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NAVIGATING THE IMPLEMENTATION OF LEARNING AND SERVICE CONTINUITY PLAN: A QUALITATIVE EXPLORATION ON THE EXPERIENCES OF SENIOR HIGH SCHOOL ENGLISH TEACHERS

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Chapter 1
INTRODUCTION

Education is one of the most significant aspects influencing global progress and development. Presently, the educational environment faces a substantial challenge in the shape of unanticipated natural disasters and other unprecedented circumstances, which must be addressed in order to retain its competency in providing quality education. In response to these challenges, the Department of Education institutionalized the Learning Continuity Plan (DepEd Order No. 12, s. 2020) and was later revised and particularly contextualized as the Learning and Service Continuity Plan (DepEd Order No. 024 s. 2024). This policy mandates schools to develop structured and adaptive plans that ensure uninterrupted delivery of learning and essential services during disasters and emergencies.

Chapter 2
REVIEW OF RELATED LITERATURE

The chapter presents a review of related research from various experts relevant to the study. The subsequent studies, articles, concepts, and citations provide supporting evidence regarding the phenomenon.

Learning and Service Continuity Plan

The Basic Education Learning and Service Continuity Plan (BELSCP) is a policy framework that the department has taken to deliver well-defined recommendations to all learning workplaces and organizations as they address the challenges from unforeseen natural calamities or circumstances.

Distance Learning in English Subjects

As highlighted by Magsambol (2020), based on the work of Marquez et al. (2020), students' unequal access to vital educational materials was exposed by the sudden transition to alternate learning platforms.

Teachers' Support Systems

This changing dynamic is consistent with Anoda's (2022) results, which show that parents are increasingly recognizing the value of great academic achievement as a critical element impacting their children's future professional chances and employment stability. It appears to have increased the necessity of frequent educational engagement, pushing many parents to be more proactive and interested in their children's academic development.

Pedagogical Shifts in English Language Teaching

Current educational methods have shifted away from traditional grammar-translation methods and toward more communicative, learner-centered, and technologically enhanced approaches. It stresses how global events, technological discoveries, and cultural transformations influence teaching techniques and curriculum design.

In conclusion, in this chapter of the study, the offered studies investigate the significant shift in assessment procedures that has been facilitated by the implementation of online learning, highlighting major institutional, technological, and pedagogical changes. The findings highlight the growing use of asynchronous assessments, which are consistent with self-regulated learning theories and promote adaptation in students, particularly English teachers.

Chapter 3
METHODOLOGY

This chapter focused on the study's methodology, which encompassed research design, participant selection, data sources, data collection procedures, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations.

Research Design

This qualitative research utilized the phenomenological research design, following the framework of Cresswell (2009), as referenced by Carillo and Flores (2020), to which it examined and comprehends way people or organization responded to a social or personal context.

Research Participants

This phenomenological study involved 14 senior high school English teachers, from three selected private academic

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institutions in Tagum City, Davao del Norte. All participants involved in in-person interviews. Seven participants collaborated in the focus group discussion, while the remaining seven took part in the in-depth interviews.

Role of the Researcher

As researcher, I intended to carry out this study in my capacity as a researcher to investigate and comprehend the experiences and insights of senior high school English teachers with concerning the implementation of the Learning and Service Continuity Plan as a contingency pedagogy in education.

Data Sources

Primary data and secondary data were the two categories that could be used to classify the many methods with which information could be obtained when conducting research. Additionally, I utilized secondary sources, including articles, journals, and publications, that effectively represented diverse opinions, findings, and data from various authors pertinent to the research topic (Mezmir, 2020).

Data Collection Procedure

The researcher was acknowledged as the primary way of data collecting those delineated perspectives, prejudices, and personal viewpoints. The researcher subsequently collected data, a blended account of the experience that incorporated the perspectives of all participants, derived from individuals who had experienced the phenomenon detailing their experiences and insights.

Data Analysis

The main objective of qualitative data analysis was to provide an interpretation of the data, and it included a number of different methodologies, some of which were typically connected with certain conceptual frameworks and procedures. In the framework of thematic analysis, this study used category coding to uncover recurrent and interesting subjects (Braun & Clarke, 2022).

Trustworthiness of the Study

The study examined the trustworthiness criteria developed by Lincoln and Guba (1986), as cited by Cope (2014), along with the ideas proposed by Shenton (2004), which encompassed credibility, dependability, transferability, and confirmability.

Ethical Consideration

Throughout the research, I ensured that all relevant ethical considerations and standards were followed for this research inquiry. Accordingly, the study was guided by the ten essential elements of ethical research practice: social value, community involvement, informed consent, vulnerability of research participants, risks, benefits, and safety, privacy and confidentiality of information, justice, transparency, qualifications of the researcher, and adequacy of facilities. These principles provided the research's ethical foundation, guaranteeing that the study not only protected the participants' rights and welfare, but also preserved scientific integrity and accountability throughout its implementation.

