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Foreign Language Learning via Online Modular Instruction and Related Variables: A Sequential Explanatory Study

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Abstract

This study describes the relationship between the respondents' foreign language learning proficiency and the following variables: Respondent- related Factors, Teacher Factors, School Factors, and Home Factors. A survey questionnaire based on the Theory of Performance (ToP) by Elger (2007) was used to gather data about the factors. Meanwhile, the grades in a foreign language class of 25 college students were collected for the correlation. The quantitative data were processed through the SPSS software using the Pearson Product- Moment Correlation Coefficient formula, while the NVivo software was run to process the qualitative responses that served as a follow-up to the correlation results. Findings revealed that none of the four factors significantly correlated with the respondents' FL grades, but one item under School Factors was found to have a moderate positive correlation with the FL grades. Furthermore, the respondents' attitudes towards online learning, fathers' educational background, and teacher factors resulted in a weak positive correlation. The themes from the qualitative data also supported the correlation findings.

Keywords: Foreign Language Learning; Related Variables; Online Modular Learning

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Introduction

To boost and ensure global employment of graduates and to make competitive and internationalized curricula, foreign language elective courses are being offered to different Philippine Higher Education Institutions (HEIs). The country's Commission on Higher Education CHED explained and secured the implementation in their Memorandum Order No. 23 (2010). The FL courses typically offered are Nihongo, Spanish, French, Chinese, and others; each language is instructed to be credited as a non-mandatory three-unit subject that a student may choose. It is expected that students taking these courses would be "equipped with basic communication and interaction skills to fully understand and easily communicate with various nationals" (Commission on Higher Education, 2010). Therefore, often conducted in these classes are practical drills to enhance their communicative skills, i.e., speaking, writing, reading, and listening, especially during the previous academic years before the pandemic.

However, when the COVID-19 virus spread globally, HEIs had to adjust and adopt alternative ways to deliver education. Distance learning became a solution. HEIs resorted to remote online instruction using various teaching modes such as live or synchronous, asynchronous, and self-paced instructions (Joaquin et al., 2020).

Distance learning, defined as correspondence education or remote study, is a form of education with little or no face-to-face interaction between students and their instructors. It has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL) and TV/Radio-Based Instruction. Specifically, MDL is an approach to remote long-distance instruction that employs self-learning modules (SLMs) in print or digital form (Quinones, 2020). However, MDL gives safety and security to students, but many still experience several barriers in answering the modules. Some of the problems of the public elementary pupils in MDL were fluency in the foreign language, the appropriate tools, and insufficient time and space to answer modules (Panganiban & Madrigal, 2021). Oranggaga (2022) also enumerated some challenges, such as the credibility issues in answering activities in the worksheets, defiance of assessment's purpose due to module formats, and the issue of too many workloads affecting the consistency of systematic release and retrieval of the module.

In this paper, the digital form of MDL was the object of study. The respondents in an online Nihongo class using interactive modules were asked to rate factors deemed contributory to their language learning. Without question, the transition from traditional ways to a new mode of teaching and learning foreign languages affected the performance of students and teachers alike (Nugroho et al., 2020; Sevencan, 2021; Klimova, 2021). This study deemed it necessary to examine the correlation between the respondents' foreign language proficiency as demonstrated in their grades in the course and the following: a. their profile, i.e., sex and parents' educational background; b. their perceived attitude towards online learning; c. teacher factors; d. school factors; and e. home factors may yield important results that not only add to the already existing body of knowledge about the same subject but also provide useful recommendations to help enhance the efficacy of online foreign language teaching, especially during a global pandemic.

Specifically, this study was guided by five research objectives: 1. To describe the profile of the respondents in terms of sex and parents' education background (quantitative); 2. To determine the respondents' attitude towards online learning and the other factors, i.e., teacher, school, and home (quantitative); 3. To describe the respondents' grades in the foreign language class based on the institution's grading system (quantitative); 4. To correlate the respondents' grades and the factors (quantitative); and 5. To determine the other perceived factors in learning a foreign language (qualitative).

Literature Review

Modular Distance Learning

Distance learning is a form of education with little or no face-to-face interaction between students and their instructors. Its types are Module Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. In an MDL setup, aside from providing students with all the materials needed for learning, a teacher's primary role is to monitor their progress and give feedback. For this kind of interaction between the teacher and a student to take place, house visits are normally done; other times, the teacher monitors students via call or text (Chin, 2020). The Philippines is adjusting to the sudden shift in basic education. Educators' ongoing innovations, combined with the active participation of other stakeholders, are the

driving forces behind the country's future success. The primary issues arose from insufficient school budget in creating and distributing self-learning modules, students' difficulties with self-studying, and parents' academic deficiency in guiding their children (Dangle & Sumanog, 2020).

