

Challenges on the Usage of Language Performance Assessment in Modular Modality: A Sequential Explanatory Study

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Abstract— This sequential explanatory study aimed to describe the attitude of senior high school English teachers in assessing language performance in modular modality and subsequently give explanation to their attitude. It was conducted in two phases. In the quantitative phase, the researcher developed a survey questionnaire that would describe the attitude of teachers in assessing the language performance of the students in modular modality. Thirty-nine (39) senior high school English teachers in the Division of Angeles City participated in the study. Using mean, results showed that the language teachers generally exhibited negative attitudes in assessing the language performance of their students in modular modality. The qualitative phase involved semi-structured interviews, which aimed to give explanation to the results that were obtained in the quantitative phase. Four (4) participants, who exhibited highly negative attitude in language assessment in the modular modality, were interviewed in this phase. By employing thematic analysis of the responses obtained, four (4) major categories with corresponding themes emerged in the difficulties of teachers in assessing the language skills of their students in modular modality; nine (9) major categories in the missed opportunities for both the teachers and students; four (4) major categories in the materials and resources lacking in the said modality; and four (4) major categories emerged in the suggestions to improve the policies of language assessment in modular modality. Overall, this study resulted in the creation of a Language Assessment Framework that can be a basis in improving the policies that are employed in assessing language performance in the modular modality.

Keywords— Modular Modality, Language Assessment, Attitude, Challenges.

INTRODUCTION

The COVID-19 pandemic disrupted global sectors, particularly education, affecting over 1.2 billion learners worldwide, including 28 million in the Philippines (UNESCO, 2020). School closures, while necessary, impacted students' physical and mental well-being (Brazendale et al., 2017; Brooks et al., 2020). Instead of an academic freeze, authorities implemented alternative learning modalities (DepEd, 2020).

Countries transitioned to remote education using digital platforms (Basilaia & Kvavadze, 2020). In the Philippines, DepEd and CHED promoted online and blended learning via tools like Google Classroom and Zoom (CHED, 2020; DepEd, 2020).

However, low-income students faced challenges due to limited access to technology and the country's poor internet connectivity (Akamai, 2017, as cited in Tria, 2020). To address this, DepEd introduced Self-Learning Modules (SLMs) to ensure education remained accessible (DepEd, 2020).

Even in the post-pandemic period, distance learning remains crucial, especially during climate-related disruptions. Extreme heat in 2024 led to class suspensions, prompting DepEd (2024) to authorize schools to shift to alternative modes during crises.

Relative to this, assessment plays a crucial role in education, allowing teachers to measure student learning and improve instruction (Mousavi, 2009, as cited in Than, 2012; Mihai, 2010). It enhances student engagement, provides feedback, and fosters collaboration (Webber, 2012). Given the rise of distance learning, educators must adapt to distant assessment methods. Premchaiswadi et al. (2018) highlight that distant assessment is now integral to online and blended education. However, online test questions may not fully capture student competencies (Li & Wang, 2010).

To address these limitations, teachers must be proficient in performance-based assessment (PBA), which evaluates students on real-world tasks rather than rote memorization (Pappas, 2023). Rooted in Piaget's Constructivist Theory, PBA emphasizes experiential learning through projects, experiments, and problem-solving (Olusegun, 2015; Wiggins, 1990; Bruscia, 2018). In the Philippines, PBA significantly influences the grading system, constituting 40-60% of student evaluations depending on the subject area (DepEd Order No. 8, s. 2015). This approach ensures that students not only acquire knowledge but also develop practical skills applicable to real-world situations.

With regard performance assessment in online modality, Li and Wang (2010) argue that performance-based assessments address traditional evaluation limitations by fostering problem-solving and innovation. Fitriyah and Jannah (2021) found that online assessments enhance flexibility and independent learning but also bring administrative complexities, reduced interaction, and increased anxiety.

Despite its benefits, online performance-based assessment presents challenges. Tanveer (2011) noted teachers' limited technological proficiency, lack of confidence, and time constraints. Similarly, Yousef and Abduh (2021) found that while teachers accepted e-assessment, they struggled with assessment methods. Saputra et al. (2022) confirmed that online assessment was among the most challenging aspects of online teaching.

Daghana and Akkoyunlu (2014) reported that performance-based methods, such as portfolios and projects, are underutilized due to time constraints. Espinosa (2015) noted that traditional assessments persist because online performance-based methods are time-consuming and difficult to score. Teacher training is crucial for effective implementation (Clark & Gipps, 2000; Yildirim & Orsdemir, 2013, as cited in Espinosa, 2015).

Students also struggle with online performance assessments. Butarbutar (2021) found challenges in technology integration in task-based language teaching. Kilag et al. (2024) highlighted linguistic difficulties among Filipino students, stressing the need for innovative teaching and assessment strategies to enhance engagement and learning outcomes.

On the other hand, modular learning, which is widely adopted in Philippine public schools, has introduced significant challenges for educators and students. These include maintaining student motivation, ensuring comprehension, and providing effective feedback (Buluran, n.d.). Teachers' readiness and difficulties in adapting

to modular teaching are crucial factors, with success largely dependent on best practices like supplementary materials and communication. However, issues such as inadequate cognitive development, unsuitable modules, and limited parental guidance complicate modular learning (Alauya & Alangca-Azis, 2024; Bayucca, 2021).

While performance-based assessments are beneficial, modular learning presents challenges in sustaining student motivation, ensuring parental involvement, and verifying student work. Technical barriers, lack of direct feedback, and linguistic challenges further hinder learning outcomes (Fitriyah & Jannah, 2021; Musdalifah et al., 2022; Butarbutar, 2021). Addressing these issues requires enhanced teacher training, innovative teaching strategies, and robust support systems.

In language education, modular learning has particularly affected English teachers, especially in assessing students' skills. The shift has complicated evaluations of reading, writing, speaking, and listening skills due to the lack of interactive classroom activities (Cahapay & Rotas, 2022; Baticulon et al., 2020). Printed modules limit real-time feedback, making it difficult to accurately assess students' progress (Barkley et al., 2012; Darling-Hammond & Falk, 2015). Additionally, socio-economic disparities affect students' access to learning resources, exacerbating these issues (Hernando-Malipot, 2021; Grobler, 2022).

Assessment effectiveness depends on the quality of evaluation tools. Traditional methods may not align with long-term language learning goals, and academic dishonesty further undermines their validity (Boud & Falchikov, 2006; Bretag et al., 2018). The Theory of Planned Behavior (TPB) suggests that teachers' perceptions of modular assessments influence their implementation (Ajzen, 2002; Fishbein & Ajzen, 1975).

The K-12 curriculum outlines English proficiency expectations in listening, speaking, reading, and writing (DepEd, 2016). However, studies reveal that modular learning during the pandemic negatively affected students' language skills. Writing assessments of SHS students highlight issues such as grammatical errors and reduced communication abilities (Egonia & San Jose, 2024). While students exhibit learner autonomy and strategic learning approaches, their proficiency remains average (Soliman & Gorospe, 2024; Lu, 2023).

The pandemic-induced shift to modular learning has contributed to engagement difficulties in distant classes. Despite interventions like teacher training and technological integration, many SHS students still struggle with academic English due to inadequate instruction and limited practice (Javier, 2021; Bautista & Alcantara, 2020). The 2018 PISA results showed Filipino students performing below global reading comprehension standards (OECD, 2019), raising concerns about their readiness for academic and professional pursuits.

