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## Research Article

### Personalized Learning Activities in English for Grade 5

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#### ABSTRACT

This study aimed to develop Personalized Learning Activities in English for Grade 5 students among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar, Academic Year 2019-2020. The study utilized a descriptive research method with a survey questionnaire and proficiency test in English for Grade 5. Based on the results the public elementary schools in San Julian District and Sulat District, Division of Eastern Samar obtained a mean score that falls under the category “did not meet expectations” where all competencies obtained an overall mean score of 2.415 interpreted as “poorly developed”. Results implied that the Grade 5 students did not develop the skills and competencies they needed to improve in English competencies by the Grade 5 students. However, results implied that students have not mastered all the competencies in the subject and teachers are not acquainted with personalized learning activities as innovative materials in teaching. They relied on the use of textbooks, visual aids, and printed materials to teach English lessons. Teachers teaching English were not acquainted with the use of a personalized learning approach as a new strategy in teaching and never be used by the teacher, majority of the identified problems were considered as always problems by the Grade 5 teachers in teaching English. It is highly recommended an intervention material for pupils to develop mastery of the least learned competencies in English to achieve a higher academic performance level in the subject.

**Keywords:** *Personalized learning activities, English subject, Grade 5 learners*

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## Introduction

The essence of producing instructional materials is to facilitate the teaching-learning process. It makes learning more real and meaningful to the learner. According to Bukoye (2019), the use of several kinds of instructional materials to explain one particular concept must also take cognizance of individual differences among the learners. The succeeding perspectives intensified the development of Personalized Learning Activities in English for Grade 5. It is rooted in the concept of Personalized Learning according to Basham et al. (2016), which is defined as an educational approach that aims to customize learning for each student's strengths, needs, skills, and interests. The teacher guides each student on an individualized journey. The reasons and significance of development are disclosed in the subsequent discussion.

Professional development generally refers to the collection of activities that systematically increase teachers' knowledge of academic subjects and advance teachers' understanding of instructional strategies. Professional development might provide a bridge for aligning teacher practice with national standards. However, the current model of professional growth, focused largely on expanding a repertoire of skills, is not adequate. Understanding teacher learning theory and utilizing research on pedagogical content knowledge could be the differentiating factor for teachers' professional development; if utilized in design and evaluation, they may promote both knowing the subject in context and knowing how to tailor subject learning to the needs of students (Kiehl, 2008).

Conversely, according to Hewson (2007), teachers participate in various types of professional development, including district-sponsored day-long workshops, graduate courses, summer or weekend programs offered by outside organizations, and professional organization memberships. Much informal professional development takes place in the school setting, where teachers engage in collegial conversations over the lunch table or during shared planning periods. Professional development generally aims to increase a teacher's understanding of curricular reforms for their district, classroom management, or student

assessment, all with the ultimate goal of increased student learning.

Research further emphasized the need for professional development in teaching: (1) curricula are not teacher-proof; (2) reform initiatives cannot just be taught in teacher education programs or there is a risk of missing the largest contingent of the workforce; (3) not all teacher certification programs are addressing reform initiatives; and (4) educational contexts change, so even the most qualified teachers may need to reconsider their practice. It was found that professional development can be a particularly strong method for engaging science teachers in new ways of learning that best encourage student achievement. They found that professional development activities must focus on personal development, social development, and professional development. He conceptualized teachers moving through three phases for each kind of development. Teachers develop personally when they examine aspects of their practice that are problematic, then acknowledge the restraints inherent in teaching, and finally feel empowered to move beyond these. They develop socially by first identifying the social isolation inherent in teaching and seeking out support from colleagues, then recognizing the value of collaboration, and ultimately initiating that collaboration. Professional development emerges through trying out new activities, then developing a more coherent professional practice, and eventually seeking out or initiating professional development activities (Hewson, 2007).

According to Shulman, as mentioned in the study Kiehl (2008), when teachers make instructional decisions, they draw from many types of knowledge: (1) knowledge of subject matter; (2) knowledge of curriculum; (3) knowledge of learners; (4) knowledge of educational aims; (5) knowledge of other content; (6) pedagogical content knowledge (PCK); (7) and general pedagogical knowledge.

Professional development generally refers to the collection of activities that enhance a teacher's professional growth. There are several professional development strategies aimed at improving the professional learning experience of science teachers, including (1)

aligning and implementing curriculum, (2) creating collaborative structures, such as partnerships with businesses, industry, or universities; (3) examining teaching and learning through action research, or case study; (4) immersion experiences based on inquiry and real-world scientific questions; (5) practicing teaching through coaching, demonstrations, and mentoring; and (6) mechanisms whereby teachers become the professional developers, sharing their knowledge of technology, content, and practice through workshops, institutes and seminars. Traditional approaches include one-stop workshops, or top-down models where teachers are recipients of methods and materials, but play no role in their development (Clarke & Hollingsworth, 2002).

According to Stronge (2007) as mentioned in the enclosure of DepEd Order No. 35, s. 2016, paragraph 3 states that, "Successful teaching is a result of the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for each lesson. possess a good grasp of content which they can consequently convert to sound learning objectives, 2) can select and implement the most effective instructional strategies and materials to teach the identified content objectives, 3) make instructional decisions based on formative assessment results, 4) promote sincerely their students' learning and holistic development, and 5) are professional and ethical in the conduct of their work.

Enclosure of DepEd Order No. 35, s. 2016, known as "The Learning Action Cell (LAC) as a K to 12 Basic Education School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning" states that, "Successful teachers know and care for their students. Including learner diversity and student inclusion in the LAC, sessions emphasizes that learners are the reason for all education processes. It is the central role of teachers to establish learning environments that are responsive to learner diversity. It underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' characteristics and experiences. Diversity emanates from a variety of factors (which may be in combination) such as gender, community

membership, religious beliefs, family configurations, and special learning needs. Teachers who celebrate diversity in their classrooms adjust and differentiate their instruction to include all learners and to foster harmony in their class. Furthermore, learner inclusion requires that teachers provide remedial instruction for those who are experiencing difficulties in learning lessons. Such interventions prevent failure and communicate caring by the teacher for students".

