in these students' home. The module relies on their knowledge and patience to teach the student whatever concept they don't understand. These statements were supported by the parents' participants as recorded in an interview: (PP 8,12,14,19 & 21).

“Daghanon an trabahoon ko didi sa balay kaya minsan bihira ko siya matukduan, an inhihimo ko na lang bago kami magturog mao ko siya intutukduan”.

Moreover, an additional same situation was given by another parent participant as she shared her experience (PP 3) Nagtatrabaho tabi ako sa bongto, gab-I na ako nakauli. Si ate niya an nagtutukdo habang wara ako. Pag-uli mao ko na siya natutukdoan kun may mga hapot pa siya. Declaration of another parent participant with regards to workload that gave her so much difficulties as far as teaching her child is concerned was asserted with her statement: (PP 9). ***“May saday po ako na bata na inabantayan kaya diri ko po siya masyado natutukduan sa pagmodyul”.***

Doing so many things at the same time prevents from focusing on other tasks. This is the reason why parents were not able to guide their children in answering the modules. Parents want also to teach their children but their workloads prevented them from doing so. Moreover, are the distractions that failed to manage causing to mismanagement of time. While a variety of gadgets and social media platforms allow us to communicate easily, they are also the main cause of distraction aside of the noise outside the study area. Parent participants agreed on this as what they stated in their interview: (PP 1,6,13,16,21 & 23).

“Napapangisgan ko yon pirmi kay mao na lang pirmi an kapot yon na cellphone maski oras na san pagmodyul”

Most of the parent participants experienced the same in terms of cellphones and other gadgets that their children cannot prevent from using that gave them additional stress in teaching. Affirmation showed through their declarations: (PP 15,17 & 19).

“An cellphone talaga an nakaulang sa kaniya para matapos an modyul niya maski puropangisgan mo na yon nasisingit niya talaga an pag-CP pagliliso man lang soon taod-taod na niya tapuson.”

Pirmi ko un kahiran na bata ko kay adikonon sa cellphone inapararibok ko na yon kaya lang mao man gihapon sutilonon” as what other parent participant added. Moreover, the preceding claims are along the study of Weaver and Swank, to them some parents took on the teaching role as their children attended school virtually. Additionally, some worked from home, while others traveled to and from to work, risking exposure to the virus and tasked with finding childcare. Others served as caregivers to aging relatives and attempted to minimize virus exposure risk. Thus, parental roles and responsibilities increased as caregiver resources (e.g., family physical support) decreased. Pandemic-related disruptions may also interfere with family engagement, including routines, rituals, and rules.

Comprehension. Parents have always played a crucial role in their children's emotional and intellectual development.

They serve as their children's teacher and give them the stepping stones they need to adapt. Some parent participants open their hearts during their interview with the researcher.

“Diri po ako nakatapos san pag eskwela, highschool lang tabi an natapos ko kaya diri ko man po matukduan an bata ko sin mayad kay diri ko man po aram an iba na nasa modyul. Mapagalon tabi sa amo na mga magurang na diri man lang nkatapos, mayad na hamok yadto na mga magurang na nakatarapos kay makaturokdo sira sin mayad sa mga bata nira”.

Struggle is real on the part of those parents who cannot give enough knowledge because they do not have enough of it. Parents are the expert of their children they are uniquely positioned to read with their kids in a one-on-one setting. Parents’ capacity to teach always matter, similar experience further explained by parent participant through the interview with the researcher:

“Nano an mahahatag namo na kaaraman sa mga bata kun kami mismo kulang sa kaaraman kaya an nahahatag lang namo an kaya lang namo na mga magurang. Mapagalon po talaga saamo mam an nangyayari sa pag ereskwela san mga bata niyan”

Parents are increasingly losing faith in the education that their children are receiving. As students struggle with

Self Learning Module, parents also carry the burden that comes with it. Most of them wish for a face to face instruction as what they said:

“San o na daw tabi mam ma face-to- face ha kay mapagalon po talaga an magtukdo sa mga bata, wara man po sira tlga masyado naaraman kumpara po na mga teachers an nagtutukdo”

The quality of education now a day really depend on the process that the government imposed. Learners and parent’s circumstances must be addressed. This situation is similar to the study of Ysthr Rave Pe Dangle & Johnine Danganan Sumaoang that some parents have difficulty understanding and answering the modules of their child/children. Some said that they do not have enough time to guide their kids due to work and other responsibilities. Some modules do not have clear instructions and explanations so students have a hard time answering them. The pictures in the modules are not clear and the provided answer lines are too short. The modules have a lot of exercises, and the students lack motivation and focus.

