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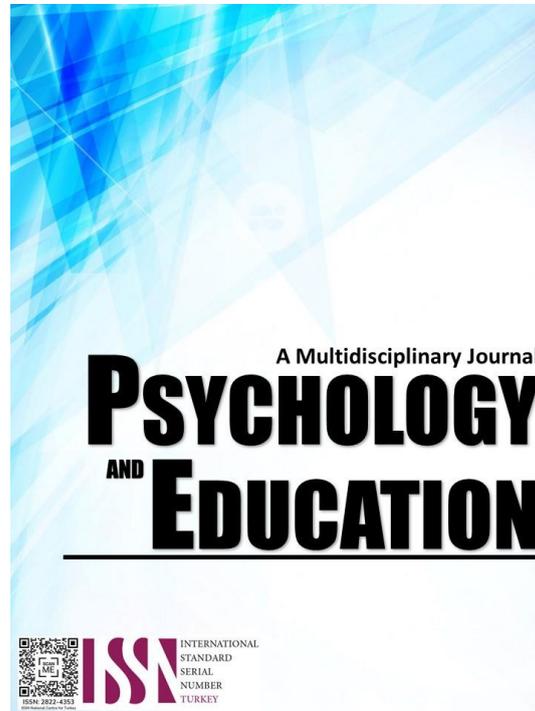
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Anxieties of Grade 6 Pupils and Home-Based Teachers in Modular English Instruction

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Abstract

This study aimed to identify the Grade 6 pupils and home-based teachers' anxiety in modular English instruction in Tamontaka Central School during the School Year 2020-2021. The participants of the study were the selected 25 Grade pupils and 25 home-based teachers. This study used mixed methods of research. The researchers utilized descriptive statistics such as frequency count and weighted mean. For quantitative, a set of questionnaires developed based on the Foreign Language Reading Anxiety Scale (FLRAS) consisted of 20 items in which five-point values in the Likert Scale were used ranging from Strongly Agree – Strongly Disagree; and for qualitative, an interview guide questions consisted of 2 items. Questions number one (1) and two (2) were classified as quantitative methods and number three (3) and four (4) were qualitative in this study. Based on the findings of the study, it is concluded that the learners and home-based teacher's anxiety level in modular English instruction were high which can cause some worries and hesitations

Keywords: *public school, english instruction, home-based modality, teachers' anxiety*

Introduction

The current pandemic opens the way to online and modular instruction that are used across the nation; however, most language educators have had little or no professional development in modular language design, development, and delivery. Most are unfamiliar with the other competencies that are needed for effective home-based teaching, such as knowledge of educational technologies and knowledge of how to teach.

During the present COVID-19 crisis, remote learning can even take the form of mailing instructional materials and activities to students who do not have access to technology. Since most K-12 school districts and universities are unprepared for remote-teaching and learning, many educators are operating in a triage mode, attend only to the most important learning outcomes and provide instruction using whatever tools and resources to which they use and their students have had access. Modular instruction involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format / electronic copy, whichever is applicable in the context of the learner and other learning resources like learners' material, textbooks, activity sheets, study guides and other materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via- email,

telephone, text message, where, possible, the teacher must do home visitation to learners reading

remediation or assistance. Modular is one of the latest innovations in the educational system. This innovation in the modular approach contains series of activities each of which starts with teaching instructions address to the learners, explanations, exercises and generalization.

To date, research on reading anxiety has remain limited to second language teaching but anxiety is felt in literacy teaching as a first language in elementary school settings (Celikturk & Yamae 2015). The effect of anxiety on performance and achievement continues to be a major area of interest.

When the anxiety of struggling readers describes their turning point with reading or with school, it often comes down to one teacher or adult that take the time to understand what is going on. It can be difficult with a class full of students, but if they take a little extra time to get to know them, they could be turning point they reach. No one wants to struggle, It can embarrassing and even humiliating for students to show their weakness in front of their peers.

Because of this, it is important to teach students empathy and understanding when a student does learn differently. Struggling with a skill forces vulnerability, so if they can eliminate the same embarrassment that come with this forced vulnerability and replace it with respect and understanding at home, struggling readers have had more positive home school experiences.

The key purpose of this research is to identify the anxieties experience by the Grade 6 pupils, in order to identify what appropriate intervention program will be

used if their anxiety level will be determined. To home-based teachers they will be helped to continually bridge the gap in assisting students learned with less anxiety in modular instruction.

Nowadays, the Grade 6 pupils and home-based teachers in Tamontaka Central School are experiencing anxieties in learning and assisting in modular instruction. They are hesitant to participate in reading English because they became anxious and fail to express their thoughts and feelings. They cannot actively assess the anxieties experience by the Grade 6 pupils because they had a fear of delivering a good quality of learning. Sometimes their lower educational background might produce a high level of anxieties. Most of them are not a graduate of Education courses while others are elementary and high school graduate.

Research Question

This study aimed to assess the Grade 6 pupils' reading anxieties and home-based teachers in modular instruction in Tamontaka Central School during the School Year 2020-2021. Specifically, it aimed to answer the following question:

1. Is there a significant difference in anxiety levels in modular instruction between the learners and home-based teachers?

