



The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

Mark Gleen O. Cidro

Far Eastern University, Philippines

mcidro@feu.edu.ph

DOI: <http://doi.org/10.36892/ijlls.v5i4.1416>

APA Citation: O.Cidro, M. G.(2023). The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning. *International Journal of Language and Literary Studies*. 5(4).256-268. <http://doi.org/10.36892/ijlls.v5i4.1416>

Received:
12/10/2023

Accepted:
20/12/2023

Keywords:
student
engagement,
English
classes,
blended
learning .

Abstract

The pandemic has brought several impacts in the field of education. Among the subjects that have been challenged in developing communicative competence in the new normal is English. Thus, this study aimed to explore the lived experiences of 15 Grade Four English Teachers in the Philippines to understand better, how they concerted all efforts to engage students in English classes through the blended learning platform. The data were gathered by employing a phenomenological investigation, a qualitative inquiry. Through several in-depth interviews, in-person classroom observations, document analyses, data were coded and analyzed thematically. Findings showed that Fourth Grade teachers were able to engage their students during in-person sessions through the following themes (1) varied, (2) experiential, (3) animation, (4) reinforcement, and (5) reflection. As for the asynchronous sessions, the study found out that students wanted activities that are (1) varied, (2) challenging, (3) imaginative, (4) authentic, (5) rewarding, and (6) forges partnership. With these data, development programs for teachers to foster student engagement in English classes through the Blended Learning platform were recommended.

1. INTRODUCTION

The education system is one of the agencies profoundly affected by the COVID-19 pandemic. Schools all over the world were suddenly forced to shift from face-to-face interaction to distance learning platforms (Crawford et al., 2020). Distance learning, which is a method of educating students aided by technology and conducted beyond physical space and time, is not a new concept, especially in Higher Education Institutions (HEIs) as there are many studies that explored its effects among college students (Wanner & Palmer, 2015; Ravenscroft & Luhanga, 2018; Bigatel & Williams, 2020; Ozadowicz, 2020; Anderson et al., 2021; Aladsani, 2021, Lo et al., 2021; Nathaniel et al., 2021; Sefriani et al., 2021). However, the case is different in the elementary school setting where young learners encountered remote learning for the first time. Studies showed that this platform posed technological, pedagogical, and social challenges for young learners (Ferri et al., 2020; Otomo, 2021), negative interpersonal relationships emotional concerns (Hamzeh, 2021), and parental involvement issues (Wardhani, 2020).

As a response, several research endeavors (Prouty, 2014; Kocour, 2019; Feri et.al, 2020; Tupas & Linas-Laguda, 2020) suggested that Blended Learning (BL), which is defined as a combination of online delivery incorporating the best classroom practices to personalized approaches to cater to diverse groups of learners (Bryan & Volchenkova, 2016), be adopted by elementary schools to foster student engagement and success. The Department of Education, through Regional Memorandum No. 384,

The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

s.2020, defined BL as a combination of any of the sub-categories of distance learning such as Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV-Video/ Radio-based Instruction (TV-Video/RBI). However, since BL is still new in the primary education, teachers still need to grasp how to navigate the platform effectively and efficiently. Thus, there is a need for comprehensive training for future-proof quality instruction (Batac et al., 2021).

In the Philippines, there are limited studies that explored the success of BL in the education system to date (Tupas & Linas-Laguda, 2020). However, since the country has started to return to face-to-face classroom interaction and is required to adopt BL, it would be better to hear the experiences and best practices of teachers in ensuring that learners are continuously engaged. One of BL's advantages is switching from passive to active learning that allows students to be exposed to different learning experiences (Kaur, 2013), enhancing students' interest, and motivating them to learn effectively (Shih, 2010).

It is in this vein that this study would like to explore the lived experiences of teachers during the pandemic in developing and sustaining engagement among learners in English classes though the BL environment so that development programs for teachers and enhancement of teaching and learning process can be logically created.