Table 3: Challenges met by parents

CHALLENGES	THEMES
Time management	<ul style="list-style-type: none"> • There is a lack of proper scheduling • Unable to manage workload
comprehension	<ul style="list-style-type: none"> • Difficulty in understanding and answering the modules • Less knowledge and capability to teach
motivation	<ul style="list-style-type: none"> • Gadgets distractions like cell phones and tablets • Immediate feedback from teachers Insufficient pupils and parents self involvement
Independent learning	<ul style="list-style-type: none"> • Less interaction with peers and Teachers • Needed encouragement from teachers and community

Motivation. motivation on the part of the parents can also be challenging and this was supported by one of the parent participant: (PP 17)

“Kapagal pagal magtukdo na grabe an iniisip mo na mga himoon na dapat matapos nan nag iisip ka pa san kakaonon nira. Mapagalon po talaga kun pan o pagsasarabayon”. This study supports the notion that parental engagement may positively impact student academic attainment on this crucial situation. This is also supported by the study of Dr. Lance Emerson that there is an important distinction between involving parents in schooling and engaging parents in learning; it is the latter that has shown to have the greatest positive impact. While involving parents in school activities may have an important community and social function, the key to facilitating positive change in child’s academic attainments is the engagement of parents

wholeheartedly. Moreover, in the study of Emily Elia she stated that as this new normal sets in, everybody is learning how to best adjust to working from home and being isolated from friends and family. Staying motivated can be tricky, but you can help make it a bit easier for yourself by setting realistic schedules and taking time to care for yourself. Though this pandemic can feel like it will be endless, it will eventually pass. Staying motivated can help refocus our attention away from these stressful changes and towards a more hopeful future.

Independent learning. Although parents are trying to the best of their abilities to keep their children engaged in meaningful activities, there are some challenges that they recognize as well. Hardships and difficulties in assisting and becoming an instant teacher is really an

struggle on the part of the parents. According to some of the parent participants: (PP 7,16 & 29)

“Grabe tabi na gub at san responsibilidad namo niyan bilang magurang kay kaipuhan na yoon kami kanira sa pag adal nira kaya lang dri tlga sapat an naadman namo para sira madanonan.”

children can get along without their parents. In fact, children are emotionally attached to their parent and at the same time they are very dependent on them for protection and care, and learn skills within home.

Ancheta also stated in his study and he emphasized that parents’ critical role is addressed at the beginning through a consultative session in the adaption of the learning modality. Since students are home-schooled, they have to monitor the development and performance of their child on their day-to-day activities during the independent learning hours. Without the help of the learning outcomes at the end of the day.

3.1 The coping mechanisms of the grade V teachers along identified variables.

This portion discusses the challenges encountered by the teachers on the use of SLM in terms of time management, comprehension, motivation and independent learning.

Preparations of modules. COVID-19 pandemic has resulted drastic changes in education. Part of it is the shift from face-to face classes to different learning modalities which include the use of Self Learning Modules. Since education is believed to continue despite the circumstances, teachers started to prepare for modular learning. One of the teacher participant revealed: “

“Wara man ako choice kun diri an mag produce modules sa sadiri ko na kakayahan kay kun diri wara magagamit an estudyante ko. Sadiri ko na kwarta minsan o nagsosolicit ako bond papers even ink sa mga friends and relatives ko nan hanggang gabi an pag print.” All of the teacher participants said that they do not have a choice but to produce modules on their own risks, money and using even their free times just to meet the deadline and made the modules available for their students on the given scheduled time. This is like in the result of the study of Jennilou A. De Villa & Franz Kevin B. Manalo 2020 that as education migrates to a new normal, teachers make necessary preparations to equip themselves with distance learning. Though they face challenges which may hamper their work, they still

manage to cope with the new normal to continue their tasks. The higher offices and school authorities should work with teachers at the implementation of distance learning to address their needs and resources and training to effectively facilitate the delivery of quality education for students.

Monitoring. A drastic change has come to the entire world. Many things have changed even to the new practice of education. The concern, how can educators cope-up with education system un this new normal? Nothing is impossible for a person that is much willing to bend for the sake of many. Learning must continue and this was proved by the teacher participants on their statements:

“Hihimoon namo intero bilang saro na teacher, sa amo nakasalalay an future nira maging risky man an pag monitor kanira pero hinihimo namo na may pag iingat nan pagsunod sa health protocols nan an pagpa feel kanira na mga estudyante nan magurang an kadianisan sini na pag eskwela maski sa irog sini na panahon”. participants stated that they will do everything just for the sake of learning because the children’s future depends on them. No one is left behind, together we heal and stand as the saying goes, and this was supported in one of the articles of ARIAS 2020 that the new normal education in the Philippines is at stake without the equal cooperation of the teachers, parents, and learners. Full cooperation of the teachers and learners without the parents may not guarantee quality education. Everyone must have a role to play and must take it seriously. Parents’ primary goals are to monitor, to motivate and to guide their children even in their simple ways. Providing their children better opportunities to explore things by themselves in their “class home” is now considered as a must-have.