While the K-12 reform aims to enhance English education, its inconsistent implementation, particularly in rural areas, affects student outcomes (Lim, 2017; Velasco, 2021). To improve English proficiency, policymakers must enhance teacher training, resource allocation, and assessment strategies. The limitations of modular learning, socio-economic disparities, and outdated evaluation methods necessitate urgent reforms to prevent further setbacks in students' language development. This led to the desire of the researcher to conduct a study about the attitude of the English teachers in assessing the language skills of their learners and delve into their experiences relative to the phenomenon.

Process Framework

This process framework outlined the stages, steps, and methodologies involved in this research study, which consisted of two distinct phases: a quantitative phase followed by a qualitative phase.

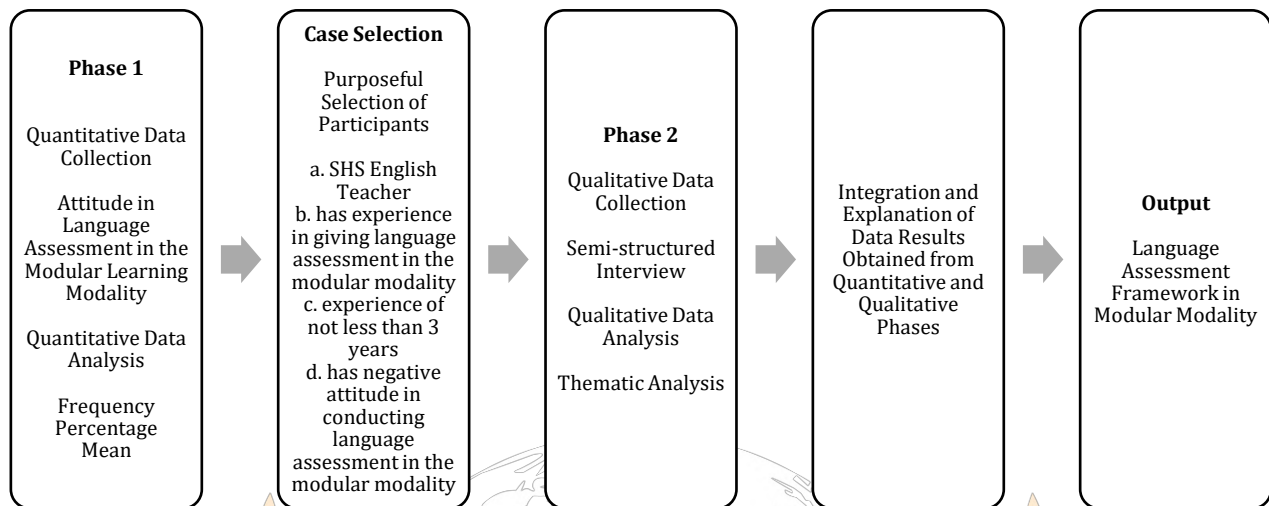


Figure 1. shows the diagrammatic representation of the mixed methods employed in the study.

Statement of the Problem

This study examines senior high school English teachers' attitudes toward using performance-based assessments in modular learning. It explores their challenges, missed opportunities, and suggestions in assessing students' language skills.

Specifically, the study sought to answer the following questions:

For Quantitative Phase:

1. How may the participants' attitude toward giving language performance-based assessment in a modular learning modality be described?

For Qualitative Phase:

2. What difficulties have teachers faced in assessing students' language skills in the modular modality?
3. What opportunities have been missed in language assessment for teachers and students in the modular modality?
4. What materials and resources are lacking in performance-based assessment in language classes under the modular modality?
5. What improvements can be made to policies for performance-based assessments in language classes under the modular modality?
6. Based on the findings, what framework for language performance-based assessment in modular modality may emerge?



Significance of the Study

This study benefits various stakeholders:

- **School Administrators.** Helps in implementing assessment tools, programs, and policies to improve performance-based assessments in modular learning.
- **Teachers.** Provides deeper insights into performance-based assessment, enabling them to use better strategies and tools for effective teaching.
- **Parents.** Raises awareness of teachers' challenges in assessing students, encouraging parental support and guidance.
- **Students.** Emphasizes the importance of performance-based assessment in skill development and promotes cooperation.
- **Curriculum Developers.** Guides the creation of improved policies and guidelines for assessing students in modular learning.
- **Future Researchers.** Serves as a reference for future studies to enhance assessment methods and address challenges in modular learning.

Scope and Delimitation of the Study

This study focuses on senior high school English teachers' attitudes toward performance-based assessments in modular learning. It examines their challenges, missed opportunities, and resource limitations in assessing language skills, along with their suggestions for policy improvements.

The study is limited to English teachers in senior high schools within the Division of Angeles City, Pampanga, during the 2024-2025 school year. Data collection relied on Google Forms, which may have led to superficial responses. Additionally, qualitative insights were gathered only from teachers with highly negative attitudes toward language assessment.

METHOD

Type of Research

This study utilized a sequential explanatory mixed-methods design, where quantitative data collection and analysis were followed by qualitative data to elaborate on the findings (Creswell & Plano Clark, 2018; Inankova et al., 2006).

The quantitative phase employed a descriptive research design, which observes and analyzes phenomena without manipulation, making it suitable for examining English language teachers' attitudes toward performance-based assessment in modular learning (Creswell, 2014).

The qualitative phase followed a phenomenological research design, which explores participants' lived experiences through in-depth interviews and thematic analysis (Creswell, 2013; Moustakas, 1994). This phase aimed to provide a deeper explanation of the quantitative findings.

Data collection began with quantitative surveys to assess Senior High School English teachers' attitudes. The qualitative phase then contextualized these results, offering insights into underlying reasons.

Participants

Phase 1: Quantitative Phase

A total enumeration technique was used to select all 59 Senior High School English teachers from the Division of Angeles City (Glen, 2021). They were surveyed to assess their attitudes toward performance-based assessments in modular learning. Ten (10) teachers participated in pilot testing and ten (10) teachers did not respond due to absence or refusal. Ultimately, the final sample is 39 teachers where 26% are male, 74% are female and 49% are with over five years of experience.

Phase 2: Qualitative Phase

A purposive sampling method was used to select four participants for in-depth interviews (Palinkas et al., 2015). The selection criteria are: (a) SHS English teacher in Angeles City; (b) experience with performance-based assessment in modular learning; (c) minimum of three years teaching experience; and (d) demonstrated a highly negative attitude toward performance-based assessment.

Only two teachers met the fourth criterion, so additional participants with the lowest attitude mean scores were considered. After exclusions, four teachers qualified.

Instruments

Phase 1: Quantitative Phase

A Likert survey questionnaire was designed to assess participants' attitudes toward performance-based assessments in modular learning. It consisted of: (a) participant profile section; and (b) 20-item attitude scale (4 - Highly Agree, 3 - Agree, 2 - Disagree, 1 - Highly Disagree)

Content validation was conducted by experts from National University (Clark Pampanga), Republic Central Colleges, and Mabalacat City College.

Pilot testing was also conducted with ten (10) SHS English teachers in Angeles City who participated to ensure face validity and reliability. Cronbach's Alpha ($\alpha = 0.953$), was computed using Jamovi software (v2.4), and it confirmed high reliability of the instrument (Tavakol & Dennick, 2011; Landis & Koch, 1977).