2. LITERATURE REVIEW

2.1.Challenges in Teaching English

In teaching English, an academic subject that envisions the learners achieving strong communicative competence, teachers encountered various problems during the pandemic. Tarrayo et al., (2021) posited in their study that among the challenges that teachers faced in teaching English during the pandemic included (1) comprehension of learning content, (2) internet connectivity, and (3) students' engagement. Among the recommendations, their study offered were the improvement in the planning, implementation, and monitoring of school administrators, provision of adequate technological resources, and capacity-building programs for teachers.

In addition to this, Karimanovic (2021) explored other issues that teachers encountered in teaching English during the pandemic. The study found that some students, who decided to be completely inactive, used signal or health issues as their excuse, and evaded reading and writing tasks as well as projects and oral presentations. Included in the list is the lack of technological and network accessibility.

Moreover, the World Bank 2022 report revealed that nine out of 10 Filipino children are still struggling to read and understand short, age-appropriate, and simple texts by the age of 10. In fact, according to the report, 91% of children at late primary age in the country are not proficient in reading.

In cognizant of the 21st century skills that include communication and collaboration, the study holds that it is imperative to train students to read, write, speak, and listen effectively and efficiently in whatever learning platform readily available for the learners.

2.2.Blended Learning

There are many definitions of blended learning (BL) or also called as *hybrid learning* or *mixed-mode learning*. The Glossary of Education Reform says that it is the practice of using both in-person and online learning experiences to give students' academic instruction. In a blended learning environment, a teacher in a traditional classroom setting and complete online requirements outside the classroom can teach students. It should be emphasized that online and face-to-face experiences should be analogous, and they complement one another. Garrison and Vaughn (2008), who defined BL as a

brilliant fusion of face-to-face and online experiences where integrating technology and online learning materials with traditional face-to-face classroom activities is evident, also support this.

In this study, the context given by the Department of Education was adhered to. The context calls for a combination of any of the sub-categories of distance learning, such as Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV-Video/ Radio-based Instruction (TV-Video/RBI).

2.3. Student Engagement

There are various definitions of student engagement. Reschly and Christenson (2012) defined student engagement as the amount of attention, effort, participation, curiosity, interest, and passion shown when students are learning or being taught. In addition, it is related to the students' commitment to achieving their learning goals (Marks, 2000) and to their level of persistence in and satisfaction with all their academic endeavors (Fredericks et al., 2004). Furthermore, Lam et al., (2018) emphasized that successful learning requires strong student engagement.

In relation to Self-determination Theory (SDT), Ryan and Deci (2020) posited that there are three innate psychological needs must be considered when talking about student engagement: (1) autonomy or feeling self-governed or self-endorsed; (2) relatedness or feeling loved and connected, and (3) competence or feeling effective and capable. In any given task to learners, these three must be addressed and satisfied for real engagement to occur. Chiu (2021b) emphasized that teachers can foster student engagement by satisfying the aforementioned psychological needs in the classroom.

Chiu (2021a) emphasized that student engagement is different in BL platform as compared to a purely traditional classroom environment. Thus, due to the pandemic, student engagement has been an essential research focus in BL (Ryan & Deci, 2020).

2.4. Student Engagement in Blended Learning

There are many studies conducted about student engagement in BL around the world. Saritepeci and Cakir (2015) explored the effects of the BL environment on students' academic achievement and engagement. According to this study, the BL platform helped in the meaningful increase in average academic achievement compared to students' performance in the face-to-face learning environment. It significantly increased on average development on student engagement.

Furthermore, Martin and Bolliger (2018) examined the students' perception of various engagement strategies used in online courses based on Moore's interaction framework. Out of the 155 students who completed the survey on learner-to-learner, learner-to-instructor, and learner-to-content engagement strategies, the study found that the learner-to-instructor engagement strategies were deemed as the most valued among the three categories. In the learner-to-learner category, icebreaker introduction discussion and collaborative activities using online communication tools were rated the most beneficial engagement strategies. In the learner-to-instructor category, sending regular announcements or email reminders and providing grading rubrics for all assignments were rated most beneficial. As for the learner-content category, students emphasized that working on real-world projects and having discussions with structured and guided questions benefited them the most.

Ward (2019) explored the impact of blended learning on student motivation, engagement, and achievement. Through mixed methods design, she discovered that the experimental class was more motivated and engaged. She reported higher posttest scores or more significant academic growth in their social studies class. Thus, BL approach was developmentally appropriate for middle-grades instruction.