Although MDL has been used and recognized in many countries as an effective teaching-learning technique as it promotes reflective learning, focus, independence, and self-regulation or autonomy, it also has its disadvantages, such as the question of the integrity of the learners' outputs, the students' difficulty in answering tasks due to limited teacher and school support, motivation, resources, and more (Karthikeyan & Kumar, 2014; Sadiq & Zamir, 2014; Nardo, 2017; Dangle & Sumaoang, 2020; Anzaldo, 2021; Talimudao & Madrigal, 2021).

Factors Affecting Performance and Foreign Language Learning

Elger (2007) theorized that performance and improvement rely on six elements which he called components, consisting of the level of identity, personal factors, level of skills, context, level of knowledge, and fixed factors. Furthermore, he proposed three hypotheses, i.e., performer's mindset, immersion in an enriching environment, and engagement in reflective practices, to effectively increase performance.

Elger's Theory of Performance (ToP) has been a staple in setups where learning happens, such as in classrooms, as it is commonly used to "analyze performance, define performance criteria, and develop meaningful performance measures". The six core components are diagnosed to examine performance. The first component, identity, is defined as the shared character of an individual while in a community; this identity, however, also fosters the person's distinctiveness. Personal Factors are the individual situations of a person, such as availability of resources, time, and logistics. Skills pertain to the soft and hard abilities that may be transferred and honed; examples are resilience, curiosity, recording, managing, collaborating, and more. Context refers to the situation and its variables where the individual performs. The level of Knowledge is the concepts, ideals, and facts obtained through exposure like education and experience. Lastly, Fixed Factors are the unique variables associated with an individual that cannot be changed, such as sex, age, physical attributes such as height and weight, and disability (Elger, 2007; Apple & Ellis, 2015).

Variables related to foreign or second language learning have always been a subject of an investigation to improve instruction and acquisition. Several studies in the past have already identified internal or individual characteristics such as age, sex, attitude, motivation, personality, cognitive style, self-esteem and first language proficiency, as well as external factors like socio-cultural status, family expectations, school curriculum and setup, and teacher, among others, as factors influencing language acquisition (Gardner & Lambert, 1972; Walberg, 1981; Skehan, 1989; Khasinah, 2014; Tsai & Wu, 2010; Mirhadizadeh, 2016; Jalili, 2017; Shabir, 2017; Sun, 2019; Iwaniec, 2020; Jones, 2013, as cited in Zhou, 2020; Baskota & Shrestha, 2022). Each of these identified factors can be categorized under one of the six components identified by Elger as pivotal to performance. In this study, the following factors will be examined: sex (Fixed Factor), parents' educational background (Personal Factors), attitude about online instruction (Skills and Personal Factors), teacher, school, and home factors (Context of Performance and Personal Factors). The value and purpose of the implementation of digitalization in higher education have recently been studied by many researchers (Marshall, 2018; Amhag et al., 2019; Ashilova et al., 2019; Bates, 2019; Phoong et al., 2019; Ruano-Borbalan, 2019; Stefaniak & Carey, 2019; Ha & Im, 2020; Guardia et al., 2021). One significant issue that has dominated the profession for a long time is the ability and willingness of educators to adjust their teaching methods. According to one study by Englund et al. (2017), there are obvious disparities between new and seasoned teachers.

Distance learning techniques have significantly altered traditional ideas about the purpose and content of education and the learning outcomes in many ways in Ukrainian higher educational institutions. This finding demonstrated the necessity to be clear about what is meant exactly by the phrase "remote learning." In modern educational research, distance learning is also known as distance education, e-learning, online supplemented, learning, hybrid learning, and flipped classroom. No matter what terminology is chosen to describe this complicated phenomenon, it is highly contentious in education. Distance learning typically refers to a technology-mediated interaction between teachers and students, providing a favorable teaching and learning environment. According to Landau (2019, p. 54), this representation signifies a new stage in the historical development of the classroom and creates a semiotic landscape about the shapes that can represent learning activities.

A common perception of instruction as an overt teacher-learner presentation of the material may be distorted by EFL teaching and learning processes. Modern platforms and internet services can give users immediate access to data (Ferreira, & Bernales, 2020, p. 187). They significantly contribute to developing an effective EFL distant learning program for higher education.

Method

The proponents of this mixed-methods sequential explanatory study requested and were granted permission to use the research instrument by Monter (2011), which likewise assessed the factors above that were believed to be related to performance. The validation and reliability testing of the instrument was no longer necessary as the tool had already been subjected to both in the past (Korb, 2012). Total population sampling was used with a purposive sampling technique that uses the entire population. The respondents were chosen because they took foreign language subjects using the online modular method. A total of 25 students were enrolled in the said subject. The link to a Google Form with the copied items from the survey questionnaire was provided to the 25 respondents to gather data, but only 22 students answered the survey questionnaire. The research underwent ethical consideration, and the respondents were informed.