Chapter 4
RESULTS

This chapter presented the findings of the study derived from the lived experiences of senior high school English teachers regarding the implementation of the Learning and Service Continuity Plan.

The Experiences of Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

Table 1
Major Themes and Core Ideas on the Lived Experiences of the Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

Major Themes	Core Ideas
Ensuring Quality and Authenticity of Student Outputs	• Expressing uncertainty to speech delivery performance task authenticity • Noting artificial intelligence use in writing activities • Developing skepticism towards students • Encountering inconsistencies in creative writing outputs • Facing challenges in online recitations
Utilizing Instructional Resources and Digital Learning Platforms	• Integrating online platforms into instruction • Utilizing gamification as technique • Consulting online resources with teachers • Encountering equity issues in platforms • Providing online tasks outside class time
Planning Instruction for Online Delivery	• Recreating online teaching materials • Exploring new online platforms • Experiencing careful planning of learning materials • Experiencing time conflict in preparation

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	• Adjusting plans for online classes
Implementing and Adjusting Assessments Online	• Exploring assessment flexibility • Adjusting summative assessments • Balancing ideal and realistic assessments • Implementing time-bounded assessments • Encountering assessment difficulties
Managing Student-Teacher Engagement Inconsistencies	• Creating engaging online classrooms • Experiencing limited online corrective feedback in grammar and pronunciation • Encountering low student participation • Requiring frequent task reminders • Experiencing frustration over student disengagement
Aligning and Adjusting Teaching Competencies	• Adjusting competencies despite class shifts • Modifying plans despite overlooked portions • Encountering syllabus gaps • Addressing module assignments

The Coping Mechanisms of Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

Table 2
Major Themes and Core Ideas on the Coping Mechanisms of the Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

Major Themes	Core Ideas
Giving Importance to the Application of Rubrics	• Guiding students in creating authentic extemporaneous speech outputs • Creating transparent and fair grading • Communicating with students to align rubrics with learning competencies • Integrating rubrics into E-LMS • Ensuring consistent use of rubric
Adapting Technology in Teaching	• Developing strategies in maintaining academic integrity of students • Exerting effort in adjusting the educational transition • Exploring and developing technology for online teaching • Mastering new technology platforms for English lessons
Collaborating with Colleagues	• Seeking consultation from senior colleagues • Collaborating on subject competencies • Consulting on online plan implementation • Collaborating for well-being • Staying connected during class shifts
Becoming Flexible and Adaptive as Teachers	• Providing task extensions • Diversifying online teaching strategies • Separating tools by English subjects • Adjusting to learning modality shifts • Adapting online teaching delivery
Having a Good Teacher and Student Communication	• Communicating collectively online • Maintaining constant communication • Sustaining motivation through communication • Promoting open communication

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The Insights of Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

Table 3

Major Themes and Core Ideas on the Insights of the Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

Major Themes	Core Ideas
Localizing and Simplifying English Instruction	• Simplifying online instruction • Creating engaging online contexts • Aligning lessons with students' interest in literature • Simplifying lessons to student preferences
Investing in Professional Development	• Exploring on digital platforms • Learning online assessments and materials • Downloading and editing videos to improve digital skills for instructional materials • Preparing the lesson in the context of the students • Pursuing graduate degree education
Developing Empathy, Patience, and Professional Passion	• Reminding oneself to cope with challenges for students • Double effort in crafting English learning plan • Sustaining passion for teaching • Focusing on understanding over perfection • Providing encouragement and support in teaching English
Ensuring the Quality of the English Curriculum	• Maintaining quality of teaching English regardless of setup • Adapting to changes and complying to give quality in curriculum • Collaborating with students and school • Thinking of ways to English students in diverse education

Chapter 5
DISCUSSION

This chapter consists of the conclusions and discussions based on the findings of this phenomenological investigation.

The Experiences of Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

This section provides a full overview of the findings about senior high school English teacher's lived experiences throughout the implementation of the Learning and Service Continuity Plan in English classes.

Ensuring Quality and Authenticity of Student Outputs

Ensuring that online student submissions reflect genuine effort and learning has become a significant concern for teachers, particularly as some students may disregard feedback or submit work that lacks originality.

Utilizing Instructional Resources and Digital Learning Platforms

Teachers face challenges in managing instructional materials and digital learning platforms, as some technologies may be difficult to use or fail to capture students' attention.

Planning Instructions for Online Delivery

The teacher's planning phase is crucial for creating interesting and productive classes for students.

Implementing and Adjusting Assessments Online

The assessment phase is crucial in determining how successfully learning objectives are met and how education may be adapted to students' needs.