It is on these premises that the researcher aimed to develop Personalized Learning Activities in English for Grade 5 which primarily aimed to customize learning for each student's strengths, needs, skills, and interests, thus, helping them develop their full potential and become globally competitive students of the 21<sup>st</sup> century. Personalized Learning is a variety of instructional approaches and academic support strategies to address the distinct learning needs, interests, aspirations, or cultural backgrounds of the individual students. The following are the reasons why personalized learning should be implemented: 1) it improves student achievement, 2) To helps students meet academic standards, 3) To address the needs of the students, and 4) To engages students in their out-of-school and in-school lives (Personalized Learning Toolkit, 2017).

With regards to student's achievement in English subject, the Grade 5 students from the eleven (11) elementary schools in San Julian District and eight (8) elementary schools in Sulat District both part of Eastern Samar Division encountered difficulties in achieving mastery of knowledge and skills particularly in English subject as reflected in the average mean percentage score they achieved in the aforementioned subject. Data during the District Monitoring and Evaluation of San Julian District, Division of Eastern Samar conducted during the final quarter of academic year 2018-2019, Grade 5 English obtained an average mean percentage score of 64.93%. Meanwhile, Data during the District Monitoring and Evaluation of Sulat District, Division of Eastern Samar Grade 5 English obtained an average mean score of 70.12. The results fall far from the 75% standard mean percentage score required by the

Department of Education. The identified reasons which contributed to the low performance of the Grade 5 students in the said subject were the twenty (20) consolidated least learned competencies out of forty-nine (49) competencies in English grammar for Grade 5. Factors were; schools lack appropriate instructional materials such as books, learner's modules, teaching guides, absenteeism of the students, and lack of teachers' knowledge in developing intervention to handle diverse type of students.

In a classroom, school or district built on a personalized learning model, teachers design and structure learning to meet the needs of every student. This means that each learner works toward achieving the same set of college- and career-ready standards with the support that they need along the way. Put another way, each student receives the help they need, every day, to reach the same high standards and to develop the competencies they need for future success. To put it simply, personalized learning means that each student will have his/her learning needs met. Personalized learning classrooms may look and feel different for today's students than they did when their parents were in school, but students are likely to understand the changes. Many schools shift to personalized learning because of community conversations with students and their families who share their frustrations with the current system and want to see a new approach put into place. In other words, because students stand to gain the most from the shift to personalized learning, they are typically the biggest advocates for these changes. Students are excited about personalized learning for these reasons; (1) Students have a say in their learning, (2) The individual needs of each student are met, so each student is successful, (3) Students have a clear understanding of their learning goals and know how to achieve them, (4) Students get to make choices about how they "show what they know", (5) Students get the support they need when they are challenged by a concept, (6) Students get the encouragement they need when they are ready to move forward (iNACOL, 2017).

Personalized Learning Activities emphasize learner-centered and flexible activities respon-

sive to individual learners' needs as they progress on mastery-based progressions or competencies and driving their learning environments require more technology to support implementation (Bashman, et.al., 2016). These activities contain phrases that, when further explicated, reveal the complexities and subtleties of the concept that goes beyond individualization connected to the learner's prior learnings and readiness to develop new learnings. (Becker et.al., 2016).

This is anchored on the Theory of Personal Learning (Gates Foundation, 2017) which states "Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how and where students learn—to address the individual needs, skills and interests of each student. Students can take ownership of their learning, while also developing deep, personal connections with each other, their teachers, and other adults."

The above-mentioned ideas served as bedrock in developing this study that served as a springboard in achieving mastery level and high academic performance of the Grade 5 students among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar during the academic year 2019-2020. Hence, this study was conducted.

### **Statement of the Problem**

The main objective of this study was to develop Personalized Learning Activities in English for Grade 5 students among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar for the academic year 2019-2020.

Specifically, this study sought to answer the following questions:

1. What is the proficiency level of the Grade 5 students in English?
2. To what extent are the following least learned competencies in English developed among Grade 5 students?
3. To what extent are the following instructional materials used by the teachers in teaching English for Grade 5?

4. To what extent are the following teaching approaches used by the teachers in teaching English for Grade 5?
5. What personalized learning activities in English for Grade 5 may be developed based on the findings of the study?

### Conceptual Framework of the Study

A conceptual framework illustrates what you expect to find through your research. It defines the relevant variables for your study and maps out how they might relate to each other. Variables are simply the characteristics or properties that you want to study. The conceptual framework will map the expected relationship between them (Swaen, 2020).

In this study, the conceptual framework followed the commonly used ITO model or the Input, Thru-put, and Output model

*The Input.* This includes the proficiency level of Grade 5 students in English, extent to which the least learned competencies in English were developed among the Grade 5 students, extent to which the teachers used the instructional materials in teaching English for Grade 5, extent to which the teachers used the teaching approaches in teaching the subject,

and the problems met by the teachers in teaching English for Grade 5.

*The Throughput.* This includes the operational process of acquiring answers based on the problems stated such as; Determining the proficiency level of the Grade 5 students in English, determining the extent to which the least learned competencies in English were developed among the Grade 5 students, determining the extent to which the teachers used the instructional materials in teaching English for Grade 5, determining the extent to which the teachers used the teaching approaches in teaching English for Grade 5, and identifying the problems met by the teachers in teaching English for Grade 5.

*The Output.* This is the outcome of the study. Thus, the result of the data gathered served as the basis for developing Personalized Learning Activities in English for Grade 5. It is composed of different learning activities and exercises useful for instruction and for the students to work on to develop the least learned competencies in English for Grade 5, and would help them enhance their performance level in the said subject.