The online survey has two parts. The first part has two sections; section one required a student to provide their profile, i.e., sex and parents' educational attainment. The second section inquired about the respondents' attitude towards online modular instruction for a foreign language class. Meanwhile, the second part had three sections; the first section contained possible qualities of a teacher that may affect the foreign language learning of the respondents. Section two included specific school factors that could likewise be contributory to their FL learning. Tables were used to organize quantitative data; the correlation of variables was computed using the Pearson Product- Moment Correlation Coefficient formula through the SPSS statistics software.

Furthermore, to follow up on the quantitative results, the respondents were interviewed to name the other factors that they perceived as related to their FL learning. For the Thematic

Analysis in analyzing qualitative data, the NVivo software was used. The transcripts were analyzed through line-by-line coding. Before the open analysis of the files, the codes/nodes/ parent nodes, as well as the child- codes, were created; these references were based on the stated components of a learner's performance, which were contextualized for learning and reduced into five, i.e., Identity, Learning Skills, Level of Knowledge, Context of Performance, and Personal Factors, by Apple and Ellis (2015). The written interview via Google Form distribution only consisted of one question, which was also a part of the borrowed instrument. All twenty-two respondents provided answers to the inquiry, albeit short and somehow unrelated to the actual inquiry.

Findings and Discussions

None of the four factors, i.e., Respondent-related Factors, Teacher Factors, School Factors, and Home Factors, significantly correlated with the respondents' FL grades. However, item 4 under School Factors, referring to the teacher's training for the Learning Management System (LMS), was found to have a moderate positive correlation with the FL grades.

Furthermore, although weak, the respondents' attitudes towards online learning, fathers' educational backgrounds, and teacher factors resulted in a positive correlation.

In addition, the qualitative data supported the quantitative findings. Derived themes from the interview pointed to the Context and Learning Skills as related factors to foreign language learning.; both related to the factors above with a weak correlation to the FL grades.

The tabulated data followed by their corresponding analyses and interpretation are presented in chronological order, based on the identified specific research objectives.

The first research problem inquired about the profile of the respondents based on their sex and parents' educational background.

Table 1 presents the frequencies and the percentages of the respondents' sexes. Most respondents are female, *77.27%*, while the males comprise only *22.73%*.

Table 1. Frequency Distribution and Percentage of Sex

Sex	Frequency	Percentage
Male	5	22.73
Female	17	77.27
Total	**22**	**100**

Table 2. Frequency Distribution and Percentage of Father's Educational Background

Father's Educational Background	Frequency	Percentage
Ph.D./Master's Degree	2	9.09
College	16	72.73
High School	0	0
Elementary	3	13.63
No Formal Schooling	1	4.55
Total	**22**	**100 %**

Table 2 shows the frequency distribution and percentage of the respondents' fathers' educational backgrounds. The data imply that majority of the fathers are college graduates (73%), followed by elementary graduates (13%), Ph.D./Master's degree holders and students (9%), and those without formal schooling (5%).

Table 3. Frequency Distribution and Percentage of Mother's Educational Background

Father's Educational Background	Frequency	Percentage
Ph.D./Master's Degree	2	9.09
College	16	72.73
High School	0	0
Elementary	4	18.18
No Formal Schooling	0	0
Total	**22**	**100 %**

Table 3 reveals that most of the respondents' mothers are likewise college degree holders *(72.73%)*; the rank is followed by elementary graduates *(18.18%)* and those who are Ph.D./Master's Degree degree holders and students *(9.09)*.

The second research inquiry is about the respondents' perceived attitude toward online foreign language learning and the other factors such as the teacher, school, and home; section 2 of part 1 of the research questionnaire.

The mean and standard deviation for each set of questions based on a factor was computed. In statistics, the mean or the average score is one of the three measures of central tendency; it denotes the equal distribution of values for a given data set. It is related to standard deviation as the latter measured how dispersed the given data are to the former. A low standard of deviation implies clustered data, while the opposite indicates spread data (National Library of Medicine, n.d.).

A 5- point Likert scale was used to allow the respondents to specify their level of agreement with each statement in the questionnaire. The scales meant: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; and (5) Strongly agree.

Table 4. Mean and Standard Deviation of Responses on Statements about Online Instruction Attitude

Attitude towards Reading (AR)	**Mean**	**Standard**	**N**
AOi1	4.14	0.81	22
AOi2	4.32	0.70	22
AOi3	4.23	1.08	22
AOi4	4.41	0.65	22
AOi5	3.64	1.32	22
AOi6	3.41	0.79	22
AOi7	3.59	1.07	22
AOi8	4.36	0.57	22
AOi9	4.14	0.87	22
AOi10	4.14	0.97	22
Overall Mean	4.04		

The computed mean-standard deviation of the respondents' answers in section 2 of part 1 can be deemed in Table 4. This section with ten items is about the perceived attitude of the respondents towards online learning of a foreign language.

