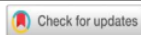# Assessing the Complex Operation of Blended Learning for English Instruction in a Public High School in the Philippines

Danica Jae B. Sagun[1], Greg T. Pawilen[2], Sarah Jen C. Paccarangan[3], Rufo Gil Z. Albor[4], Hannah L. Patindol[5], Phrygian P. Almeda[6], Daisy V. Pelegrina[7]

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Sections Info	ABSTRACT
Article history: Submitted: April 5, 2024 Final Revised: April 28, 2024 Accepted: May 01, 2024 Published: May 15, 2024 *Keywords:* Blended learning; Collaboration; Complex; English.	**Objective:** The study aims to describe stakeholders' experiences in blended learning at a public high school in Laguna, Philippines, during the COVID-19 pandemic. **Method:** This qualitative study was conducted through Focus Group Discussions (FGD) with English teachers, learners, and the Information and Communications Technology (ICT) coordinators and a Key Informant Interview (KII) with the English department head. **Results:** Three main themes emerged from the study: factors that encourage stakeholder collaboration, barriers to stakeholder collaboration, and solutions to collaboration challenges. **Novelty:** Overall, the study results show how important collaboration is in overcoming the difficulties associated with blended learning and creating a positive learning environment for the stakeholders. By fostering a collaborative environment, stakeholders can work together to address the complexities of blended learning, optimize the benefits of the modality, and create a compelling and engaging learning experience for all learners.

INTRODUCTION

The educational systems worldwide have been embroiled due to the rapid spread of the COVID-19 virus in 2019. It has affected billions of students in more than a hundred countries, causing the most significant disruption of educational systems in human history (Pokhrel & Chhetri, 2021). Many educational institutions abandoned face-to-face classes (Devi et al., 2021). Therefore, many nations have adopted various learning delivery modalities based on the resources and conditions in their areas.

Blended learning was one of the primary learning modalities used by different countries during the pandemic. Developed countries have swiftly altered their educational programs to incorporate blended learning. Learning management systems like Google Classroom and Microsoft Teams became increasingly popular and were used in teaching. According to Gaol and Hutagalung (2020), blended learning has become the most prevalent learning method in developed countries because accessing the technology needed to conduct it is relatively easy. After all, practically all students and teachers residing in these countries have access to laptops and smartphones with high-speed internet connections (Devi et al., 2021).

On the other hand, adopting blended learning in developing countries poses many challenges. Many students, especially those who reside in rural and underdeveloped areas, need access to reliable internet connections, which affects their academic performance (Alvarez, 2020). Also, some students from these countries can only use Android smartphones, incompatible with e-learning platforms. The infrastructure and materials for blended learning were also either lacking or

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