Methodology

Research Design

This study used both quantitative and qualitative method of research. The survey questionnaire and interview guide questions were used. These are administered to understand and assessed how Grade 6 pupils and home-based teachers made sense of their learning and experienced. Grade 6 pupils' opinion was taken in survey questionnaire, while home-based teachers' opinion were taken in survey questionnaire and interview guide questions in order to identify the anxiety level of Grade 6 pupils and home-based teachers in modular English instruction.

Participant of the Study

The respondents of the study were the twenty-five (25) Grade 6 pupils who were officially enrolled in five sections in Grade 6. Each section was composed of five struggling readers to be chosen as a participant and twenty-five (25) home-based teachers who assisted their children in modular instruction in Tamontaka Central School.

Research Instruments

The survey questionnaire contained items related to anxieties commonly experienced by the Grade 6 pupils and home-based teachers. The home-based teachers' motivation in overcoming their children's anxiety and managing their own anxiety were also included as part of the questionnaire.

Data Gathering Procedures

After the approval of the research proposal, the researchers wrote a letter the Dean of the Graduate School to conduct the study. Furthermore, the researcher prepared a letter of request to the School Head of Tamontaka Central School. In addition to, the researcher wrote a letter to the Grade 6 pupils and home-based teachers of Tamontaka Central School. Upon the approval of the request letter the researcher administered the survey questionnaire to the 25 Grade 6 pupils and 25 home-based teachers. Another interview guide question employed to the 25 home-based teachers in assisting their children and managing their own anxiety in modular instruction. After the survey questionnaire was administered and interview guide questions were employed through phone call or video call and home-visitation. The researcher analyzed the anxieties experienced by the Grade 6 pupils and home-based teachers in modular instruction, wrote a narrative report and tabulated the result of the survey questionnaire and interview guide questions by using frequency count, weighted mean and t-test.

Results and Discussion

Comparison of Learners and Home-based Teachers level of Anxiety in Modular English Instruction

The table 1 shows the comparison of anxiety level in modular English instruction. This includes the weighted mean, computed t-value, Tabular t-value and its description.

Table 1. *Comparison of Anxiety Levels in Modular English Instruction Between the learners and Home-based Teachers*

Compared Variable	Mean Anxiety Level	Computed t-value	Tabular t-value	Description
Level of Learner's Anxiety and;	2.30			
Level of Home-based Teacher's Anxiety	2.25	0.282	±2.093	Not Significant

Data in Table 1 shows the comparison of Anxiety Level in Modular English Instruction between the learners Anxiety Levels and the Home-based Teachers Anxiety Levels. The computed t-value of the paired variable is 0.282 and the tabular t-value of the paired variable is 2.093. Since the tabular t-value is higher than the computed t-value of 0.282 with ± 2.093 . The null hypothesis stating that there is no significant difference between the learners' anxiety levels and the home-based teachers' anxiety levels in modular English instruction.

This means that, there is no significant difference between the learners' anxiety level and the home-based teachers' anxiety level. The data further reveals that the higher the learners' anxiety level in reading and understanding their modules, the higher also the home-based teachers' anxiety level in assisting their children in modular English instruction. Thus, the higher the anxieties of the learners are the lower their performance in reading. It is also similar to the home-based teachers wherein, the higher their anxieties the lower their performance in assisting their children to lessen their child/children's anxiety in modular English instruction. In other words, learners and home-based teachers' performance is affected by their psychological and emotional factors.

Huckins (et al, 2020), reveals that compared to prior academic terms, individuals in the winter 2020 term were more sedentary, anxious and depressed. In addition, a wide variety of behaviors including increased phone usage, decreased physical activity and fewer locations visited are associated with fluctuations in COVID-19 news reporting. According to Song (2018), when sitting for an examination, learners engage in texts that are unfamiliar to them containing unfamiliar words and unfamiliar cultural context. Sometimes, they recognize the words read yet unable to decode their meaning. Thus, reading anxiety sets in among ESL learners especially among rural ESL learners as they are unsuccessful in digesting the text. Reading in another language either foreign language or second language is found to be difficult activity and anxiety provoking. As reading anxiety affects ESL learners reading performance and causes personal phobia as they read, some may experience anxiety at a minimum level when others at an intense level (Kilinc

and Yenen, 2015). Young children rely on parents and primary guardian inside and outside the home, to act on their behalf to protect their safety and healthy development (Institute of Medicine and National Research Council, 2015).

Conclusion

Based on the findings of this study, it is concluded that learners' and home-based teachers' anxiety level in modular English instruction is high which is cause some worries, hesitations and problems.

Based on the findings and conclusions of the study, the researcher wishes to recommend the following: (1) Introduced guidance counseling centers/programs for management problems to the Home-based teachers. (2) The identified student with a high level of anxiety must be treated. (3) Student may be provided with satisfactory feedback by guardian/parent. (4) A healthy relationship between parent/guardian and child is helpful to minimize anxieties. (5) Parents need the right kind of support from teachers and the school. (6) Conduct training programs on effective remote learning at home for parents considering their struggles.

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