One study on student engagement in English classes found that learning is an active process and that students learn best by actively doing and performing the learned skills. Moreover, it outlines

The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

various ways on how a student-centered language-learning classroom led to the improvement of students' reflection on their roles in the classroom, as well as their performance and acquisition of skills (Mackenzie, 2014). In addition, Mekki et al., (2021) conducted an evaluative study on student engagement in English classes that highlighted that students suffer severe disengagement in English classes, which led to the formulation of suggestions and recommendations for the improvement of the classroom encounter. These aforementioned studies either the perspectives of teachers and students separately highlighted the importance of developing students' engagement.

3. METHODOLOGY

3.1. Research Questions

The study answered the following research questions.

1. In Blended Learning, how did Grade Four teachers engage their pupils in English classes?
2. In Blended Learning, what development programs are suitable for teachers to increase student engagement in English classes?

3.2. Research Design

This study employed phenomenology; a methodological framework that seeks reality based on the narratives of lived experiences of specific individuals (Moustakas, 1994). This research aims to capture the essence of the participant's lived experiences while defining the phenomenon. Thus, phenomenology fits the current study as it describes the lived experiences of Grade Four English teachers that are related to the implementation of BL platform in English classes. It used a qualitative study that sought to place the phenomenological understanding of the context, identify the behavior and beliefs, recognize processes, and know the participants' lived experiences (Hennik et al., 2020) with the goal of conceptualizing development programs for teachers that further engage students in the said learning environment.

3.3. Participants

To achieve the objectives of this study, 15 Grade Four English teachers participated in this study. Three are from Quezon City; four were from Manila, two from Valenzuela, two from Caloocan, two Mandaluyong, and two from Pasig. The number of participants was limited to a few to gather in-depth of information. This is also similar to the number of participants in the phenomenological study conducted by Batac et al. (2021) and Perante et al. (2021) in exploring the students' teachers' perceptions on BL.

The teacher participants were identified using the following criteria:

- a. Handled Grade Four students during the pandemic in public learning institutions in the National Capital Region
- b. Designed and implemented synchronous and asynchronous learning activities in English through the BL platform

3.4. Data Gathering Procedure

The researcher was guided by the following procedures.

1. Letters were sent to participants asking for their consent to join this research endeavor.

2. The schedule of interviews and observations was determined to ensure that all participants have equal chances of being interviewed or observed. If time did not permit an in-person interview, it was done using an online meeting platform.
3. The objectives of the study were clearly explained to the participants.
4. The interviews and the observations were conducted as scheduled, following safety protocols.
5. Classroom observations were also conducted.
6. Public and personal documents were collected and analyzed.
7. Member checking was also done to check the validity of the data gathered.

3.5.Data Analysis

The researcher undertook the following steps to determine the essence of the data gathered.

1. All recorded interviews of Grade Four English teachers were transcribed carefully.
2. After transcribing the recorded interviews, words, phrases, and sentences that appear meaningful were colored. All unrelated data to the research questions were removed.
3. Inductive Content Analysis was used to make sense of the data gathered. This is appropriate in qualitative research with an inductive starting line or with loosely defined themes following an open data collection method (Kyngäs, 2020).
4. Using Inductive Content Analysis, all transcripts were analyzed carefully to examine create codes. The codes that recur were clustered together.
5. After developing the patterns of codes, possible themes for each research question were created. The table below shows an example of the process that the researcher underwent in analyzing the responses of the participants in this study.

4. RESULTS AND DISCUSSION

Research Question 1: In Blended Learning, how did teachers engage their Grade 4 pupils in English classes?