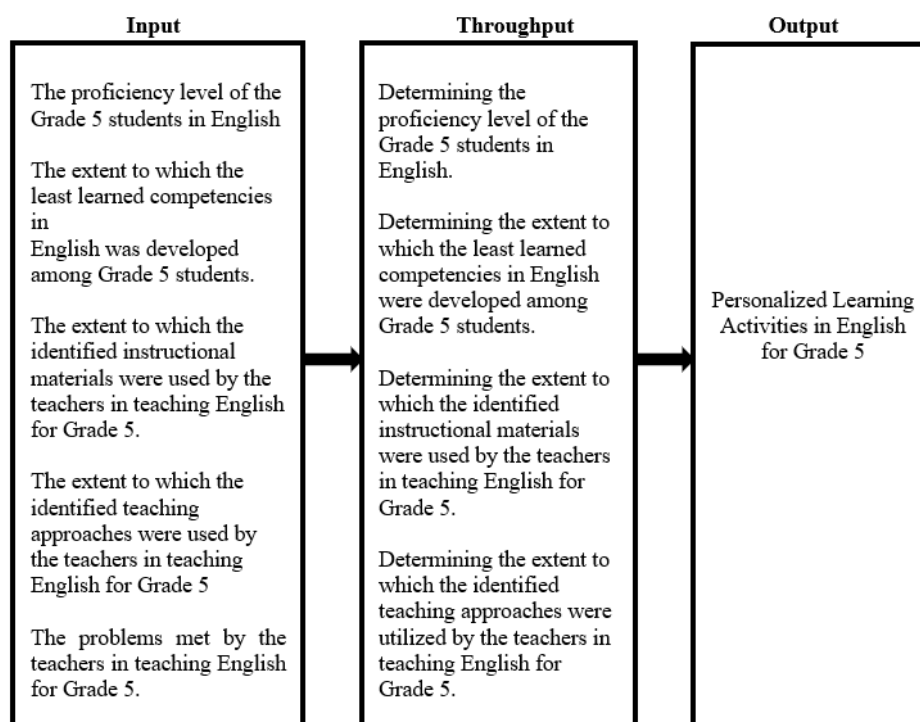


Figure 1: The conceptual framework of the study

## Methodology

### Research Design

This study employed a descriptive research method. According to McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them. This study utilized a survey questionnaire and a teacher-made proficiency test to gather relevant data. It described the parameters among the variables that were used in the study.

The survey questionnaire was used to determine the extent to which the least learned competencies were developed by the Grade 5 students, determine the extent to which the teachers used the instructional materials in teaching English for Grade 5, determine the extent to which the teachers used the teaching approaches in teaching English for Grade 5, as well as to identify the problems met by the teachers in teaching the subject.

The teacher-made test was used to determine the proficiency level of the Grade 5 students in English subject.

The data gathered were collated, and submitted to a statistician for appropriate statistical probing and were analyzed using simple descriptive statistics like frequency counts, percentage and weighted mean.

Findings of the study served as bases in the development of Personalized Learning Activities in English for Grade 5 as output of the study to be used by the Grade 5 students among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar.

### Locale of the Study

This study was conducted in eleven (11) public elementary schools in the San Julian District and eight (8) public elementary schools in the Sulat District, Division of Eastern Samar.

*San Julian* is a coastal municipality in the province of Eastern Samar. The municipality has a land area of 150.62 square kilometers or 58.15 square miles which constitutes 3.23% of Eastern Samar's total area. Its population as determined by the 2015 Census was 14,498. This represented 3.10% of the total population of Eastern Samar province or 0.33% of the overall population of the Eastern Visayas region. Based on these figures, the population density is computed at 96 inhabitants per square kilometer or 249 inhabitants per square mile. Officially the Municipality of San Julian is a 5th-class Municipality of Eastern Samar, Philippines. It is located at the center of Eastern Samar between Borongan City and Sulat. The municipal center of San Julian is situated at approximately 11° 45' North, 125° 27' East, on the island of Samar. Elevation at these coordinates is estimated at 6.3 meters or 20.6 feet above mean sea level. Based on the great-circle distance (the shortest distance between two points over the surface of the Earth), the cities closest to San Julian are Borongan, Catbalogan, Tacloban, Calbayog, Ormoc, and Baybay. The nearest municipalities are Sulat, Taft, Can-avid, Maydolong, Dolores, and Balangkayan. Its distance from the national capital is 577.67 kilometers (358.95 miles). The following list delineates such distance measurements. San Julian is politically subdivided into 16 barangays namely: Bunacan, Campidhan, Casoroy, Libas, Lunang, Nena (Luna), Pagbabangnan, Barangay No. 1 Poblacion, Barangay No. 2 Poblacion, Barangay No. 3 Poblacion, Barangay No. 4 Poblacion, Barangay No. 5 Poblacion, Barangay No. 6 Poblacion, Putong, San Isidro, and San Miguel.

According to the Bureau of Local Government Finance, the annual regular revenue of San Julian for the fiscal year of 2016 was ₱65,724,712.69.

*Sulat* is a coastal municipality in the province of Eastern Samar. The municipality has a land area of 169.75 square kilometers or 65.54 square miles which constitutes 3.64% of Eastern Samar's total area. Its population as determined by the 2015 Census was 15,377. This represented 3.29% of the total population of Eastern Samar province or 0.35% of the overall population of the Eastern Visayas region. Based

on these figures, the population density is computed at 91 inhabitants per square kilometer or 235 inhabitants per square mile. Sulat has 18 barangays; Abucay, A-et, Baybay, Del Remedio, Kandalakit, Loyola Heights, Mabini, Maglipay, Maramara, Riverside, San Francisco, San Isidro, San Juan, San Mateo, San Vicente, Santo Niño, and Santo Tomas.