Phase 2: Qualitative Phase

The researcher used semi-structured interviews to explore participants' experiences (Hiller & Diluzio, 2004). The semi-structured interview guide was a mix of predetermined open-ended questions which were lifted from the results obtained in the quantitative phase (Given, 2008). It was composed of two parts: (a) personal, academic, and employment profile; and (b) four key questions based on research problems.

Data Gathering Procedures and Ethical Considerations

The researcher first secured ethical clearance from the Research Development Center and obtained approval from the Schools Division Superintendent of Angeles City to conduct data collection among SHS English teachers. Participants were assured that their data would remain confidential and used solely for research purposes.



Phase 1: Quantitative Phase

Pilot Testing. A pilot test was conducted with 10 SHS English teachers to assess the questionnaire’s clarity, format, and reliability. Cronbach’s alpha ($\alpha = 0.953$) confirmed high internal consistency.

Informed Consent. Participants received a consent letter outlining the study’s purpose, voluntary participation, and confidentiality measures. Risks were minimal, but participants could withdraw at any time if they experienced discomfort. All collected data, including audio recordings and transcripts, would be stored in a password-protected file and deleted 1–5 years’ post-publication.

Administering Questionnaires. Participants completed a two-part questionnaire: (a) Personal Information (name, school, teaching subject, experience); and (b) Attitude Scale (20 items on a 4-point Likert scale, from Strongly Disagree (1) to Strongly Agree (4)).

Phase 2: Qualitative Phase

Interview Process. Semi-structured interviews were conducted with teachers who were able to meet all the criteria that were set by the researcher in selecting participants for the qualitative phase. The interview guide contained four open-ended questions covering: (a) difficulties faced (b) missed opportunities (c) insufficiencies; and (d) suggestions for improvement in assessing language skills in the modular modality.

Interviews were conducted face-to-face or via Zoom, in a distraction-free environment. With consent, responses were voice-recorded, transcribed, and analyzed.

- **Data Transcription.** Verbatim transcriptions were created from the recordings, cross-checked with audio files for accuracy.
- **Termination of Study.** Participants could withdraw verbally or in writing at any time. If withdrawal occurred, no further data collection would be conducted. The study could also be terminated if participant rights or welfare were at risk.

Data Analysis

Phase 1: Quantitative Analysis

Survey data from teacher participants were encoded and analyzed using Microsoft Excel. The mean (\bar{x}) distribution was calculated to describe participants’ attitudes toward performance-based assessments in modular learning, with the following scale:

| Range | Description |
|-------------|-----------------|
| 3.50 – 4.00 | Highly positive |
| 2.50 – 3.49 | Positive |
| 1.50 – 2.49 | Negative |
| 1.00 – 1.49 | Highly Negative |

Phase 2: Qualitative Analysis

- Thematic analysis followed Braun and Clarke's (2019) six-step reflexive approach to identify, examine, and describe emerging themes.
- Data Preparation & Organization. Verbatim transcriptions were generated using Microsoft Word for accurate coding.
- Familiarization with Data. Data were organized in a tabular format, clustered based on interview question categories.
- Unit of Analysis Identification. Significant responses were highlighted, analyzed, and transformed into potential themes.
- Development of Categories & Coding Scheme. AI-assisted categorization was used to structure extracted themes.
- Evaluation of Coding Scheme. A Rater Form was used to ensure consistency, reviewed by the research adviser. Inter-Rater Reliability (IRR) was assessed by a Research Coordinator, Assistant Principal, and Master Teacher.
- Credibility & Validation. Respondent validation ensured accuracy by allowing participants to review results.

Findings

Participants' Attitude in Giving Language Performance Assessment in Modular Learning Modality

The participants generally exhibited positive attitude in the following: they felt confident in assessing students' language skills ($\bar{x} = 2.82$), found modular assessment techniques reliable and easy to use ($\bar{x} = 2.72$), and believed they had adequate training ($\bar{x} = 2.56$). They also viewed modular assessments as fostering creativity ($\bar{x} = 2.61$), supporting academic honesty ($\bar{x} = 2.62$), accommodating diverse learning styles ($\bar{x} = 2.51$), and enabling sufficient teacher-student interaction ($\bar{x} = 2.54$). Additionally, they expressed satisfaction with how modular classes allowed personalized assessment ($\bar{x} = 2.51$), supported formative assessment ($\bar{x} = 2.62$), and facilitated targeted feedback ($\bar{x} = 2.54$).

However, participants expressed negative attitudes regarding student motivation ($\bar{x} = 2.31$), the comprehensiveness of modular assessments ($\bar{x} = 2.41$), ease of progress monitoring ($\bar{x} = 2.23$), sufficiency of assessment opportunities ($\bar{x} = 2.26$), accuracy in gauging student progress ($\bar{x} = 2.31$), adequacy of modular curriculum materials ($\bar{x} = 2.36$), and overall effectiveness of modular assessments ($\bar{x} = 2.46$). The overall mean score ($\bar{x} = 2.49$) indicated a predominantly negative attitude towards students' language performance in a modular setting.

Table 1. Attitude of the English Senior High School Teachers in Giving Performance-based Assessment in Their Language Classes in the Modular Modality

| Attitude of teachers in giving performance-based assessments in their English language class in modular modality | Mean | Description |
|--|------|-------------|
| 1. I feel confident in my ability to assess students' language skills in a modular setting. | 2.82 | Positive |



| | | |
|--|------|----------|
| 2. I am satisfied with the techniques that are used for modular assessments as they are reliable and easy to use. | 2.72 | Positive |
| 3. I feel that students are motivated to perform well in modular language assessments. | 2.31 | Negative |
| 4. I am confident that modular assessments are comprehensive in assessing students' language learning. | 2.41 | Negative |
| 5. I believe that I have adequate training to conduct language assessments via modular modality. | 2.56 | Positive |
| 6. I think that modular assessments allow for more creative evaluation methods. | 2.61 | Positive |
| 7. I am optimistic that there are ways to ensure academic honesty during modular language assessments. | 2.62 | Positive |
| 8. I believe that modular assessments accommodate diverse learning styles. | 2.51 | Positive |
| 9. I feel it is easier to monitor student progress with modular assessment tools. | 2.23 | Negative |
| 10. I think that there are sufficient ways for teacher-student interactions in modular assessments. | 2.54 | Positive |
| 11. I am positive that the modular approach provides sufficient opportunities to assess students' language skills effectively. | 2.26 | Negative |
| 12. I think that I can accurately gauge student progress in language abilities through modular assessments. | 2.31 | Negative |
| 13. I think that the materials provided in the modular curriculum are adequate for assessing language skills. | 2.36 | Negative |
| 14. I can easily assess language abilities due to the structure of modular classes. | 2.38 | Negative |
| 15. I am satisfied with how modular classes allow for personalized assessment of each student's language abilities. | 2.51 | Positive |
| 16. I feel that modular modality develops my ability to comprehensively assess students' language proficiency. | 2.54 | Positive |
| 17. I think that the modular system supports continuous and formative assessment of language skills. | 2.62 | Positive |
| 18. I am satisfied with how I can effectively use modular assessments to identify students' language learning needs. | 2.49 | Negative |
| 19. I am confident that the modular approach helps me to give more targeted feedback on students' language abilities. | 2.54 | Positive |
| 20. I am satisfied with the overall effectiveness of modular language assessments. | 2.46 | Negative |
| Overall | 2.49 | Negative |

Table 5 categorized participant attitudes: 5% (n=2) had highly positive attitudes, 44% (n=17) had positive attitudes, 41% (n=16) had negative attitudes, and 10% (n=4) had highly negative attitudes. While a slight majority had a positive perception, a significant portion expressed concerns about modular language assessment.