All ten means ranged from 3.41 to 4.41, while the average mean for their attitude about online learning was 4.04. Therefore, the respondents generally responded "Agree," indicating their agreement.

Among the ten items, only item 6 got the lowest mean of 3.41, which stated, "*I often feel prepared when studying a material,*" while the highest mean was item 4.41, which stated, "*I jot down important notes while studying a material.*"

This result supports the study of Tsai and Wu (2010), where participants who took notes in English outperformed their peers, and those who received the combined effects of both instruction and taking notes in English scored substantially higher than any other conditions. They further recommended helping EFL learners better comprehend short conversations and long lectures. Teachers should teach how to take notes in an organized manner and encourage using English.

Table 5. Mean and Standard Deviation of Responses on Statements about Teacher Factors

Teacher Factors (TF)	Mean	Standard Deviation	N
TF1	4.86	0.34	22
TF2	4.55	0.58	22
TF3	4.82	0.39	22
TF4	4.55	0.58	22
TF5	4.73	0.45	22
TF6	4.18	0.65	22
TF7	4.68	0.47	22
TF8	4.64	0.57	22
TF9	4.59	0.58	22
TF10	4.50	0.58	22
Overall Mean	**4.61**		

The computed mean-standard deviation of the respondents' answers in section 1 of part 2 of the questionnaire is shown in Table 5. This section, with also ten items, required the foreign language students to rate their teacher. All ten means ranged from 4.18 to 4.86, while the average mean for the Teacher Factors section was 4.61. The respondents generally responded "Strongly Agree," indicating that they strongly agreed with the statements under the Teacher Factors.

Of the ten items, only item 6 had a low mean of 4.18. This item stated, "*Our teacher allows us to use Tagalog or English if we cannot express ourselves in the foreign language*." The mean implied that the teacher used Tagalog or English depending on the instructional context. The teacher allows students in some situations to use L1, especially when a learner has low proficiency and has anxiety in using L2, leading to an inability to express anything. Students expect more use of L1 because they feel more comfortable. More L1 maximizes the learners' exposure to the target language and could help them learn it faster (Ellis, 2005, as cited in Shabir, 2017).

Table 6. Mean and Standard Deviation of Responses on Statements about School Factors

School Factors (SF)	Mean	Standard Deviation	N
SF1	4.45	0.66	22
SF2	4.23	0.52	22
SF3	3.86	0.76	22
SF4	4.27	0.45	22
SF5	4.05	0.56	22
Overall Mean	**4.17**		

The computed mean-standard deviation of the respondents' answers in section 2 of part 2 of the questionnaire can be viewed in Table 6. This section, with five items, required the foreign language students to rate their school's assistance and provided resources for online learning. All five means ranged from 3.86 to 4.45, while the average mean for the School Factors section was 4.17. The respondents generally responded "Agree", indicating that they agreed with the statements about School factors.

Only item 3 got a low mean of 3.86 among the five items. This item stated *the school library provides easy access to resources that can assist with the course learning*. The mean implied that the respondents found it difficult to access library resources that could help them learn. During COVID 19 pandemic, students could no longer come to school and access the physical library. The school must provide access to digital books that those with the internet could access, get physical books to students where the internet was not accessible or open the library for a session every day when lockdown has eased (Baskota & Shrestha, 2022).

Table 7. Mean and Standard Deviation of Responses on Statements about Home Factors

Home Factors (HF)	Mean	Standard Deviation	N
HF1	3.36	1.23	22
HF2	2.95	1.02	22
HF3	3.23	1.28	22
HF4	3.27	1.32	22
HF5	2.55	1.30	22
HF6	3.86	1.87	22
Overall Mean	**3.20**		

The computed mean-standard deviation of the respondents' answers in section 3 of part 2 of the questionnaire can be seen in Table 7. This section, with six items, required the foreign language students to rate home factors. All six means ranged from 2.55 to 3.86, while the average

mean for the Home Factors section was 3.20. The respondents generally responded "Undecided," indicating that they were undecided about the statements under home factors.

Of the six items, only item 5 had a low mean of 2.55. This item stated: *Learners have family members and/or relatives who use foreign language when speaking with them*. The mean implies that most respondents do not have a family member who uses a foreign language when speaking to them. As stated by Jones (as cited in Zhou, 2020), when it comes to learning a foreign language, the ability of the parents to communicate in the foreign language may increase children's chances of getting in touch with the language. Parents are important role models for children, and their ability to speak the foreign language daily is related to improving proficiency and efficiency.

The third research objective is to describe the respondents' grades in the foreign language class based on the institutions' grading system.