1- In-person Sessions

15 teachers shared their lived experiences on how they engaged their students during their in-person classes. Based on the gathered interview data, the researcher was able to identify the following themes:

Table 1:*In-person Teaching Strategies that Engaged Grade Four Pupils*

Codes	Themes
Playing Games (13)	Variation
Doing Group Activities (5)	
Spelling Words Drill (6)	
Flash Cards (2)	
Four Pics, 1 Word (3)	
Going to the School Garden/ Aviary (2)	Experiential
Storytelling (6)	Animation
Singing Songs/ Poem Recitation (3)	
Performing a Role Play (4)	
Giving of Rewards (8)	Reinforcement
3-2-1 Chart (3)	Reflection
What I Learned (2)	

The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

Based on Table 1, five themes were identified when it comes to in-person teaching strategies that engaged the Grade 4 pupils. These are (1) variation, (2) experiential, (3) animation, (4) reinforcement, and (5) reflection. In conjunction with these themes, below are some statements of the teacher-participants:

“I engaged my students in group activities in which they can learn a lot about the topic and participate actively during class discussion. I used more fun games where they can learn and interact with others as well.” (Teacher 3)

“Just like in the previous school year, I used Bingo Cards when our lesson was about affixes. I distributed cards with written prefixes and suffixes on it. As I read specific words, they need to search for them on their cards and mark them. Afterwards, I discussed the meaning of these prefixes and suffixes.” (Teacher 4)

“They learned from the lesson more when I use songs in class. We sang the lyrics of the song together. Then, I used parts of the lyrics in teaching specific parts of speech. To recall the parts of speech better, we also created chants that they could follow. But as an English teacher, I also employed games in class. I used games such as word puzzles and Four Pics, One Word. These are some of the activities that my students really enjoy.” (Teacher 5)

“Well actually, I asked my students to do individual and group activities. To further develop their collaborative skills, I employed many collaborative activities. There would be guessing games and group presentations.” (Teacher 6)

“I tried giving activities that would develop their vocabulary. Most of the time, we do vocabulary games where I would normally give the definition of words and the students would just re-arrange the given letters on the board. In addition, my students loved doing spelling activities and solving word puzzles. These activities made them competitive.” (Teacher 8)

“In Grade Four, especially now that we have in-person sessions, the students loved more engaging activities. I observed that they liked activities that would ask them to move around, sing and dance, and compete with one another. They missed doing group activities during the pandemic.” (Teacher 11)

Based on the responses of the teachers, it should be noted that they did various activities to pique students’ interest in the lesson and sustain their engagement.

When I checked teachers’ lesson plans, I noted activities that they included that really engaged the students. All lesson plans included group activities and games that encouraged the students to participate actively. Below is a sample page of one the lesson plans analyzed.

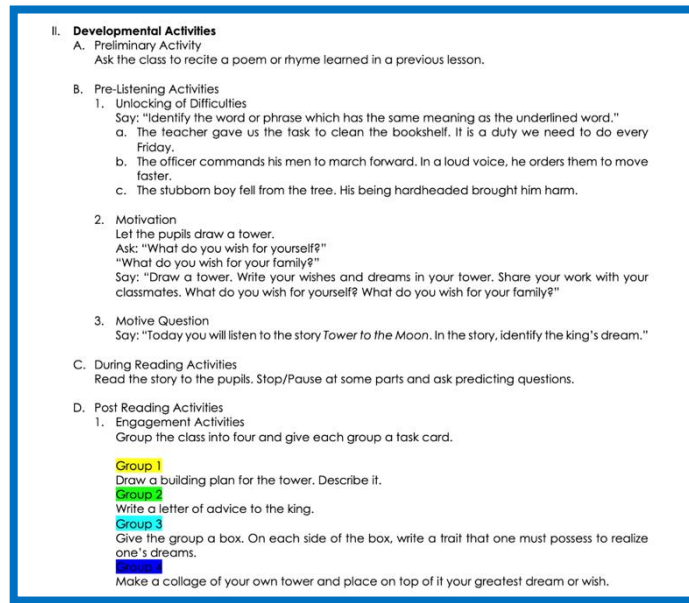


Figure 1. Sample Lesson Plan.

It can be seen in the figure above those games and group activities are included in the lesson plan to engage the Grade 4 pupils in the lesson.

2- Asynchronous Sessions

Based on the gathered interview data among Grade Four English teachers regarding asynchronous sessions, the researcher was able to identify the following themes.