Table 2. Distribution of Participants in Terms of Their Attitude in Giving Language Performance Assessment in the Modular Modality

| Descriptors | Frequency | Percentage |
|-----------------|-----------|------------|
| Highly Positive | 2 | 5% |
| Positive | 17 | 44% |
| Negative | 18 | 46% |
| Highly Negative | 2 | 5% |
| Total | 39 | 100% |

Difficulties in Assessing Students' Language Skills in Modular Modality

The second research question focused on the difficulties teachers faced in assessing students' language skills in the modular modality. The responses revealed several key challenges, categorized into four main areas.

Technological and Modal Barriers. Teachers faced significant technological barriers, such as issues with Wi-Fi, internet access, and students' lack of gadgets, as P1 and P2 noted. Another challenge was the lack of real-time interaction with students, which hindered effective assessment, particularly for oral skills. P1 highlighted the difficulty of assessing students' language levels without face-to-face encounters, and P3 emphasized the challenge of evaluating oral skills in the absence of direct communication. Teachers also struggled with limited methods of monitoring student progress due to the nature of modular learning.

Assessment Design and Methodology. Teachers faced challenges with the design and effectiveness of assessments. P1 pointed out the limitations of pre-designed assessments in modules, which restricted the ability to provide authentic language assessments. P2 and P4 also highlighted the difficulty of assessing oral skills in the modular format. Additionally, writing assessments were problematic, with P1 noting similar responses from students in essay and short-answer questions, and P4 stating that the lack of direct observation made it difficult to assess the writing process. The limited use of alternative assessments and the inability to assess macro-skills like speaking were also cited as significant challenges by multiple participants.

Student Engagement and Performance. Engaging students was another difficulty. Teachers noted a lack of motivation and inconsistent effort in assessments due to the absence of a traditional classroom structure. P1 described how students often copied answers from the back of the modules, and P4 shared the difficulty of maintaining engagement without face-to-face interaction. Subpar outputs were also noted, with P2 explaining that students from public schools, lacking access to technology, submitted less-than-expected work. Concerns about academic integrity were prevalent, with participants like P2 and P3 expressing concerns about students using external help, such as AI tools or peers, to complete their assessments.

Feedback and Validity. Teachers also encountered difficulties with providing authentic and valid assessments. P1 and P4 highlighted the challenge of accurately assessing students' speaking skills, as written assignments and recordings did not fully capture their abilities. Delayed feedback, as mentioned by P3, further complicated the assessment process, as students might misinterpret feedback and continue with misconceptions for several days.

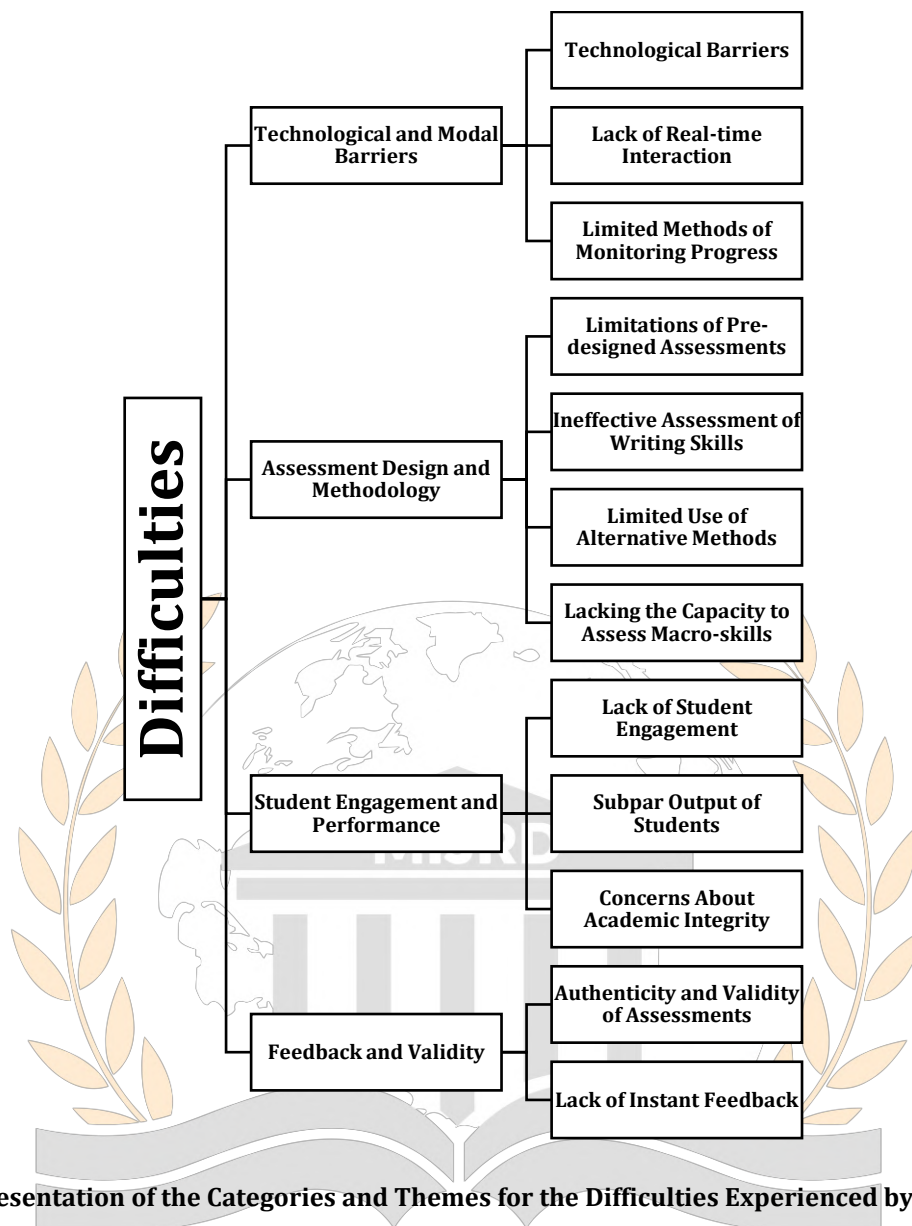


Figure 2. Presentation of the Categories and Themes for the Difficulties Experienced by the Language Teachers in Assessing the Language Skills of the Students in Modular Modality

Missed Opportunities for Teachers and Learners in Language Assessment in the Modular

The third research question explored the missed opportunities in language assessment for both teachers and students in a modular modality. The responses were categorized into missed opportunities for teachers and students.

Missed Opportunities for Teachers.

Interaction and Relationship Building. One key area identified was the lack of interaction and relationship building with students. Teachers emphasized the absence of face-to-face interaction, as noted by P1, who explained that limited online access for students hindered meaningful connection and real-time communication. P2 echoed this, highlighting the importance of personal engagement for effective teaching and learning. Teachers also missed the

opportunity to build personal connections, with P1 noting that students' reluctance to communicate without direct contact impacted their learning experience.