Table 8. Institutional Grading System

AVERAGE (%)	Above 96.00	91.51 – 96.00	87.01 – 91.50	82.51 – 87.00	78.01 – 82.50	73.51 – 78.00	69.01 – 73.50	64.51 – 69.00	60.00 – 64.50	Below 60.00
FINAL GRADE	**1.00**	**1.25**	**1.50**	**1.75**	**2.00**	**2.25**	**2.50**	**2.75**	**3.00**	**5.00**

Table 8 shows the institution's grading system where the foreign language was offered. The respondents' final class standing or grade was interpreted based on the grading scale. To pass the course, every student must obtain a final average grade of 60%.

Table 9. Frequency Distribution and Percentage of Grades

Average	**Final Grade**	**Frequency**	**Percentage**
Above 96.00	1.00	3	13.63
91.51 – 96.00	1.25	12	54.54
87.01 – 91.50	1.50	5	22.73
82.51 – 87.00	1.75	1	4.55
78.01 – 82.50	2.00	1	4.55
73.51 – 78.00	2.25	0	0
69.01 – 73.50	2.50	0	0
64.51 – 69.00	2.75	0	0
60.00 – 64.50	3.00	0	0
Below 60.00	5.00	0	0
	TOTAL	**22**	**100**

The frequency distribution of the grades and their corresponding percentage are shown in Table 9. Twelve (12) out of 22 respondents got 1.25, with 54.54% of the total population. Five got a grade of 1.50 (22.73%), and 3 got a 1.0 (13.63%). Meanwhile, 1 got a grade of 1.75 and 2.00, which is the transmutation for the grade range from 82.51 – 87.00 to 78.01 – 82.50. None of the respondents got a grade lower than 2.00. Based on the results, the respondents got high grades in their online foreign language class that employed modular instruction. Although modular distance learning was found to have its disadvantages (Dangle & Sumaoang, 2020; Anzaldo, 2021; Talimudao & Madrigal, 2021), the grades of the respondents, i.e., the result of research question three, supported the findings of previous studies where online and modular instruction were favored by learners as the students gained more autonomy in class and developed study skills and a sense of responsibility (Karthikeyan & Kumar, 2014; Nardo, 2017; Klimova, 2021).

The fourth objective is to correlate the grades of the respondents and their scores to the factors. An r- value greater than 0.232 and a p-value below 0.05 should be exhibited to determine a significant relationship.

The researchers recognized the null hypothesis that the grades of the respondents did not significantly correlate with the following factors: Respondent- related Factors: sex and parents' educational background, and the other factors: teacher, school, and home.

The correlation test results between the Respondent-related factor and the respondents' FL grades are shown in Table 10. It also reveals the correlation between the respondents' grades and their attitude towards online instruction.

Although the correlation test results revealed that no significant relationship existed between the grades of the foreign language learners and the respondent-related variable, the Fathers' Education background, as well as the majority of nine out of the ten items under Attitude towards Online Instruction, had a weak- moderate positive correlation with the grades. Generally, the set for Attitude toward Online Instruction got a mean of 0.264 and a p-value of 0.234 weak positive correlation; this association indicated that both variables tend to increase following each other, but the relationship is not that significant.

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Table 10. Test of Correlation between the Respondent-related Factors and the FL Grades

Respondent- Related Variables			
Variable	**r-value**	**p-value**	**Interpretation**
Profile			
Sex	-0.048	0.832	Very weak negative correlation
Father's Education	0.140	0.533	***Weak positive correlation***
Mother's Education	-0.223	0.318	Weak negative correlation
Attitude towards Online Instruction (AOI)			
AOI1	0.184	0.412	***Weak positive correlation***
AOI2	0.195	0.385	***Weak positive correlation***
AOI3	0.019	0.935	***Very weak positive correlation***
AOI4	0.162	0.473	***Weak positive correlation***
AOI5	0.366	0.094	***Moderate positive correlation***
AOI6	0.174	0.439	***Weak positive correlation***
AOI7	0.498*	0.018	***Moderate positive correlation***
AOI8	0.126	0.576	***Weak positive correlation***
AOI9	-0.054	.811	**Very weak negative correlation**
AOI10	0.104	0.645	***Weak positive correlation***
AOI Mean	**0.264**	**0.234**	**Weak positive correlation**

Father's Education factor got an r-value of 0.140 and a p-value of 0.533, while the Mother's Education got an r-value of -0.223 and a p-value of only 0.318. The weak positive correlation between the father's education and the weak negative correlation between the mother's education refuted the study of Jalili (2017), where she stated that children whose mothers' had university education had a higher language proficiency. Table 10 shows that some fathers only go to formal schooling and are only elementary graduates, thus contradicting the study by Iwaniec (2020), where she emphasized that students with parents with a lower level of education tended to be less motivated in language learning compared to their peers from cities whose parents had a higher level of education.