Table 2: Asynchronous Teaching Strategies that Engaged Grade Four Pupils

Codes	Themes
Playing Games/ Educational Apps (7)	Variety
Making Interactive Presentation or Videos (4)	
Doing Kahoot (2)	
Giving Word Hunts (4)	
Using Crossword Puzzles (3)	Challenging
Sharing Interesting Stories with Pictures (3)	Imaginative
Coloring Activities/ Poster Making/ Slogan (3)	
Requiring Performances (6)	Authentic
Giving of Reinforcements (5)	Rewarding
Communicating with Parents (4)	Partnership

Table 2 shows that there were six themes that emerged when it comes to asynchronous teaching strategies that engage the Grade Four pupils. These are (1) variety, (2) challenging, (3) imaginative, (4) authentic, (5) rewarding, and (6) partnership. In support of these themes, below are some of the teacher-participants' statements:

The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

“The students liked to tell stories about their lives. In addition, they liked to describe what they normally do at home while taking videos. Moreover, they also wanted to write stories and poems in English. They would be very proud whenever I post their outputs on our group chat.” (Teacher 3)

Sometimes, I would incorporate art in English. This makes my students more engaged. I would ask my students to create posters or slogans based on the theme of stories or lessons we have. Since they do these activities at home, I would ask them to take videos of themselves creating their outputs. By asking them to take videos, I could see that they are the ones doing the activities.” (Teacher 4)

As for the online sessions, the students still wanted to have games. The spirit of competitiveness was always with them. They enjoyed the games that use other online platforms such as Kahoot or other gaming apps. I incorporated games most of the time because this is where I can see that most students are active. There were even sessions that we extended just to continue playing our games.” (Teacher 5)

Most of my students liked activities in their modules that would require to solve word puzzles, draw their favorite characters, and invent possible endings to stories. I’m happy whenever I see complete submission of their outputs, especially when they write their outputs legibly. I commend them in class and I give my feedback on their work so they would be motivated to continue.” (Teacher 7)

“The students loved guessing games like Four Pics, One Word and riddles. I also noticed that they loved activities that required them to unscramble certain letters with the help of some descriptions or clues. Aside from enjoying these activities, I believe they also could help them improve their vocabulary.” (Teacher 8)

Research Question 2: In Blended Learning, what development programs for teachers and parents are suitable to increase student engagement in English classes?

Based on the gathered data on the lived experiences of teachers in this time of pandemic, the following programs are proposed to further engage the students in their English classes through the BL platform.

1- Development Programs for Teachers

Since teachers are at the forefront of constant educational reforms, the following are some of topics that could be given to them:

- *Engaging Students in English Classes through Blended Learning*
This program aims to teach more effective teaching strategies that teachers need in navigating through the BL platform. It trains teachers to use varied in-person and online modalities to engage learners especially in their English classes.
- *Effective Strategies in Teaching of Reading to Struggling Readers in Blended Learning*
Reading teachers and non-reading specialists are given equal opportunities to learn research-based intervention that are simple and yet effective in helping readers understand the reading materials that they are confronted with in Grade Four.
- *Giving of Feedback that Sustains Student Engagement*

The importance of giving timely feedback should not be undermined. Thus, this program teaches educators to give feedback that highlight the strengths and shadows of learners in the hopes of honing them for the better. The participants highlighted the importance of creating this program.

5. CONCLUSION

The Department of Education in the Philippines directed all institutions to adapt BL. Thus, it is important that all stakeholders must be aware on how it should be implemented effectively. Since student engagement is one of the problems encountered by many studies this time of the pandemic, this research explored how teachers ensured that engagement takes place in English classes in both in-person and asynchronous sessions.

Through the lenses of a qualitative research, the study found out that in-person English classes would be engaging to students if there are varied activities that students can perform, there is provision for the concepts learned to be applied in personal meaningful context and is experiential, there are tasks that involve animation, their efforts are appropriately reinforced, and there is time for them to reflect the process they underwent.

The teachers engaged their students through varied activities, experiential learning, animation, reinforcement, and reflection. Asynchronously, the students want activities that are varied, challenging, imaginative, authentic, rewarding, and forges partnership.

Therefore, English teachers must include varied and relevant activities in their English classes where students can collaborate and communicate with one another, monitor the students' requirements, homework, and projects, provide assistance when necessary, and have short but meaningful interactions with the students to better understand their situation.