**Economy:** According to the Bureau of Local Government Finance, the annual regular revenue of Sulat for the fiscal year of 2016 was ₱65,448,934.09. According to the 2015 Census, the age group with the highest population in Sulat is 10 to 14, with 1,772 individuals. Conversely, the age group with the lowest population is 75 to 79, with 232 individuals.

The population of Sulat grew from 9,927 in 1960 to 15,377 in 2015, an increase of 5,450 people. The latest census figures in 2015 denote a positive growth rate of 0.24%, or an increase of 193 people, from the previous population of 15,184 in 2010. The municipal

center of Sulat is situated at approximately 11° 49' North, 125° 27' East, on the island of Samar. Elevation at these coordinates is estimated at 4.0 meters or 13.2 feet above mean sea level.

### **Respondents of the Study**

This study involved all the Grade 5 students and teachers teaching English in Grade 5 among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar for the academic year 2019-2020.

To get a concrete and reliable result of the study, all officially enrolled or 100% population of the Grade 5 students from the respondents' schools were included as respondents of the study. For teacher-respondents, all teachers teaching English subjects in the Grade 5 level from the identified respondent- schools were considered.

The distribution of students and teacher-respondents is shown in table 1.

**Table 1.** Distribution of the respondents of the study

<b>Respondent-Schools</b>	<b>Student –Respondents</b>	<b>Teacher –Respondents</b>
<b><i>San Julian District</i></b>		
1. Bunacan Elementary School	8	1
2. Campidhan Elementary School	18	1
3. Caruyagon Elementary School	11	1
4. Casoroy Elementary School	26	1
5. Libas Elementary School	43	1
6. Nena Elementary School	36	1
7. Pagbabangnan Elementary School	32	1
8. Putong Elementary School	19	1
9. San Isidro Elementary School	20	1
10. San Julian Central School	51	1
11. San Miguel Elementary School	15	1
<b>Total</b>	<b>247</b>	<b>11</b>
<b><i>Sulat District</i></b>		
1. Sulat Central Elementary School	84	1
2. San Juan Elementary School	26	1
3. San Isidro Elementary School	33	1
4. San Vicente Elementary School	24	1
5. Sto. Tomas Elementary School	23	1
6. Sto. Nino Elementary School	19	1
7. Del Remedios Elementary School	25	1
8. San Francisco Elementary School	8	1
<b>Total</b>	<b>242</b>	<b>8</b>
<b>TOTAL NUMBER OF RESPONDENTS</b>	<b>521</b>	<b>19</b>

As shown in Table 1 above, respondents involved were taken from two districts from separate municipalities to establish a concrete and reliable result valuable to the conduct of this study. From San Julian District, eleven (11) schools were included with a total number of two hundred forty-seven (247) officially enrolled Grade 5 students with eleven (11) teachers teaching English subjects at the Grade 5 level. Meanwhile, from Sulat District eight (8) schools were considered, with a total of two hundred forty-two (242) officially enrolled Grade 5 students with eight (8) teachers teaching English in the Grade 5 level during the academic year 2019-2020. Generally, in this study, there were five hundred twenty-one (521) students and nineteen (19) teachers included as respondents of the study

### **Research Instrument**

This study utilized a self-structured survey questionnaire for teacher-respondents and a teacher-made test for student-respondents in order to gather the data needed in the study.

*Survey Questionnaire for Teachers.* This survey questionnaire for teacher-respondents was in a checklist form and has four parts. The format was patterned from the survey questionnaire used in the study of Edloy (2018), however, modifications to some of its entries were made by the researcher, especially on the least learned competencies, the instructional materials, teaching approaches, and the problems met by the teachers in teaching. A 4-scale point mean value and its qualitative descriptions were used patterned from the scales used in the study of Edloy (2018). This survey questionnaire for teacher-respondents is found in Appendix A.

Part I of the survey questionnaire gathered data on the extent to which the least learned competencies in English were developed among the Grade 5 students as perceived by the teacher-respondents. Part II of the survey questionnaire elicited data on the extent to which the teachers used the instructional materials in teaching English for Grade 5. Part III of the survey questionnaire gathered data on the extent to which the teachers used the teaching approaches in teaching English for Grade 5. Part IV of the survey questionnaire dealt with

the problems met by the teachers in teaching English for Grade 5.

*Teacher-Made Test.* This teacher-made test is a fifty (50) item test and was used to identify the proficiency level of the Grade 5 students in English. The competencies used in the test were found in the K-12 Basic Education Curriculum Guide. Furthermore, the least learned competencies considered in crafting the teacher-made proficiency test are the identified least learned competencies in English during the District Monitoring and Evaluation of San Julian and Sulat District, Division of Eastern Samar.

### **Validation of the Instruments**

To establish the validity of the instruments, steps were undertaken. First, the instruments were submitted to the research adviser for initial comments. Second, to the Thesis Committee during the pre-oral defense, and some panel of experts from the respondents' schools for further suggestions. After the pre-oral defense, the instruments were submitted to a Panel of Experts from the San Julian District for some technical assistance in editing the research instruments. The following teachers extended their expertise in editing the researcher's instruments: Perpetua G. Elardo, Master Teacher 1; Bernadette A. Nibalvos, Master Teacher 1; and Raymund D. Capacite, Principal 2. Some of the questions were rephrased to make it more consistent with the table of specification and presentations of the survey questionnaire were modified. Based on the suggestions given the instruments were improved. Some questions were modified and others were changed to conform with the table of specification. A certification was accomplished and labeled as Appendix C. The instruments were subjected to a dry run. The results of the dry run were analyzed. It was conducted to determine the items needed to be changed or could be misleading. Based on the results, the instruments were improved to make it clear and simple so that the respondents could easily understand. Some typographical errors were changed.