The majority of the items about the respondents' attitude toward online learning resulted in a positive correlation, although not significant. The attitude and motivation of a learner were discussed by Apple and Ellis (2015) in their article that framed the Theory of Performance (ToP) by Elger (2007) to explore the specific dimensions of learning. Performance in learning improves when an individual takes ownership and responsibility for their knowledge construction; this motivation to learn falls under the component Identity of the ToP. Meanwhile, a learner's focus, time management, persistence, self-confidence, and ability to cope with achieving are affective Skills necessary to retain a positive attitude towards learning. Identity and Skills are two

components of the ToP. Theoretically, Elger (2007) posited that performance and improvement both rely on six elements he called components.

Table 11. Test of Correlation between the Teacher Factors and the FL Grades

Teacher Factors (TF)			
Variable	**r-value**	**p-value**	**Interpretation**
TF1	0.280	0.206	***Weak positive correlation***
TF2	-0.069	0.760	Very weak negative correlation
TF3	0.290	0.191	***Weak positive correlation***
TF4	0.184	0.411	***Weak positive correlation***
TF5	-0.010	0.965	Very weak negative correlation
TF6	0.131	0.561	***Weak positive correlation***
TF7	0.024	0.916	***Very weak positive correlation***
TF8	0.134	0.552	***Weak positive correlation***
TF9	0.244	0.273	***Weak positive correlation***
TF10	-0.126	0.575	Weak negative correlation
TF Mean	**0.159**	**0.479**	**Weak positive correlation**

The correlation test results between the Teacher Factors and the respondents' FL grades can be seen in Table 11, revealing that no significant relationship existed between the grades of the foreign language learners and the teacher factors. Generally, the set for Teacher Factors got an r-value of 0.159 and a p-value of 0.479. The two variables followed each other as one increased, but the relationship was insignificant.

Eight out of ten items under this set resulted in a positive correlation while weak. The Teacher Factor set elicited feedback based on the teacher's expertise in the foreign language, preparation of the online modular course, intervention for learning, and attitude or enthusiasm. The findings of Klimova (2021) revealed that although foreign language learners felt online classes as effective, they still prefer the presence of a teacher to traditional language training. Apple and Ellis (2015) identified three aspects or sub-components under Context of Performance, a component of ToP. They explained that performance in learning could be improved when students are immersed in high-quality learning experiences that allow cooperative and active learning. Cooperative learning as a set of "principles and techniques for helping students learn with peers and others" offers several cognitive and affective rewards to learners such as greater self-esteem, boosted creativity, enhanced interrelation, higher scores on standardized tests, a more positive outlook towards the school, peers, and teachers, language

competence, and enhanced overall performance (Smith et al., 1996, as cited in Jacobs, 2017; Luo, 2018).

Online learning has changed how classes are conducted, affecting instruction (Rotas & Cahapay, 2020; Harefa & Sihombing, 2021; Barrott et al., 2021). The teacher- students and peer-peer interactions have been limited. Furthermore, it has only been two years since the outbreak of the pandemic and school policies and guidelines for online instruction, in line with the international standards, are yet to be fully set, so teachers are still being trained to improve their methods and approaches to model their online classes that will either retain or improve student engagement (Joaquin et al., 2020; Nugroho et al., 2020; Barrot et al., 2021; Harefa & Sihombing, 2021).

Moreover, although online learning has its disadvantages, there are also advantages to learning from the comfort of home. Examples are the findings from Gordon (2020) and Astuti (2021), revealing that students experienced less anxiety and stress when performing online as they gained more autonomy which allowed them to express ideas freely and sometimes privately during online class without having to worry much about their classmates' reactions towards their speaking ability.

Table 12. Test of Correlation between the School Factors and the FL Grades

School Factors (SF)			
Variable	**r-value**	**p-value**	**Interpretation**
SF1	0.061	0.786	***Very weak positive correlation***
SF2	0.039	0.863	***Very weak positive correlation***
SF3	-0.003	0.990	Very weak negative correlation
SF4	0.342	0.120	***Moderate positive correlation***
SF5	-0.115	0.609	Weak negative correlation
SF Mean	**0.084**	**0.712**	**Very weak positive correlation**

Table 12 presents the correlation test results between the School Factors and the respondents' FL grades. The majority, i.e., 3 out of 5 items about the respondents' perception of school factors, resulted in a positive, insignificant correlation. Overall, the SF mean got an r-value of 0.084 and a p-value of 0.712 with an interpretation of "*very weak positive correlation*".

Of the five items, only item 4 stated, "The faculty members are well-trained in using the LMS, and other applications used for the foreign language course," had a significant relationship

with the FL grades. Before the pandemic, the university where the FL course was offered had already used Blackboard, a Learning Management System (LMS) or web-based software, to assist online instruction. The administrators and officials of the university bagged the Blackboard Award for Optimizing the Student Experience Teaching and Learning in 2021 (Malayan Colleges Laguna, 2021). It indicates the school's effective practices in using the LMS. The software Blackboard is listed among the top 15 best LMS of 2022, according to softwaretestinghelp.com (2022).