REFERENCES

- Aladsani, H. (2021). A narrative approach to university instructors' stories about promoting student engagement during COVID-19 emergency remote teaching in Saudi Arabia. *Journal of Research on Technology in Education*. DOI:10.1080/15391523.2021.1922958
- Alvarez, A.V. (2020). Learning from the problems and challenges in blended learning: Basis for faculty development and program enhancement. *Asian Journal of Distance Education*, 15(2), 112-132. <https://doi.org/10.5281/zenodo.4292631>
- Anderson, J., Bushey, H., Devlin, M. & Gould, A.J. (2021). Promoting student engagement with data-driven practices", Hoffman, J. and Blessinger, P. (Ed.) *International Perspectives on Supporting and Engaging Online Learners (Innovations in Higher Education Teaching and Learning, Vol. 39)*, Emerald Publishing Limited, Bingley, pp. 87-103. <https://doi.org/10.1108/S2055-364120210000039007>
- Batac, K.I., Baquiran, J.A., & Agaton, C.B. (2021). Qualitative content analysis of teachers' perceptions and experiences in using blended learning during the COVID-19 pandemic. *International Journal of Learning, Teaching and Educational Research*, 20(6). <https://doi.org/10.26803/ijlter.20.6.12>
- Bigatel, P. & Williams, V. (2015). Measuring student engagement in an online program. *Online Journal of Distance Learning Administration*. <https://www.learntechlib.org/p/158589/>

The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

- Bryan, A. & Volchenkova, K.N. (2016). Blended learning: Definition, models, implications for higher education. *Bulletin of the South Ural State University*, 8(2). DOI: 10.14529/ped160204
- Chiu, T.K.F. (2021a). Digital support for student engagement in blended learning based on self-determination theory. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2021.106909>
- Chiu, T.K.F. (2021b). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 1-17.
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching opportunities and challenges in emergency situations. Institute for Research on Population and Social Policies. National Research Council.
- Hamzeh, N. (2021). Learnings from the impact of online learning on elementary students' mental and socio-emotional well-being amidst the COVID-19 pandemic. Master's thesis, Dominican University of California. <https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1034&context=education-masters-theses>
- Hennik, M. Hutter, I. & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) SAGE Publications.
- Karimanovic, D. (2021). Challenges of teaching English during the outbreak of COVID-19. *European Journal of Education and Pedagogy*. <https://www.ejedu.org/index.php/ejedu/article/view/172>
- Kaur, M. (2013). Blended learning – its challenges and future. *Procedia: Social and Behavioral Science*. 612-617.
- Kocour, N.(2019). How blended learning impacts student engagement in an early childhood classroom. *Early Childhood Education Commons*. pp.1-37.
- Kyngäs, H. (2020). Inductive content analysis. In H. Kyngäs, K. Mikkonen, & M. Kääriänen (Eds.), *The Application of Content Analysis in Nursing Science Research* (pp. 13-21).Springer International Publishing. https://doi.org/10.1007978-3-030-30199-6_2
- Lam, Y.W., Hew, T.K.F., & Chiu, T.K.F. (2018). Improving Hong Kong secondary school students' argumentative writing: Effects of a blended learning approach and gamification. *Language, Learning and Technology*. pp. 97-118.
- Lo, C.M., Han, J., Wong, E.S.W., & Tang, C.C. (2021). Flexible learning with multicomponent blended learning mode for undergraduate chemistry courses in the pandemic of COVID-19. *Interactive Technology and Smart Education*. <https://doi.org/10.1108/ITSE-05-2020-0061>
- Mackenzie, A. (2014). Promoting student engagement in English as a foreign language classroom in a Japanese university. https://www.researchgate.net/publication/298788639_Promoting_Student_Engagement_in_the_English_as_a_Foreign_Language_Classroom_in_a_Japanese_University
- Marks, H.M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*. 153-184.

- Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning* 22(1), 205-222. DOI: 10.24059/olj.v22i1.1092.
- Mekki, O.M., Ismail, A.M., & Hamdan, D.M. (2021). Student engagement in English language classes: An evaluative study. *Sohag University International Journal of Educational Research*.https://suijer.journals.ekb.eg/article_253735_28cdaf92c4e04cd8c8a30e963f6f5afa.pdf
- Nathaniel, T.I., Goodwin, R.L. Fowler, L., Mcphail, B. & Black Jr., A.C. (2021). An adaptive blended learning model for the implementation of an integrated medical neuroscience course during the COVID-19 pandemic. *Anatomical Sciences Education*. <https://doi.org/10.1002/ase.2097>
- Otomo, S. (2021). The impact of online learning processes in primary school during the COVID-19 pandemic. *Academic International Conference on Literacy and Novelty, KnE Social Science*, 160-169. DOI:10.18502/kss.v5i17.9331
- Ozadowicz, A. (2020). Modified blended learning in engineering higher education during the COVID-19 lockdown – Building automation courses case study. *Education Sciences*, 10(10), 1-20. <https://doi.org/10.3390/educsci10100292>
- Perante, L., Solmiano, E., Lunesto, J., Malicdem, J., Malaca, J., & Tus, J. (2021). Mag-aralay di biro: A phenomenological study on the lived experiences of the students on blended learning amidst COVID-19. *International Journal of Advance Research and Innovative Ideas in Education*. DOI: 10.6084/m9.figshare.13717864.v1
- Prouty, C. (2014). Student engagement: best practices in teaching in a k-5 blended learning environment. Unpublish Doctoral Dissertation. Northwest Nazarene University. 1-156.
- Ravenscroft, B. & Luhanga, U. (2018). Enhancing student engagement through an institutional blended learning initiative: A case study. *Teaching & Learning Inquiry*, 6(2). <http://dx.doi.org/10.20343/teachlearninqu.6.2.8>
- Ryan, R.M. & Deci, E.L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Saritepeci, M. & Cakir, H. (2015). The effect of blended learning environments on student's academic achievement and student engagement: A study on social studies course. *Education and Science*. pp. 203-216
- Sefriani, R., Sepriana, R., Wijaya, I., Radyuli, P., & Mensiral, M. (2021). Blended learning with Edmodo: The effectiveness of statistical learning during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education (IJERE)*, 10(1), 293-299. <https://doi.org/10.11591/ijere.v10i1.20826>
- Shih, R. (2010). Blended learning using video-based blogs: Public speaking for english as second language students. *Australian Journal of Educational Technology*. DOI:10.17507/jltr.0803.21
- Tarrayo, V.N., Paz, R.M., & Gepila, E.C. (2021). The shift to flexible learning amidst the pandemic: the case of English language teachers in a Philippine state university. *Innovation in Language Learning and Teaching*. <https://www.tandfonline.com/doi/abs/10.1080/17501229.2021.1944163?journalCode=rill20>

The Lived Experiences of Intermediate Teachers in Fostering Engagement in English Classes Through Blended Learning

Tupas, F.P. & Linas-Laguda, M. (2020). Blended learning: An approach in Philippine basic education curriculum in new normal: A review of current literature. *Universal Journal of Educational Research*. DOI10.13189/ujer.2020.081154

Wanner, T., & Palmer E. (2015). Personalizing learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers and Education*. <https://doi.org/10.1016/j.compedu.2015.07.008>

Ward, S.E. (2019). The impact of blended learning on students' motivation, engagement and achievement [Master's thesis, Wittenberg University]. Ohio LINK Electronic Theses and Dissertations Center. http://rave.ohiolink.edu/etdc/view?acc_num=witt1561715675863705

Wardhani, N.W. (2020). The effectiveness of distance learning for elementary school. *Proceedings of the 5th Progressive and Fun Education International Conference (PFEIC)*. <https://doi.org/10.2991/assehr.k.201015.018>

AUTHOR'S BIO

Mark Gleen O. Cidro earned his Bachelor's degree in Elementary Education (Cum Laude) from the Philippine Normal University. He completed his Master of Arts in Education with specialization in Reading Education at the University of the Philippines, Diliman. He obtained a Certificate in Teaching English to Speakers of Other Languages from the American TESOL Institute Inc. He finished his Doctor of Education in Curriculum and Teaching at Miriam College.