The instruments were pilot-tested in Taft Central School, Division of Eastern Samar. This school was not included as a respondent



school. Taft Central School was selected because it has similar characteristics to the research locale of the study, specifically on the problems regarding their students, its topographical, and demographic features as well as the socio-economic status of the people.

### **Data Collection Method**

The researcher sought permission from the Schools Division Superintendent of Eastern Samar to conduct the study through a written request. The researcher personally administered the test and conducted the survey. The approved written request was used during the process of gathering the necessary data. The researcher humbly approached the School Heads of every respondent school showed them the approved permission and let them sign on any portion of the approved permit as a means of verification. Questions raised by them were answered and explained by the researcher. The said permit was labeled as Appendix D. Assistance from the school heads, teachers, and students from the respondent schools was asked in gathering the data.

During the actual gathering of data, the copies of the questionnaires were distributed and retrieved personally by the researcher in every school included in the study. Before conducting the test, an orientation was conducted for the student-respondents about the purpose and significance of the test conducted by the researcher. Questions raised by the students were explained by the researcher for further clarification. They were given enough time to answer the test. Checking of their answer sheets immediately followed.

While the test was going on, the survey questionnaire for teacher-respondents was distributed to the Grade 5 teachers teaching English. The purpose of the said survey was explained to them as well as the process of accomplishing the survey questionnaires. Enough time was utilized by the teachers to ensure the validity and reliability of their responses in answering the questions. Then, retrieval of the instruments followed. After gathering the data, was tabulated, and submitted to Jasmine B. Bando, BSED Mathematics and currently a Teacher III of Sulat National High School for appropriate statistical probing. After which,

analysis, and giving of implications for the result were made by the researcher.

### **Analysis of Data**

Descriptive statistics such as weighted mean and percentages were utilized to analyze and interpret the data gathered.

To determine the proficiency level of the Grade 5 students in English subject, the mean percentage score (MPS) in the proficiency test will be computed using this percentage value and qualitative description as indicated in the DepEd Order NO.8, series of 2015 known as "Policy Guidelines on Classroom Assessment for the K-12 Basic Education Program".

<b>Percentage Values</b>	<b>Qualitative Description</b>
90% – 100%	Outstanding
85% – 89%	Very Satisfactory
80% - 84%	Satisfactory
75% - 79%	Fairly Satisfactory
Below 75%	Did Not Meet Expectations

To describe the extent to which the least learned competencies in English developed among the Grade 5 students, the following mean values and qualitative descriptions were used:

<b>Mean Value</b>	<b>Qualitative Description</b>
3.50 – 4.00	Extensively Developed
2.50 – 3.49	Developed
1.50 – 2.49	Poorly Developed
1.00 – 1.49	Not Developed

To determine the extent to which the teachers used the instructional materials in teaching English for Grade 5, the following mean values and qualitative descriptions were used:

<b>Mean Value</b>	<b>Qualitative Description</b>
3.50 – 4.00	Always Used
2.50 – 3.49	Oftentimes Used
1.50 – 2.49	Sometimes Used
1.00 – 1.49	Never Used

To determine the extent to which the identified teaching approaches were used by the teachers in teaching English for Grade 5, the following means values and their qualitative descriptions were used:

<b>Mean Value</b>	<b>Qualitative Description</b>
3.50 – 4.00	Always Used
2.50 – 3.49	Oftentimes Used
1.50 – 2.49	Sometimes Used
1.00 – 1.49	Never Used

To identify the extent to which the problems were met by the teachers in teaching English for Grade 5, the following mean values and their qualitative descriptions presented below were used:

<b>Mean Values</b>	<b>Qualitative Description</b>
3.50 – 4.00	Always a Problem
2.50 – 3.49	Oftentimes a Problem
1.50 – 2.49	Sometimes a Problem
1.00 – 1.49	Not a Problem

The mean values used in analyzing and interpreting the data are patterned from the study conducted by Edloy (2018). However, some modifications to some of the qualitative descriptions were made to make it consistent with the present study.

### **Ethical Consideration**

Before beginning this research, a clear plan for the ethical treatment of the respondents and the data collected will be laid out. It is of the utmost importance that all respondents in the study are participating voluntarily and that all parties are fully notified of each aspect of the research in which they will take part, this includes the school heads, teaching staff, the pupils, and their parents. The study will be submitted to the ESSU Ethics Review Committee for clearance and then to the school division superintendent for final approval. When the approval is granted, an informed consent letter will be provided for both the parents and the

pupils who will be taking part in the research study to sign. This letter explains the research that would be conducted and asks for consent for their pupils to participate in the study as well as for the researcher to obtain and use the data that they produce for the research study. The Data Privacy Act of 2012 will also be strictly adhered to regarding the handling, treatment, use, and storage of research data collected from respondents.

### **Result and Discussion**

#### ***The Proficiency Level of the Grade 5 Students in English***

The proficiency level of the Grade 5 students in English was based on the result of the teacher-made test conducted to all the Grade 5 students in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar.

The table above shows, that all elementary schools in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar obtained a mean score which falls under this category “did not meet expectations”. Schools from the San Julian District obtained an average mean percentage score of 48.99, while schools from the Sulat District obtained an average mean percentage score of 57.69. The two districts obtained an overall average mean percentage of 53.34 in the test conducted among the Grade 5 students.

The results implied that the Grade 5 students have not developed the skills and competencies they need to develop in the said subject. The output of this study would help the students master all the concepts in English to attain a higher performance level in the subject.