Managing Student-Teacher Engagement Inconsistencies

Inconsistency in student participation suggests that is difficult to learn and participate successfully.

Aligning and Adjusting Teaching Competencies

Misalignment in teaching competences demonstrates the importance for teachers to constantly adjust to shifting learning demands.

The Coping Mechanisms of Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

This section outlines a comprehensive synthesis of the data of the coping mechanisms employed by senior high school English teachers in implementing the Learning and Service Continuity Plan.

Giving Importance to the Application of Rubrics

Managing instructional materials and digital learning platforms presents challenges for teachers subsequently to certain technologies considered to be challenging to use or does not hold students' interest.

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Adapting Technology in Teaching

Teachers consider it complicated to incorporate technology into their lesson plans since digital tools might be challenging to use or do not fully engage students.

Collaborating with Colleagues

In discussing the challenges of modern classrooms, teachers must actively engage with their colleagues, exchanging ideas, approaches, and resources.

Becoming Flexible and Adaptive as Teachers

Teachers employed a number of digital tools, including virtual polls, breakout rooms, and collaborative papers, to keep students engaged and give relevant learning opportunities.

Having a Good Teacher and Student Communication

Maintaining involvement in online classrooms, teachers and students must communicate effectively.

The Insights of the Senior High School English Teachers in the Implementation of the Learning and Service Continuity Plan

The comprehensive results that represent the insights of senior high school English teachers in the implementation of the Learning and Service Continuity Plan are presented in this part.

Localizing and Simplifying English Instruction

Localizing and simplifying English instruction supports teachers creating lessons that are relevant to their students' interests, which increases engagement in teaching online.

Investing in Professional Development

Investing in professional development allows teachers to adapt to the changing requirements of modern education.

Developing Empathy, Patience, and Professional Passion

Empathy, patience, and professional passion aid teachers to create a supportive online classroom atmosphere that meets the diverse needs of their students.

Ensuring Quality of the English Curriculum

Ensuring curriculum quality allows teachers to give consistent and relevant information that encourages learning and engagement.

Implications for Teaching Practice

The study focused on senior high school English teachers' experiences implementing the Learning and Service Continuity Plan in online and blended learning modalities. It exposes key challenges in education, evaluation, and feedback, underlining the requirement of coordinated efforts among teachers, students, and school administrators to ensure efficient learning despite learning constraints imposed by unforeseen and planned circumstances that hinder the teaching-learning process in education in all schools.

The findings indicated ongoing challenges related to the quality, authenticity, and engagement of student outputs in online learning environments. Inconsistent participation, disengagement, and reliance on external links with technology as strategies can undermine academic integrity and the effectiveness of feedback. Therefore, instructional practices should emphasize intentional and varied teaching strategies, performance-based and rubric-guided activities, and feedback approaches that promote authenticity, higher-order thinking skills, and sustained engagement. Providing timely, clear and empathetic feedback that responds to students' emotional and cognitive needs may more effectively guide learners toward achieving the intended competencies.

The findings also underscore the importance of enhancing teachers' capacity to interpret and apply feedback effectively. Instructional practices should incorporate clear guidance on understanding feedback, reflective exercises, and formative assessments that foster self-regulation and accountability. Simultaneously, the lack of focused teacher training highlights the need for continuous professional development. Educational institutions should offer practice-oriented training on technology integration, online assessment, feedback delivery, and strategies for student engagement, supported by accessible digital resources and flexible policy frameworks.

In accordance with Ajzen's Theory of Planned Behavior, Fullan's Theory of Educational Change, and Rogers' Diffusion of Innovations, effective teaching practice in flexible learning environment is influenced by teachers' attitudes, self-efficacy, institutional support, and willingness to accept innovation. These theories imply that effective education within online and blended learning modalities necessitates not only technological proficiency but also sustained professional support, pedagogical adaptability, collaborative engagement, and reflective practice to foster meaningful learning experiences and ensure the delivery of timely and responsive feedback.

Concluding Remarks

The implementation of the Learning and Service Continuity Plan significantly reshaped senior high school English instruction, as teachers adapted to online, modular, and blended learning modalities. While this transition raised challenges in maintaining student engagement, ensuring the authenticity of outputs, and managing assessments, it also offered opportunities for creativity, instructional flexibility, and professional growth.

This study focused on the lived experiences, coping mechanisms, and insights of English teachers as they handled these shifts in educational contexts. The findings highlighted both their challenges and strengths in lesson preparation, digital platform use, assessment procedures, and teacher-student engagement, emphasizing the significance of feedback, communication, flexibility, cooperation, and empathy in maintaining effective distant education.

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Overall, the study provides valuable insights for teachers, administrators, and policymakers, emphasizing the importance of aligned instructional strategies, responsive support systems, and continuous professional development to ensure inclusive, equitable, and meaningful learning experiences regardless of educational disruptions.