Assessing of pupils’ performance. Educators are scrambling to adapt their curriculum and learn new strategies for teaching and assessing students from a distance. Teachers continue to find more ways on how to engage and support learners when they can’t guide them enough personally. Participants revealed: “Insiguro na lang namo na mkahatag pirmi summative tests , feedback or any assessment tools na available sa school kay mapagal talaga an assessment niyan san learning since na kaupod nira an magurang nira sa pagsimbag”. Participants emphasized the difficulties of giving assessments on their learners since the validity and reliability is at stake, so they keep on giving assessment tools as much as possible. These unprecedented challenges only add to the pressure that

teachers face everyday. Distance learning programmes lack mechanisms for teachers to assess and provide feedback and formative guidance to students, when students lack regular feedback from teachers, they may fail to maintain their current learning levels and struggle to develop new knowledge and skills through self-learning, as required. This is proven in one of the articles entitled Guidance: Assessing and Monitoring learning during the covid-19 crisis that modifications of the school calendar may interfere with national summative assessment processes, including end of cycle examinations and certification processes. This may lead to increased stress among children and adolescents at the end of school cycles, reduce motivation to complete their school cycle and/or have long-term impact on children's academic progression if appropriate policies are not put in place. These challenges may disproportionately affect children from the most disadvantaged communities, who are already at risk of not completing basic education. To prevent this, compensatory assessment policies must explicitly take the most disadvantaged children into account and ensure the same level of access and the same capacity to adapt to new assessments measures.

3.2 The coping mechanisms of the grade V pupils along identified variables.

In line with the social isolation, pupils are experiencing sudden difficulties because of physical separation from their school community. They also face some challenges in embracing the sudden changes in educational system, but life must go on and so the education.

Time management. As educators, we have the almost daily task of turning students' goals into the reality of completed degrees. In part, we accomplish this by requiring students to spend time with their studies. Students, in turn, must plan and use their time effectively in order to accomplish course goals and objectives. In this situation that using self-learning modules has special challenges for student engagement and effective time management; thus, effective managing of time in an academic setting is essential. Most of the learner participants affirmed:

“inhihimo ko na lang po intero na makakaya ko maski po tabi mapagal. inpapasa ko na lang po an modyul maski po an iba diri ko nasimbagan kaysa po diri ako makapasa”. Their affirmation that they just submit the modules without finishing it, because of the lack of time is a manifestation of poor time management because of the different factors affecting their schedules.

This is associated with the study of Susan L. Miertschin, Carole E. Goodson & Barbara Louise Stewart, they confirmed that while investigating student time management in distance education, found time management to be a predictor of student success. Relationships were noted for specific time management skills, ability to balance multiple roles, pacing ability, self-direction, and quality of work. Furthermore, students who were able to prioritize time commitments experienced great success. Conversely, poor time management was given as a reason for dropping distance education courses. Similarly, procrastination was found to yield a negative impact on completion. The study showed mixed results for whether instructional design can influence a student's ability to manage her time and whether time management skills can be taught. While multiple authors contended that skills to support time management can be taught and learned. Comprehension. Learning how to learn without classmates and teachers seems surviving life in a very difficult time. This situation is uncertain, it's ok not to feel ok it is also ok to seek support from others in combating these difficulties. Most of the pupil participants asserted through their interviews:

“Naghapot na lang tabi kami sa mga kapitbahay nan paryentes namo na maaram nan kun minsan tabi nagtitext tabi kami sa mga teacher's kay maski po papan o malinawan kami maski diyo nan may maaraman nan makapasa modules maski late na”. These assertions that pupils seek help from their neighbors and teachers to guide them in answering the modules. This was supported on the study of Ysthr Rave Pe Dangle & Johnine Danganan Sumaoan according to their study that one of the concerns of the students is that they do not have enough time to answer all the modules within a week. Therefore, if DepEd cannot extend the duration of accomplishing the modules, they must lessen the activities. We all know that mistakes cannot be avoided at times. Thus, teachers should re-evaluate the modules, and they must make sure that all the lessons or activities are appropriate to the needs of the learners. The parents, as well as the students, are right; the instructions in every exercise must be clear enough for the learners to understand. The topics must be simplified, and teachers must give more examples. Parents' level of education also impacts their involvement parents with less education often feel that they do not possess the ability to make an impact on their child's education (Carlisle et al., 2005).