**Table 2.** Performance Level of the Grade 5 Students in English

<b><i>Respondent-Schools</i></b>	<b><i>Mean Percentage Score</i></b>	<b><i>Interpretation</i></b>
<i>San Julian District</i>		
1. Bunacan Elementary School	59.5	Did Not Meet Expectations
2. Campidhan Elementary School	31.56	Did Not Meet Expectations
3. Caruyagon Elementary School	37.27	Did Not Meet Expectations
4. Casoroy Elementary School	73.46	Did Not Meet Expectations
5. Libas Elementary School	34.79	Did Not Meet Expectations
6. Nena Elementary School	48.94	Did Not Meet Expectations

7. Pagbabangnan Elementary School	33.25	Did Not Meet Expectations
8. Putong Elementary School	62	Did Not Meet Expectations
9. San Isidro Elementary School	54.3	Did Not Meet Expectations
10. San Julian Central School	63.84	Did Not Meet Expectations
11. San Miguel Elementary School	40	Did Not Meet Expectations
<b>Average</b>	<b>48.99</b>	<b>Did Not Meet Expectations</b>
<i>Sulat District</i>		
1. Sulat Central Elementary School	69.02	Did Not Meet Expectations
2. San Juan Elementary School	46.46	Did Not Meet Expectations
3. San Isidro Elementary School	66.42	Did Not Meet Expectations
4. San Vicente Elementary School	67.25	Did Not Meet Expectations
5. Sto. Tomas Elementary School	71.39	Did Not Meet Expectations
6. Sto. Nino Elementary School	38.53	Did Not Meet Expectations
7. Del Remedio Elementary School	70	Did Not Meet Expectations
8. San Francisco Elementary School	32.5	Did Not Meet Expectations
<b>Average</b>	<b>57.69</b>	<b>Did Not Meet Expectations</b>
<b>Overall Average Mean Percentage Score</b>	<b>53.34</b>	<b>Did Not Meet Expectations</b>

### ***The Extent to which the least learned competencies in English were developed among the Grade 5 students***

This part presents the extent to which the least learned competencies in English were developed among the Grade 5 students. The results were based on the level of competence of the students in every least learned competence as perceived by the teachers using the survey questionnaire.

As shown in Table 3, four (4) out of twenty (20) competencies were “developed”, while sixteen (16) competencies in English were found “poorly developed” by the Grade 5 students in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar. The twenty (20) competencies obtained an overall mean score of 2.415 interpreted as “poorly developed”. Factors that

greatly affected the results were lack of learning materials, references, poor internet access, and poor study habits of the students. The unavailability of different activities that would develop students’ mastery likewise affects students’ performance. Likewise, efforts should focus on increasing academic performance from core subject areas and enhancing support for English teachers to the learners by promoting a deeper understanding of personalized competency-based learning principles. Moreover, continued collaboration of stakeholders, data-driven decision-making and enhance the success of personalized learning (Burgess et.al., 2024).

The results implied the need to develop necessary intervention materials for the students to master all these competencies to achieve higher academic performance and enhance their skills to become competent learners of the 21<sup>st</sup> century.

**Table 3.** *The extent to which the least learned competencies in English were developed among the Grade 5 students.*

<b>Competencies in English for Grade 5</b>	<b>Mean</b>	<b>Interpretation</b>
Compose clear and coherent sentences using conjunctions	3.20	Developed
Compose clear and coherent sentences using modals	3.12	Developed
Compose clear and coherent sentences using aspects of verbs	3.14	Developed
Infer the speakers' tone, mood, and purpose	2.52	Developed
Clarify the meaning of words using thesaurus	2.24	Poorly Developed
Identify the main idea, key sentence, and supporting details of the given paragraph	2.18	Poorly Developed
Make a generalization	2.23	Poorly Developed
Distinguish text types according to purpose	2.16	Poorly Developed
Make a stand	2.32	Poorly Developed

Make an outline	2.47	Poorly Developed
Plan a two to three-paragraph composition using an outline	2.28	Poorly Developed
Identify a point of view	2.17	Poorly Developed
Distinguish text types according to features – cause and effect	2.26	Poorly Developed
Distinguish text types according to features – comparison and contrast	2.25	Poorly Developed
Distinguish fact and opinion	2.77	Poorly Developed
Summarize information from various text types	2.30	Poorly Developed
Identify different meanings of content-specific words (denotation, connotation)	2.14	Poorly Developed
Use complex sentences to show problem-solving relationships of ideas	2.22	Poorly Developed
Distinguish text types according to features (structure and language) time order	2.13	Poorly Developed
Revise writing for clarity	2.20	Poorly Developed
<b>Overall Mean</b>	<b>2.415</b>	<b>Poorly Developed</b>

### ***The Extent to Which the Instructional Materials Were Used by the Teachers in Teaching English for Grade 5***

The extent to which teachers used the instructional materials in teaching English for Grade 5 is presented in Table 4. The data was based on the survey questionnaires answered by the teachers according to the degree or level of usage of instructional materials in their everyday teaching.

As shown in Table 4, three (3) out of seven (7) instructional materials were considered “oftentimes used” by the teachers; Modules obtained a mean score of 2.29, Visual Aids obtained a mean score of 3.12, and Printed Materials obtained a mean score of 3.10. In addition, three (3) instructional materials were considered “sometimes used”; Modules garnered a mean score of 2.29, Audio aids obtained a mean score of 2.40, and Audio-Visual Aids obtained a mean score of 2.36. Meanwhile, Personalized Learning Activities obtained a mean score of 1.30 interpreted as “never used” by the teachers in teaching English at the Grade 5 level. All

the instructional materials obtained an overall mean score of 2.58 interpreted as “oftentimes used”.

Personalized learning is one of the most important trends in pedagogy and education where the pupils-led method enhances learning and is essential for developing skills and confidence. It can also give pupils a clear and efficient learning route to help accomplish their learning objectives more successfully (Cai, J. & Li, Y., 2024). To enhance students' engagement and academic achievement in language learning, personalized language learning can be employed to consider individual learning needs (Yang, C. & Ogata, H., 2023).