Tailoring and Designing Assessments. Another significant issue was the inability to tailor assessments to individual needs. Teachers felt constrained by the standard assessments in the modules, as P1 pointed out, making it challenging to gauge students' proficiency levels. P4 added that modular learning failed to address the diverse needs of students with varying language skills. Furthermore, P1 and P2 expressed that creating authentic language assessments, such as impromptu speaking and peer evaluations, was difficult. P4 also emphasized the missed opportunity to incorporate digital tools and multimedia to create more engaging assessments.

Support and Monitoring Student Progress. Additionally, teachers identified missed chances to support students' progress. P1 and P2 highlighted the difficulty of assessing foundational language skills and determining starting points due to the lack of face-to-face interaction. P1 noted that without formative assessments, teachers struggled to guide students toward achieving the Most Essential Learning Competencies (MELCS).

Integrity and Technology. Lastly, the issue of integrity and technology emerged. Teachers missed opportunities to verify the authenticity of students' work. P4 explained that in the modular modality, there was no way to interact directly with students to confirm the originality of their work.

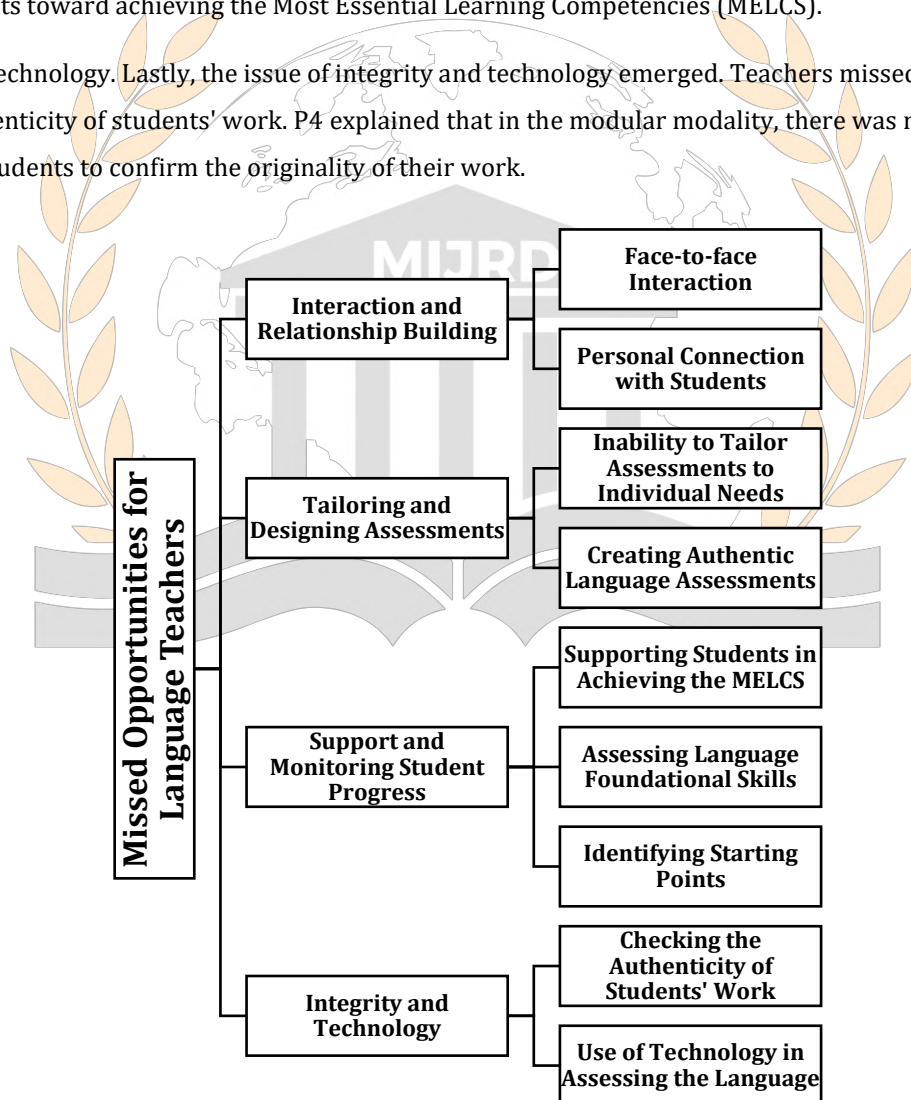


Figure 3. Presentation of the Categories and Themes for the Missed Opportunities for the Language Teachers in Assessing the Language Skills of the Students in Modular Modality



Missed Opportunities for Learners.

The same research question also explored the perceived missed opportunities for learners in language assessment under the modular modality. These opportunities were grouped into five categories.

Support and Feedback. Teachers noted that students missed the chance to receive essential support and feedback. P1 mentioned that students lacked the opportunity to seek guidance from teachers and were often left to understand lessons on their own.

The delayed and limited feedback further hindered learning, as P1 highlighted that scores were returned late, sometimes without detailed feedback. P4 noted that without personalized feedback, students couldn't identify areas for improvement. Additionally, P4 pointed out that traditional assessment formats, like multiple-choice or essays, didn't fully assess skills like listening, speaking, or creative language use.

Engagement and Learning Development. Several opportunities for deeper learning were missed. P1 noted that students didn't have the chance to demonstrate their true language skills or potential. Scaffolded learning was also lost, as P1 explained that smaller tasks that build up to bigger tasks were not part of the modular system. P2 and P3 highlighted that students missed out on engaging activities like debates, writing essays, and impromptu speaking, which could have helped develop their language skills.

Interaction and Practice. Real-time interaction and practice were severely limited in modular learning. P2, P3, and P4 shared that students lost the opportunity for meaningful interaction with peers and teachers, which is essential for language learning.

Language practice, both oral and written, was also missed, as P2 emphasized that students didn't have enough chances to practice using the language. The lack of immersion, as mentioned by P2, also contributed to the missed opportunities for real-world language use.

Collaborative and Reflective Learning. The modular setup also limited opportunities for collaborative learning, peer assessment, and self-reflection. P3 and P4 pointed out that students missed collaborative activities like role-plays and group discussions that help with both language skills and critical thinking. Peer assessments, which are important for building real-life communication skills, were also missing.

P4 added that students didn't have enough opportunities for self-assessment and reflection, preventing them from developing independent learning skills.

Cultural and Critical Learning. Finally, modular assessments often overlooked the development of critical thinking and cultural understanding.

P3 emphasized that students missed out on opportunities for group activities that foster critical thinking, while P4 noted that modular assessments focused more on language structure and grammar, missing the chance to assess cultural competence and the interaction between language and culture.

Lacking Materials and Resources in Performance-based Assessment in Language Classes

The fourth research question explored materials and resources that are lacking in language assessment in the modular modality. The responses were categorized into the following categories.

Technological Tools. Participants identified several technological limitations in the modular modality. P1, P2, P3, and P4 emphasized that many students lacked access to the necessary devices, such as phones or laptops, hindering their ability to complete performance-based assessments, especially in oral communication and multimedia tasks.

P1 also noted that, despite government efforts to provide tablets, poor internet connectivity remained a barrier to conducting online classes and assessments. Lack of real-time communication platforms is also a challenge.