Motivation. It is important now to recognize that these are not normal times, and your productivity is likely not

at its peak. Staying motivated is very important this time. Most of the pupil participants agreed as they expressed their thoughts:

“Iniisip na lang namo na irog na ini sini niyan an pag ereskwela habo man namo na maudong an pag eskwela kaya deretso lang maski mapagal maghimo na lang paraan para gumaan.” This statement only proves that there is always hope behind every difficulty, that nothing can beat everyone’s dream. Nobody’s life is normal right now. You may find that you have good days where you are highly motivated to get through work and bad days where your motivation is nowhere to be found, when work seems impossible, prioritize things first. This was proven through an article in Policy Brief: Education during COVID-19 and beyond of United Nations. Stated that in the face of global closures of educational institutions and the halting of non-formal training, there has been remarkable innovation in responses to support learning and teaching.

Independent Learning. interaction is really essential to learning process since it promotes a sense of belonging and security that can boost self motivation to learn more.

“Nakakaistorya ko man po an mga classmates ko minsan sa group chat po namo, didto na lang po ako naghahapot sa group chat pag may diri ako aram nan minsan po sa messenger”. Other learner participant revealed: ***“Gusto ko man po talaga may mga classmates nan teacher na kaupod sa pag adal kay mas madali po makaaram kay maisogon si mama minsan pagnagtutokdo. Minsan po nagkakadto ako sa classmate ko na harani lang an balay didi saamo, naghahapot po ako san lesson minsan nag uuyag kami madali”.*** As what they revealed, learning is easier with peers and teachers around and they make sure to be in contact with them in possible way as much as they can.

This was supported by the study of Curtis J. Bonk and Mimi Miyoung Lee from their perspective, learners need greater opportunities to learn, and, in the process, gain a sense that they are free to learn when and where they feel the need (Reeve, 1996).

Learning should be learner-driven and filled with opportunities for learners to make decisions and take responsibility for their own learning (Rogers, 1983).

The more that learners can freely and openly explore learning experiences, the greater the chance that they will exhibit their creativity and participate in productive ways in the world at large (Rogers, 1969).

3.3 The coping mechanisms of the grade V parents along identified variables.

Parenting has always been tough, but being a teacher-parent has made it even tougher, they found themselves dealing with a new family situation. As a parent at this time it is very important to remind yourself that this is a unique situation that none of us cannot able to escape with.

Time management. A routine gives a sense of normalcy during uncertain time. Create a general outline that can maintain on most days that still leaves room for flexibility.

This was agreed by most of the parent’s participants, they confessed:

“Pag diri po talaga kaya san oras ko an pagtukdo kaniya minsan inpapahapot ko sa mga kamanghod niya nan sa kapitbahay nan inapatago ko na lang an cp.” As what they confessed that if they find it difficult to finish on time they find ways to meet the deadline by seeking help from other family members. managing time seems to be one of the hardest as they embraced the new normal and this was supported by the study of Shelina Bhamani et al.. that parents around the world are rightfully concerned about how their children’s routines are disrupted extensively. To combat this issue, they have designed homemade time-tables according to which children should have something to do at most times and should have a normal sleep-wake cycle. Implementing a schedule helps children feel less restless and more productive. It can also prevent unnecessary internet and computer time.

Comprehension. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. Most of the parent participants asserted through their interviews:

“Naghahapot na lang tabi kami sa mga kapitbahay nan paryentes namo na maaram nan kun minsan tabi nagtutext tabi kami sa mga teachers kun papan-ohon”. These assertions that parents seek help to their neighbors, relatives and teachers whom they think knowledgeable enough to help them in answering the modules was confirmed by the study of Ysthr Rave Pe Dangle & Johnine Danganan Sumaoang, for them, the great number of activities in each module is one of the main problems that emerged in the implementation of Modular Distance Learning. The Department of

Education should consider this problem, reduce the activities, and take out the unnecessary topics so that mastery will be attained as much as possible. As what some of the parents said, the lesser the better.