The results implied that teachers were not acquainted with personalized learning activities as materials for teaching the students based on their learning needs. The output of this study would serve as an avenue for the teachers to generate ideas on personalized learning activities as new materials to be used in teaching the subject to develop student's skills and competencies in the subject.

**Table 4.** The Extent to Which the Instructional Materials Were Used by the Teachers in Teaching English for Grade 5

<b>Instructional Materials Used in Teaching English 5</b>	<b>Mean</b>	<b>Interpretation</b>
1. Modules	2.29	Sometimes Used
2. Textbooks	3.49	Oftentimes Used
3. Audio aids (sound system, speakers, CD's)	2.40	Sometimes Used
4. Audio Visual Aids (TV, computer, VCD)	2.36	Sometimes Used
5. Visual Aids	3.12	Oftentimes Used
6. Printed Materials	3.10	Oftentimes Used
7. Personalized Learning Activities	1.30	Never Used
<b>Overall Mean</b>	<b>2.58</b>	<b>Oftentimes Used</b>

### ***The Extent to Which the Teaching Approaches Were Used by the Teachers in Teaching English for Grade 5***

As shown in Table 5, three (3) out of ten (10) approaches in teaching English were considered “oftentimes used” by the teachers; the Experiential Learning Approach obtained a mean score of 2.59, the Process Approach obtained a mean score of 3.10, and Programmed Instruction Approach obtained a mean score of 3.30. Moreover, six (6) of the identified approaches were considered “sometimes used” by the teachers in teaching; the Constructivist Learning Approach obtained a mean score of 2.40, Discovery Approach obtained a mean score of 2.33, Inquiry-based Approach obtained a mean score of 2.45, Integrative Approach obtained a mean score of 2.46, Differentiated Learning Approach obtained a mean score of 2.94, and Reflective Approach obtained a mean score of 2.28, while Personalized

Learning Approach obtained a mean score of 1.40 interpreted as “never used” All the approaches obtained an overall mean of 2.52. However, according to the study of Khine (2024) by identifying a student's preferred learning style, AI can curate the most effective learning approaches that can cater to diverse learning styles, maximizing knowledge retention and delivering personalized content to individuals.

Based on the results, teachers teaching English in Grade 5 in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar were not conversant on the use of Personalized Learning Approach as an additional approach in the teaching-learning process. This study would help the teachers learn the significance of personalized learning approaches for them to become more effective in the field of teaching.

**Table 5.** The Extent to Which the Teaching Approaches Were Used by the Teachers in Teaching English for Grade 5

<b><i>Teaching Approaches in English</i></b>	<b><i>Mean</i></b>	<b><i>Interpretation</i></b>
1. Constructivist Learning Approach	2.40	Sometimes Used
2. Experiential Learning Approach	2.59	Oftentimes Used
3. Discovery Approach	2.33	Sometimes Used
4. Inquiry-based Approach	2.45	Sometimes Used
5. Integrative Approach	2.46	Sometimes Used
6. Differentiated Learning Approach	2.94	Sometimes Used
7. Reflective Approach	2.28	Sometimes Used
8. Process Approach	3.10	Oftentimes Used
9. Programmed Instruction Approach	3.30	Oftentimes Used
10. Personalized Learning Approach	1.40	Never Used
<b><i>Overall Mean</i></b>	<b><i>2.52</i></b>	<b><i>Oftentimes Used</i></b>

### ***The Problems Met by Teachers in Teaching English for Grade 5***

Table 6 presents the problems met by teachers in teaching in English for Grade 5. Data was based on the survey questionnaire answered by the teacher-respondents teaching the subject from the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar.

From the table above, the majority of the identified problems were considered “always a problem” by the teachers. It can be deduced

that five (5) out of seven (7) identified problems were considered as “always a problem”, while two (2) were considered as “sometimes a problem”, by the teachers teaching English in Grade 5 classes among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar. All the problems obtained an overall mean score of 3.45.

However, similar to the results of the study by Derseh et., al. (2024) indicate that there was inadequate implementation of competency-

based education such as personalized learning monitoring students' progress in speaking skills and lack of language teaching skills.

These problems greatly affected the academic deterioration of the students in the English subject. The teachers, school administrators, and stakeholders need to work hand-in-hand to resolve these problems so that students' performance will improve and help

them become competitive nationally and globally.

The development of this study is a great and beneficial tool to help address various problems, particularly in instructional concerns. Teachers can utilize the output of this study for enrichment, reinforcement, and remedial purposes to uplift students' performance levels.

**Table 6.** The Problems Met by Teachers in Teaching English for Grade 5

<i>Problems Met by the Teachers in Teaching English for Grade 5</i>	<i>Mean</i>	<i>Interpretation</i>
1. Students' Absenteeism	3.84	Always a Problem
2. Students' lack of interest in the subject	3.67	Always a Problem
3. Insufficient instructional materials in English for Grade 5.	4.00	Always a Problem
4. Poor preparation of the lesson in English for Grade 5.	2.37	Sometimes a Problem
5. Lack of in-service training attended by the teachers about methodologies and strategies in teaching the subject.	2.45	Sometimes a Problem
6. Poor study habits of the Grade 5 students.	3.82	Always a Problem
7. Absence of Materials for Personalized Learning Activities in English for Grade 5.	4.00	Always a Problem
<b>Overall Mean</b>	<b>3.45</b>	<b>Oftentimes a Problem</b>

### Findings

Based on the data gathered and statistical analysis conducted, the following were the major findings of the study:

On the proficiency level of the Grade 5 students in English, all elementary schools in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar obtained a mean score which fall under this category "did not meet expectations". Schools from the San Julian District obtained an average mean percentage score of 48.99, while schools from the Sulat District obtained an average mean percentage score of 57.69. The two districts obtained an overall average mean percentage of 53.34 in the test conducted among the Grade 5 students. The results implied that the Grade 5 students have not developed the skills and competencies they need to develop in the said subject. The output of this study would help the students master all the concepts in English to attain a high-performance level in the subject.