Table 13. Test of Correlation between the Home Factors and the FL Grades

Home Factors (HF)			
Variable	**r-value**	**p-value**	**Interpretation**
HF1	0.098	0.663	Very weak positive correlation
HF2	0.015	0.663	Very weak positive correlation
HF3	-0.138	0.539	Weak negative correlation
HF4	0.078	0.663	Very weak positive correlation
HF5	-0.257	0.248	Weak negative correlation
HF6	0.048	0.831	Very weak positive correlation
HF mean	**-0.040**	**0.861**	**Very weak negative correlation**

The correlation test results between the Home Factors and the respondents' FL grades can be seen in Table 13. Overall, the Home Factors got an r-value of -0.40 and a p-value of 0.861, indicating a very weak negative correlation.

Home Factor items 1, 2, 4, and 6 resulted in a positive correlation, although very weak or insignificant. Item 4, *"I have family members and relatives who use the foreign language in their work or dealings with other people,"* is connected with Table 7, where item 5 got a low mean of 2.55. This item indicates the relation of having a family member who uses a foreign language to FL learning. Meanwhile, item 6, "The atmosphere at home is favorable for studying the foreign language," relates to the result in Table 11, where the Context of Performance was identified as a component with a weak positive correlation with the FL grades.

On the other hand, items 1 and 2 of this set pertain to the support provided by family members to the FL study of the respondents through the purchase of materials. Sun (2019) identified reading various materials as a factor that can help learners update their knowledge of the FL. Zhou (2020) also recommended providing FL learners with other learning materials such

as reading books, magazines, newspapers, and movies at home. He also suggested that parents involve themselves in the FL learning of their children.

Table 14 summarizes all the correlations to determine a significant relationship, an r-value greater than 0.232.

Table 14. Summary of Tests of Correlation between Variables and FL Scores

Variable	r-value	Interpretation
Sex	-0.048	Very weak negative correlation
Parents' Education	-0.128	Weak negative correlation
Attitude (Online Instruction)	0.264	*Weak positive correlation*
Teacher Factors	0.159	*Weak positive correlation*
School Factors	0.084	*Very weak positive correlation*
Home Factors	-0.040	Very weak negative correlation

Table 14 summarizes the tests of correlations between the grades of the respondents and the following variables: Respondent-related factors (sex and parents' education background), teacher factors, school factors, and home factors.

In brief, it can be seen that none of the factors significantly correlate with the respondents' FL grades. However, it was noted from the previous discussions that item 4 under school factors was found to have a moderate positive correlation with the FL grades. Furthermore, although weak, the respondents' attitudes toward online learning, fathers' educational backgrounds, and teacher factors resulted in a positive correlation.

Lastly, the fourth objective of this research is to determine the other perceived factors in learning a foreign language through the respondents' narratives; they answered the question, "*What do you think are the things that affected your foreign language learning in this class?*" The qualitative analysis did not yield other factors but supported the quantitative findings.

The qualitative data were processed using the NVivo software. The transcripts were analyzed through line-by-line coding. Before the open analysis of the files, the codes/nodes/ parent nodes, as well as the child- codes, were created; these references were based on the stated components of a learner's performance, which were contextualized for learning and reduced into five, i.e., Identity, Learning Skills, Level of Knowledge, Context of Performance, and Personal Factors, by Apple and Ellis (2015).

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Table 15 and the hierarchy chart (Fig. 1) present the summary of the codes referred to by the respondents in their narratives when asked the follow-up question. The quantitative data analysis was done to elaborate the quantitative results further.

Table 15. Summary of Coded Items or Qualitative Data

Codes	Number of coding references	The aggregate number of coding references
A. Context of Performance	9	13
A.1. Cooperative Learning	4	
B. Identity	1	9
B.1. Learner Efficacy	3	
B.2. Ownership and Responsibility	5	
C. Knowledge	1	5
C.1. Aligning Forms	4	
D. Learning Skills	2	11
D.1. Affective	5	
D.2. Cognitive	3	
D.3. Social Learning	1	
E. Personal Factors	2	6
E.1. Life Challenges	3	
E.2. Making Life Choices	1	