Motivation. The widespread prevalence of COVID-19 pandemic has affected academia and parents alike. Due to the sudden closure of schools, students are missing social interaction with their teachers and peers that keep them motivated to learn and which is vital for better learning. This has become a tough routine for the parents working since they have to ensure their children's education. According to a few parents, school plays a significant role in disciplining children. To this one of the parents mentioned:

“Mapagalon magdisiplina an inhihimo na lang namo an padagos na pagtukdo maski napapagal na, nan an pirmi paghatag kanira oras nan pagpamati na makakaya namo ini.nan minsan inapapauyag ko man sa luwas”

As what they commented that they find it difficult to make them learn but still they don't stop from teaching and make them feel that they are not alone in this battle just to make sure that in a little way their children be motivated and by constant reminding them that this too shall pass without letting them alone in this time of difficulties. This was proven effective as what as the study of Kerri Clopton, Nichole Skaar and Stephanie stated: Ask your kids what they want to spend time learning and make time for this student-led learning. Communicate with your kids (clearly and at a developmentally appropriate level) about your expectations for behavior and engagement in academic activities. Seek their input about what is and is not working. They may be able to tell you what tasks they can do independently and what tasks require your support. Also talk about how much time you can spend with them each day and work time with them into the routine for the day. This may help you get your work done without interruption, while also giving kids some assurance that the connection they need with you is coming. Set realistic goals and allow yourself to abandon them as needed. There are likely going to be good, bad and ugly days. Celebrate the good days and allow yourself to change the day's plan when needed.

Independent learning. A drastic change like this has shown how unequipped the system is in other modalities of learning. This ultimately means that our children's learning is being compromised and their parents are rightfully concerned. using different methods to learn

their subjects in classes is difficult to maintain when education has become remote. The seriousness that the physical presence of a teacher can instill in their pupils is seemingly not possible. The loss of physical classes also means that there is no longer any peer-learning opportunity but all of these can be managed if there is a will to carry these out. this was highlighted by the parents in the following words:

“Kapagal pagal tabi paaramon san mga bata niyan lalo na harayo sira sa mga kaklase nan maestra nira an inhihimo na lang namo pirmi na lang kmi nag ttxt sa mga teachers pag may kahapotan nan nag chat sa group chat”

“Indadanonan na lang namo an sadiri namo na makaaram para sa mga bata.” As what they stated that they find it difficult to make them learn without teachers and peers most of the time, they just let their children communicate with their teachers and peers through group chatting. This was confirmed in the study of Kerri Clopton, Nicole Skaar and Stephanie Schmitz they recommended that parents should communicate with their children's teacher if their children are struggling with required work or don't have the resources they need to complete assigned tasks. Be ready for constant change. Start each day believing that you, your care giving partner (if you are lucky enough to have one) and your children are doing their best. Each person's best may also change from day to day. You may wake up with energy and optimism one day and get hit next with sadness and exhaustion. This will happen with children, too. Talk about these changes, help each other know that these changes within us are normal. Take each day in stride. These are their recommendations that can be of help with this study.

CONCLUSION

On the light of the findings, the following conclusions were drawn: On the challenges met by the teachers on using SLM It is imperative that every school must be provided with support and enough funds. The Department of Education should give attention with regards to the proper reproduction of modules, producing assessment tools and proper training in assessing performance. Wellbeing of the teachers must be given a consideration they need also security and self-preservation. On the challenges met by the pupils and parents on using SLM, the great number of activities in each module is one of the main problems that emerged in the implementation of Self Learning Module. The Department of Education should consider this problem, reduce the activities, and take out the unnecessary topics so that mastery will be attained as much as possible. As

what some of the parents said, the lesser the better. One of the concerns of the students is that they do not have enough time to answer all the modules within a week. The parents, as well as the students, are absolutely right, the instructions in every exercise must be clear enough for the parents and learners to understand. The topics must be simplified and have more examples. Moreover, all the printed pictures in the modules should be clear. Teachers must be able to address the sentiments of some parents and students, which is to be patient enough in attending to the needs and to respond to the queries immediately with regards to learning. The Department of Education, the government and other stakeholder should work hand and hand for the success of this journey. Constant guidance and assistance through out the study.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are made: The teachers said that donations, and assistance of relatives and friends were some of the ways to augment the financial needs of the school, the government must make the modules as textbooks, and the DepEd must allocate additional funds for modules. Protection equipment for teachers must be provided, consistent and enough time in assessing and monitoring of pupils' performance must be taken into considerations. The proposed solutions of pupils and parents to the identified challenges in Self Learning Modules are constant interaction with teachers through social media platforms, simplify the modules, consistent instructions in the modules and as much as possible, limit group activities, take out the unnecessary exercises and give more examples and explanations to each of the given activity. For parents, teachers can give them assistance through text and call, community facilitating, consultation and posting updates on social media, and by giving them words of encouragement.

ACKNOWLEDGMENT

The researcher would like to extend her profound gratitude and appreciation to those people who supported and encouraged her to complete this study.

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