P4 mentioned that the absence of live interaction made it difficult to evaluate speaking and performance-based assessments. P3 and P4 also observed that students lacked access to tools like pronunciation software, video conferencing apps, and authentic listening materials like podcasts.

Resource Availability and Quality. Participants also discussed the challenges posed by inadequate resources for modular learning. P1 shared that limited printed modules and resources prevented students from fully engaging with the lessons.

P1 furtherly pointed out that supplemental printed materials, such as books, could have supported students' understanding and that some modules contained inaccurate or limited content, while P2 emphasized that the modules lacked contextualization for the specific needs of their region, making it harder for students to relate.

Assessment Design Limitations. The third category focused on limitations in the design of assessments under the modular modality. P3 and P4 noted that tasks requiring real-time interaction, like debates or group discussions, couldn't be conducted in the modular setup, limiting authentic assessment opportunities.

P4 mentioned the absence of resources like videos or podcasts featuring native speakers, which hindered students' ability to engage with authentic language use.

P4 also highlighted the difficulty in creating prompts that assess skills such as persuasion or storytelling, which are crucial for real-world language use. Meanwhile, P3 noted that students didn't have sufficient access to task models or examples, which are essential for understanding performance expectations.

Collaboration and Feedback Tools. The final category addressed the lack of tools that facilitate collaboration and timely feedback. P4 noted that many performance-based assessments rely on peer interaction or group discussions, which were difficult to execute in the modular modality.

P3 also emphasized the inability to provide real-time feedback in a modular setup, which reduces the immediate learning opportunities for students.

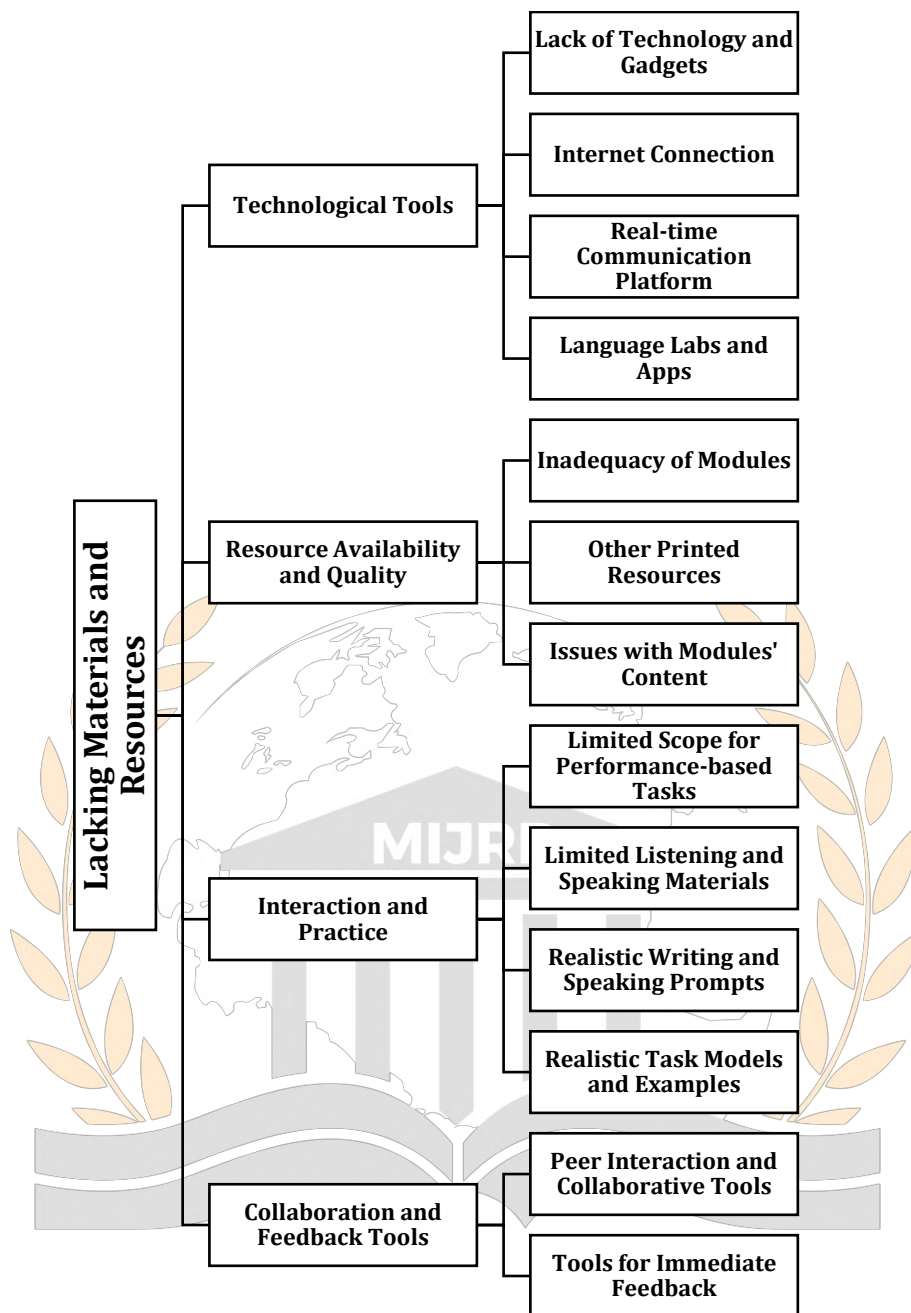


Figure 5. Presentation of the Categories and Themes for the Lacking Materials and Resources in Language Assessment in the Modular Modality

Suggestions for Improvements to Policies for Language Assessment Under Modular Modality

The fifth research question asked suggestions from the participants to improve the policies encompassing language assessment under the modular modality. The suggestions were categorized into the following categories.

Policy and System Reforms. Participants proposed several policy changes to make performance-based assessments more effective in the modular modality. P1 suggested revising the grading system to better reflect students' actual performance, particularly giving appropriate weight to components based on assessable student



skills. More so, P1 recommended focusing on providing feedback rather than grades to encourage learning and self-improvement, as students often expect high grades without truly mastering the material.

P1 furtherly advocated for revisiting mass promotion policies, as some students were passing despite submitting subpar work. Participants emphasized the need for tools to combat academic dishonesty and improve the authenticity of assessments. P1, P2, and P3 all expressed concerns about cheating in the modular modality.

Teacher and Student Support. Participants suggested strategies to better support teachers and students for performance-based assessments in modular learning. P2 and P3 recommended training for both teachers and students on grading, assessment creation, and using digital tools effectively.

P1 and P4 suggested supplementing modules with additional learning materials like books or other technological tools to enhance student engagement. P3 proposed distributing rubrics and instructions for oral assessments to students' families to assist with feedback.

P3 also recommended collaborating with community organizations to provide access to technology like Wi-Fi. P4 recommended using tools like Google Docs and video conferencing for collaborative tasks, peer feedback, and improving speaking assessments.

Assessment Design and Adaptation. The participants provided several ideas to adapt and redesign assessments to be more practical and effective for the modular modality. P2, P3, and P4 recommended adapting rubrics to the modular context, making them more suitable for assessing tasks completed outside the classroom.

P2 and P4 emphasized the importance of tailoring modules to local contexts and students' interests to make learning more engaging.

P1 and P2 recommended removing answer keys from modules, as students often copied answers without engaging with the material.

P3 suggested providing clear examples of high-quality work, such as sample essays or recordings of good dialogues, to help students understand performance expectations.