On the extent to which the least learned competencies in English were developed among the Grade 5 students, four (4) out of

twenty (20) competencies were "developed", while sixteen (16) competencies in English were found "poorly developed" by the Grade 5 students in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar. The twenty (20) competencies obtained an overall mean score of 2.415 interpreted as "poorly developed". Factors that affected the said performance were lack of learning materials, references, poor internet access, and poor study habits of the students. The unavailability of different activities that would develop students' mastery likewise affected students' performance. The results implied the need to develop necessary intervention activities for the students to master all these competencies to achieve high academic performance and become competent learners of the 21st century.

On the extent to which the instructional materials were used by teachers in teaching English for Grade 5, three (3) out of seven (7) instructional materials were considered "often-times used" by the teachers; Modules obtained a mean score of 2.29, Visual Aids obtained a mean score of 3.12 and Printed Materials

obtained a mean score of 3.10. In addition, three (3) instructional materials were considered “sometimes used”; Modules garnered a mean score of 2.29, Audio aids obtained a mean score of 2.40, and Audio-Visual Aids obtained a mean score of 2.36. Meanwhile, Personalized Learning Activities obtained a mean score of 1.30 interpreted as “never used” by the teachers in teaching English at the Grade 5 level. All the instructional materials obtained an overall mean score of 58 interpreted as “oftentimes used”. The results implied that teachers were not acquainted with personalized learning activities as intervention materials in teaching the students based on their learning needs. The output of this study would serve as an avenue for the teachers to generate ideas on personalized learning activities as new materials to be used in teaching the subject to develop student’s skills and competencies in the subject.

On the extent to which the teaching approaches were used by the teachers in teaching English for Grade 5, three (3) out of ten (10) approaches in teaching English were considered “oftentimes used” by the teachers; Experiential Learning Approach obtained a mean score of 2.59, Process Approach obtained a mean score of 3.10, and Programmed Instruction Approach obtained a mean score of 3.30.

Moreover, six (6) of the identified approaches were considered “sometimes used” by the teachers in teaching; Constructivist Learning Approach obtained a mean score of 2.40, Discovery Approach obtained a mean score of 2.33, Inquiry-based Approach obtained a mean score of 2.45, Integrative Approach obtained a mean score of 2.46, Differentiated Learning Approach obtained a mean score of 2.94, and Reflective Approach obtained a mean score of 2.28, while Personalized Learning Approach obtained a mean score of 1.40 interpreted as “never used. All the approaches obtained an overall mean of 2.52. Based on the results, teachers teaching English in Grade 5 in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar were not conversant on the use of Personalized Learning Approach as an additional approach to make the teaching-learning process more interesting to create a positive

impact on students’ learning. This study would help the teachers learn the significance of personalized learning approaches for them to become more effective in the field of teaching.

On the problems met by the teachers in teaching English for Grade 5, majority of the identified problems were considered as “always a problem” by the teachers. It can be deduced that five (5) out of seven (7) identified problems were considered as “always a problem”, while two (2) were considered as “sometimes a problem”, by the teachers teaching English in Grade 5 classes among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar. All the problems obtained an overall mean score of 3.45.

These problems affected the academic deterioration of the students in the English subject. The teachers, school administrators, and stakeholders need to work hand-in-hand to resolve these problems so that students’ performance will improve and they become competitive nationally and globally.

The development of this study is a great and beneficial tool to help address various problems, particularly in instructional concerns. Teachers can utilize the output of this study for enrichment, reinforcement, and remedial purposes to uplift students’ performance.

## Conclusion

From the findings revealed, the following conclusions were formulated: All elementary schools in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar obtained a mean score that fall under the category “did not meet expectations”. Results implied that the Grade 5 students have not developed the skills and competencies they need to develop in the said subject. Four (4) out of twenty (20) competencies were “developed”, while sixteen (16) competencies in English were found “poorly developed” by the Grade 5 students in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar. The twenty (20) competencies obtained an overall mean

score of 2.415 interpreted as “poorly developed”. The results implied that students have not mastered all the competencies in the subject. The teachers were not acquainted with personalized learning activities as innovative materials in teaching. They relied on the use of textbooks, visual aids, and printed materials in teaching the lessons in English subject. The teachers teaching English in Grade 5 among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar were not acquainted with the use of a personalized learning approach as a new approach in teaching the subject for it was found as “never used” by the teacher. The majority of the identified problems were considered as “always a problem” by the Grade 5 teachers in teaching English subject in the Grade 5 classes among the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar.

Based on the findings revealed and conclusions drawn, the following recommendations are set forth: Teachers teaching English subject in eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar need to develop appropriate interventions suited to the learning needs of the Grade 5 students to improve their performance level in the English subject. Relevant materials and approaches must be utilized by the Grade 5 English teachers to develop the least learned competencies in English subject thus, helping the students master all the concepts in the subject. Teachers need to develop and ideate instructional learning activities and conduct necessary modifications on the instructional materials used in teaching the subject based on student's learning needs and capabilities to ensure mastery of the different concepts in English. Teachers must adopt new approaches applicable to developing students' learning by applying techniques that will arouse students' interest in learning all the topics in English. Assistance from the Master Teachers on teaching approaches is needed to ensure diversity of teaching strategies to make the teaching-learning process more meaningful and enjoyable. The

use of Personalized Learning Activities in English for Grade 5 must be introduced to the Grade 5 students and teachers in the eleven (11) public elementary schools in San Julian District and eight (8) public elementary schools in Sulat District, Division of Eastern Samar as an intervention material to develop mastery of the least learned competencies in English to achieve high academic performance level in the subject.

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