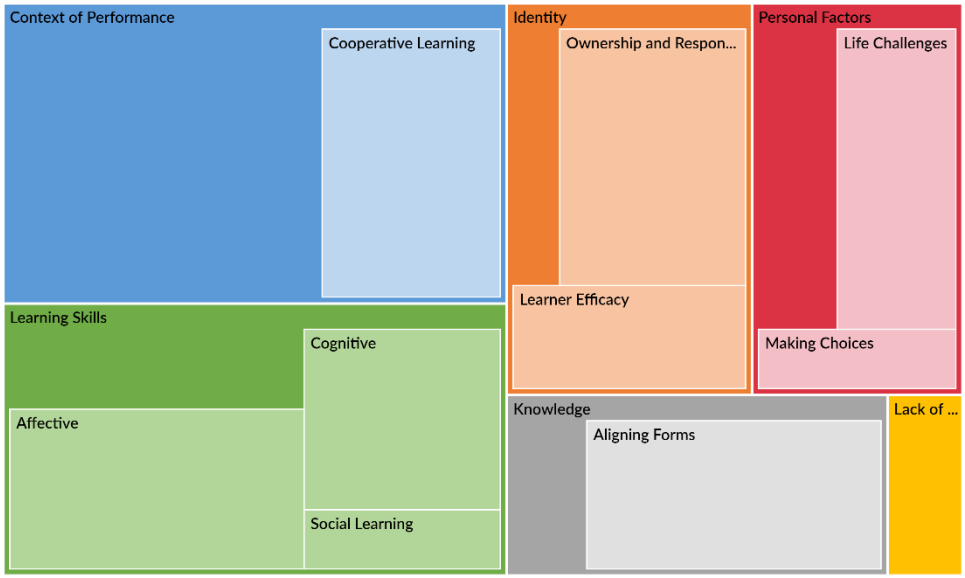

Figure 1: Hierarchy Chart of Coded Items or Qualitative Data (Source: NVivo)

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From the visual presentations, the context where the respondents performed was frequently identified as affecting their foreign language learning; data pertained to this set of factors were from thirteen out of twenty-two coded files. Some of the statements given by the respondents regarding this factor were: *"the weather is too hot"*; *"devices might overheat"*; *"environment"*; *"The place I use for studying a foreign language is suitable; "My study environment is not a good place for me to focus"*; *"My study environment is only in an open area where noise can be anywhere, and that makes me distracted"*; *"self-paced learning is good, but when it comes to foreign language, a guide is a must"*; *"because of the excitement to learn with others"*; and *"the way language is taught at school"*. Most references were attributed to the student's study environment and need for teamwork or the usual face- to face learning setup. This result parallels the findings based on the data in Tables 11 and 13. Interestingly, these findings are also aligned with the study of Sonza et al. (2022), where they also emphasized that the barriers to MDL comprised inevitable home distractions, poor comprehension, and lack of parents' assistance.

Learning Skills follow context in the hierarchy. Eleven out of the twenty-two transcripts had items that referred to this set of factors. Some of the statements given by the respondents about this factor. Under Affective learning are: *"I am afraid of making mistakes since a lot of people are easy to judge"*; *"time management"*; *"not always in the mood to learn"*; *"Lack of motivation"*. Meanwhile, an example response for Social learning was *"having a person to practice with,"*; while for cognitive learning: *"I cannot understand the way they express the words"* and *"I kind of understand the basic parts. But I can't understand much the difficult parts"* among others.

Cognitive, Social, and Affective learning skills were the identified sub- components of Learning Skills in the Theory of Performance. Apple and Ellis (2015) explained that for learning to take place and improve, an individual has to actively integrate all levels of thinking skills to improve their learning performance. Students need to process information, construct meaning, apply knowledge, and be able to solve problems. Furthermore, they also need to communicate and relate with others (social) and strengthen their affective skills through proper time management, persistence, maintenance of self-confidence, focusing, and coping regardless of frustrations in life.

Meanwhile, the ability to accept ownership and responsibility for own learning is related to a person's Affective learning capacity; this may be the reason why the Identity factor ranked

third in the hierarchy of the codes. Nine out of twenty-two had items that referred to this code. Example student- responses were: *"It would greatly enhance my communication skills"*; *"I want to learn more about the Japanese language and not just for a course requirement but to learn it to have an enjoyable life in serving Jehovah God."*; *"I feel interested in studying foreign language"*; and *"I kind of show interest in learning Japanese because it is a good language"*.

Learner Efficacy is defined as the learner's conviction that they are effective while Learning Ownership and Responsibility manifest in a learner's desire to learn (Apple and Ellis, 2015). These findings are in parallel with the results based on the data in Table 10.

Conclusion and Implication

Online modular instruction can be an effective means to facilitate foreign language learning, even when it is done remotely, especially in higher education, as students tend to be more resilient and responsible for their learning. However, other external and internal factors which can be classified under the six components of performance based on Elger's Theory of Performance (ToP) should not be disregarded as they are still associated with learning performance.

In this research, the teacher's knowledge of navigating the LMS was found to have a moderate positive correlation with the FL grades. Therefore, universities should invest in their faculty training to optimize the use of the software that can aid and guarantee a high-quality online teaching-learning experience. Meanwhile, the respondents' attitude towards online learning, fathers' educational background, and teacher factors resulted in a positive correlation, although weak; these are the other related components or factors that have always been stapled findings in studies of the same nature. The researchers, therefore, further conclude that teachers of foreign languages who opt to use online modular instruction should remain aware of these variables to ensure acceptable learning performance and also to help improve it.

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