Learning Activities and Engagement. The final category focused on enhancing student engagement and making learning activities more interactive and meaningful.

P1, P2, and P4 all agreed that a blended learning approach, combining modular learning with face-to-face or online interactions, would be more effective than relying solely on the modular modality. P2 suggested incorporating more open-ended drills and activities to help students practice their language skills.

The focus should shift away from objective tests toward subjective, skill-based tasks that better reflect language learning.

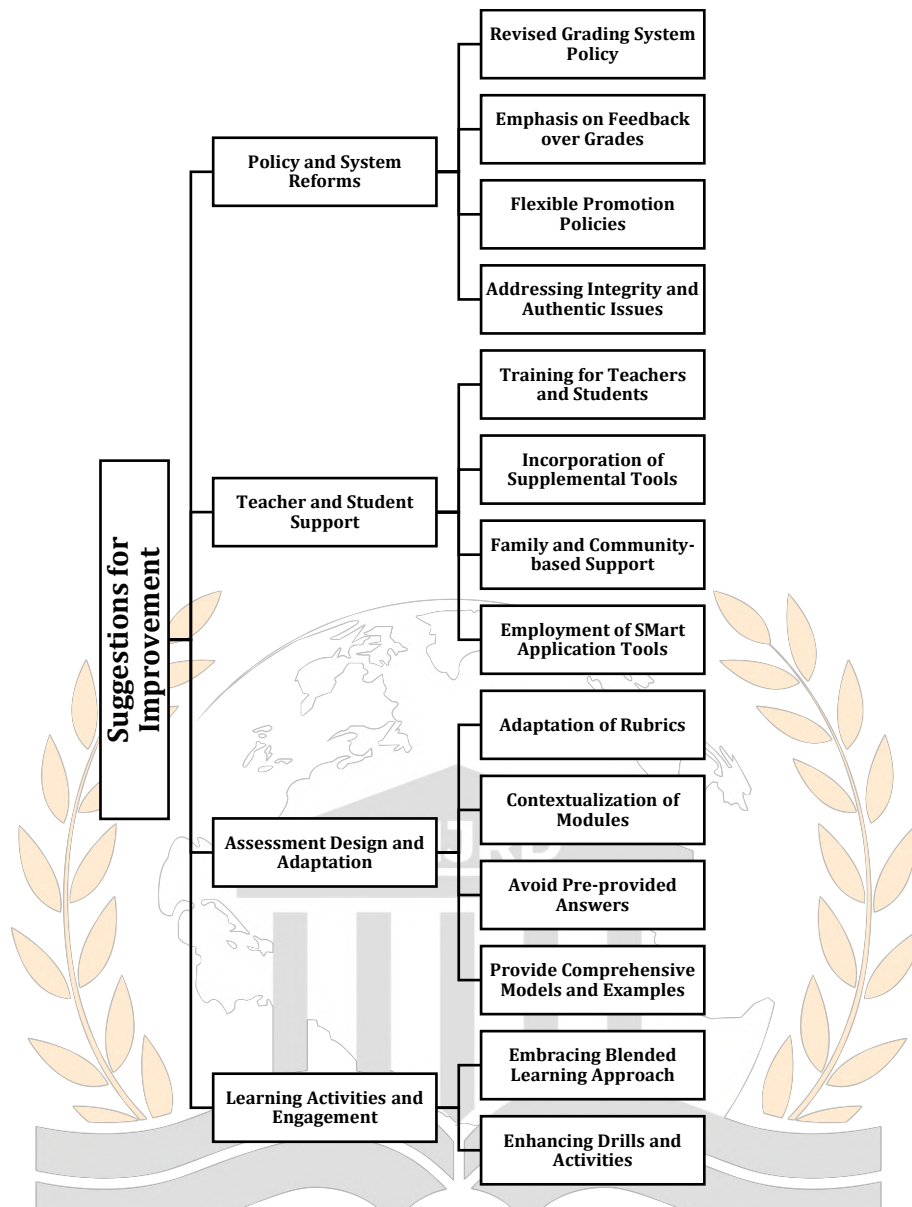


Figure 6. Presentation of the Categories and Themes for the Suggestions of the Participants to Improve the Policies in Language Assessment in the Modular Modality

DISCUSSION

Negative Attitude Toward Modular Performance-Based Assessment

A key finding was the overall negative attitude towards the effectiveness of modular assessments in evaluating language performance. Teachers were concerned about students' motivation, the comprehensiveness of assessments, difficulty monitoring progress, limited opportunities for assessing skills, inadequate module materials, and the lack of timely, individualized feedback—essential for language development.

These findings align with Goh and Burns (2012), who highlighted that the absence of face-to-face interaction in modular or remote learning environments hampers language assessment quality. Lack of immediate feedback, crucial for performance-based assessments, undermines their effectiveness in improving language skills. Similarly,

Carless (2007) noted that modular learning, while flexible, lacks the dynamic student-teacher exchange needed for effective formative assessment.

A significant concern was teachers' ability to track student progress without the direct supervision of traditional classrooms. Tzagari and Csépes (2014) observed that modular assessments often leave gaps, particularly in evaluating speaking and listening skills, which require more direct interaction. Teachers also noted low student motivation, as many felt students lacked engagement when working independently. Lamb (2015) found that students in remote or non-interactive environments often show lower motivation due to limited engagement with peers and teachers.

Additionally, teachers were frustrated by the impersonal nature of modular assessments, which made it difficult to provide real-time encouragement or corrections. Brown (2004) emphasized that such interactions are key to maintaining motivation and keeping students engaged. Concerns also arose about the inadequacy of materials in modular curricula. Tzagari and Csépes (2014) emphasized that successful performance-based assessments depend on quality resources, which were often lacking in the modular system.

Finally, teachers struggled to offer timely feedback in modular learning environments, as feedback was often delayed or written, making it harder for students to benefit. Goh and Burns (2012) found that remote feedback is less effective than in-person interactions in promoting student learning. Teachers also noted the limited opportunities for continuous interaction with students, making it difficult to assess language abilities in a comprehensive way. Brown (2004) argued that ongoing dialogue between students and teachers is essential for effective language assessment, something often hindered in modular learning contexts.

Suggestions for Improving Language Assessment Policies in Modular Modality

While this study emphasized the weaknesses of modular learning, participants identified opportunities to improve policies on performance-based assessments in language classes. Participants highlighted areas for reform, policy and system changes, teacher and student support, assessment design, and enhanced learning activities. Addressing these areas holistically is crucial to providing both students and teachers with the necessary resources and support to succeed.

To improve performance-based assessments, revisions to the grading system are essential. Traditional grading systems often focus on final scores, failing to capture students' ongoing progress. A more flexible grading system that integrates both summative and formative assessments can reflect the developmental nature of language acquisition, encouraging students to view assessments as learning opportunities (Black & Wiliam, 1998).

Additionally, policies should prioritize actionable feedback over grades. Frequent, constructive feedback supports students' development by offering targeted suggestions and corrections (Guskey, 2007). Addressing issues of integrity is also vital to maintaining the validity of assessments. Policies to prevent cheating, along with plagiarism detection tools, can ensure authenticity (Friedman, 2008).

Moreover, improving performance-based assessments requires focused support for both teachers and students. Teachers need professional development in creating and implementing assessments in a modular setting (Mishra

& Koehler, 2006). Students, on the other hand, should receive training in self-regulation, enabling them to manage their time, set goals, and monitor progress independently (Zimmerman, 2002).

Family and community involvement is also important in promoting student motivation and engagement. Policies should foster collaboration with families to create a supportive learning environment at home (Epstein, 2001). For effective assessments, rubrics must be clear, specific, and aligned with the objectives of performance-based tasks, guiding students on expectations and evaluation criteria (Andrade, 2000). Modules should also be contextualized to reflect students' diverse backgrounds and experiences, making assessments more relevant and engaging (Moll et al., 1992).

Providing examples of high-quality work can also help students understand the range of expected skills, offering benchmarks for performance (Boud & Falchikov, 2007). A blended learning approach that combines face-to-face and online learning can improve student engagement by fostering interactive tasks, peer collaboration, and group activities (Garrison & Kanuka, 2004).

Emerging Framework

This conceptual model outlines the challenges, missed opportunities, and areas for improvement in assessing language performance in the modular modality. It highlights the interconnected factors that contribute to the difficulties teachers face in evaluating language performance within this framework.

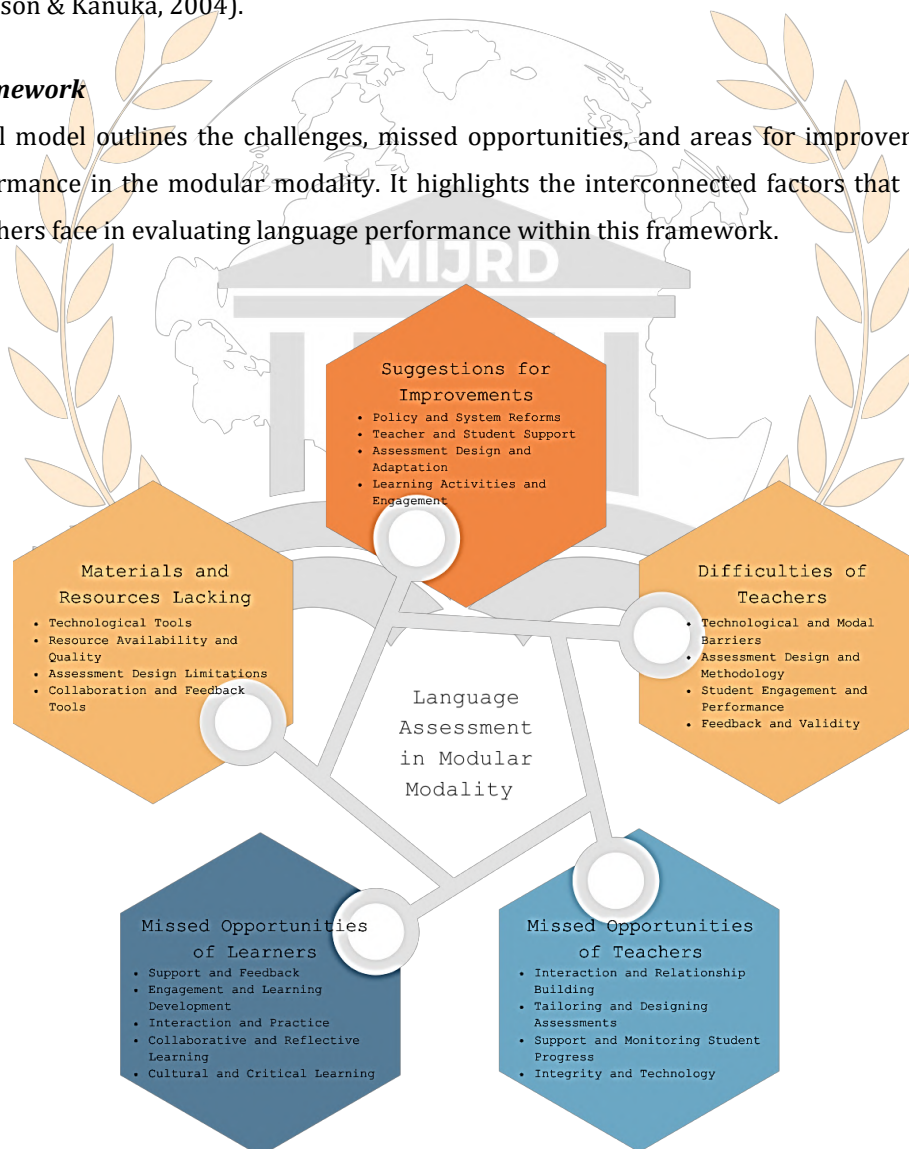


Figure 7. The Emerging Framework of Language Assessment in Modular Modality.

CONCLUSION

Quantitative Phase

The study revealed a generally negative attitude among participants toward assessing language skills in the modular modality. Teachers expressed concerns about student motivation, the comprehensiveness of assessments, and difficulties in monitoring student progress. These factors, along with limited opportunities to assess language skills effectively and inadequate materials, contributed to dissatisfaction with the effectiveness of modular language assessments.

Qualitative Phase

Language teachers face significant challenges in assessing students' language skills in modular learning environments. These challenges stem from technological limitations, inadequate assessment tools, decreased student engagement, and concerns about assessment validity. These findings align with previous research on online and modular education, emphasizing the need for adaptive assessment methods.

Teachers identified missed opportunities related to limited interaction, personalization, and progress monitoring, as well as concerns about academic integrity. For students, missed opportunities included a lack of feedback, engagement, and practice, all of which hindered the effectiveness of language assessments. Additionally, the absence of collaborative learning and cultural exposure further diminished the depth of learning.

The lack of essential materials and resources, such as technological tools and adequate assessment designs, also limited the effectiveness of performance-based assessments. To improve these assessments, it is crucial to reform grading policies, enhance feedback mechanisms, and support both teachers and students. Furthermore, adapting assessment designs and promoting blended learning approaches will help create a more effective and equitable environment for language assessments in modular settings.

RECOMMENDATIONS

Based on the analysis of the participants' responses, the following recommendations were made:

- **Enhancing Technological Infrastructure and Assessment Practices:** To address challenges in assessing language in modular modality, it is crucial to invest in better technological infrastructure and develop dynamic, formative assessment practices. These should offer real-time feedback and tools that accurately assess all aspects of language skills. Additionally, curriculum planners should consider blended learning models or alternative assessment formats when remote learning is required.
- **Incorporating Interactive and Collaborative Elements:** Since modular learning is already integrated into the educational system, educators should find ways to add interactive, collaborative, and culturally immersive elements into assessments.
- **Utilizing Authentic and Technology-Enhanced Materials:** To overcome the limitations of the modular modality, educators should incorporate authentic, technology-driven materials. Innovative digital tools and platforms can supplement the gaps in the modular structure, allowing for more effective learning experiences despite the modality's challenges.



- **Investing in Teacher and Student Professional Development:** Educational institutions should prioritize professional development programs for teachers, focusing on modular assessment tools, formative assessments, and addressing diverse learners' needs.
- **Future Research Directions:** While the study provides valuable insights, its limitations include a small sample size and reliance on self-report data. Future research should involve larger, more diverse teacher samples and examine the impact of modular performance-based assessments on students' language learning outcomes. Longitudinal studies could provide deeper insights into how teachers' attitudes evolve with more experience in modular teaching and assessment.

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