

## Article

# A Proposed Matatag-Aligned Learning Activity Sheet for English Asynchronous Learning Modality

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**Abstract:** Incorporating curriculum-relevant materials into asynchronous learning settings is key to enhancing grammar instruction, especially in the case of the MATATAG curriculum. This study examined the effectiveness of MATATAG-Aligned Learning Activity Sheets (LAS) in improving grammar competence among Grade 4 students of Santa Rosa Elementary School Central II. A quasi-experimental design was implemented, with one group utilizing improved MATATAG-Aligned Learning Activity Sheets (LAS) as the experimental group and another group utilizing conventional approaches as the control group. Grammar subject areas such as verbs, verb tenses, verb voices, adjectives, and complex sentences were emphasized. The post-test and pre-test scores were also compared, and Key Informant Interviews (KII) were conducted with English teachers. The results showed remarkable improvements in four grammar areas for students using the MATATAG-aligned Learning Activity Sheets (LAS). At the same time, both groups had a general decrease in scores during the post-test. Complex sentences were still the most challenging area, and there was no improvement. Teachers indicated more content, interactive teaching, and more formal teaching of complex concepts. The research finds that although MATATAG-aligned Learning Activity Sheets (LAS) can support learning grammar, their full potential is reached with instruction support, better design, and the use of technology. LAS can complement asynchronous English teaching and learning through better teacher training and resource creation.

**Keywords:** Learning Activity Sheet, Asynchronous Learning, Philippines, English, Assessment

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## 1. Introduction

In response to the changing educational landscape brought on by challenges like the COVID-19 pandemic and the shift to remote learning, the Department of Education (DepEd) introduced the MATATAG Agenda (2023) through DepEd Order No. 010, s. 2024 – Policy Guidelines on the Implementation of the MATATAG Curriculum. This initiative aimed to develop a resilient, sustainable, and inclusive education system that ensured continuous learning regardless of external disruptions. The learning environment created was intended to be "Matatag, Maginhawa at Handa sa Kinabukasan"—a robust, comfortable, and future-ready learning environment that prioritized academic success and student well-being.

The MATATAG framework emphasized flexible and innovative teaching strategies that were useful in accommodating different needs while responding to disruptions in learning. One method aligned with this goal was using Learning Activity Sheets (LAS). These learning materials were designed to address gaps in learning, promote self-paced instruction, and foster independent learning. They enabled students to engage in pertinent

learning activities, making them active learners in their learning process, either online, at home, or in the classroom.

Studies like Martinez and Fernandez (2022) highlighted the importance of LAS, demonstrating that successful LAS could enhance student motivation and engagement considerably, particularly in asynchronous learning environments. Because LAS was flexible, it allowed students to complete activities at their own pace, which benefited those who struggled under traditional synchronous learning models. This independence was especially advantageous for learners who did not perform well in controlled classroom conditions, as it allowed them to explore concepts in depth and practice skills without the constraints of a fixed schedule (Hodges et al., 2020).

The MATATAG-aligned Learning Activity Sheets of Santa Rosa Elementary School Central II were a forward-thinking application of learning and teaching standards amidst periods of disruption. These LAS were blended into the school's teaching and learning practices to maintain continuity of instruction. As ancillary materials utilized during regular class hours or incorporated into distance learning plans, the activity sheets became organized pathways that facilitated active participation and individualized learning.

The Learning Activity Sheet was worth more than a simple continuation of learning. It facilitated differentiated instruction by meeting students' diverse learning rates and interests. This enabled schools to respond to different student needs while providing an environment for every learner to achieve their full potential. Pozas and Schneider (2019) emphasized that differentiated instruction is essential in addressing classroom diversity and supporting all learners to reach their full potential.

For educational practices to be sustainable, they must be embedded into the school policies and practices. Bearman et al. (2024) emphasize that the sustainability of teaching and learning innovations hinges on their integration into institutional structures and the provision of ongoing professional development. This would imply that for LAS to extend beyond being an immediate response, they must be incorporated into the school's strategic plan. It also required training teachers to utilize and incorporate LAS into their lesson plans effectively. Institutionalizing LAS ensured its routine use for the benefit of learners and guaranteed adequate support systems to assist students throughout their learning journey.

In addition, the LAS complemented the MATATAG curriculum goals by preparing students with the skills and attitudes needed to thrive in an increasingly changing world. Through the focus on independent learning, LAS enabled students to own their education, become critical thinkers, and enhance mental resilience to cope with upcoming challenges and opportunities in academics and career paths.

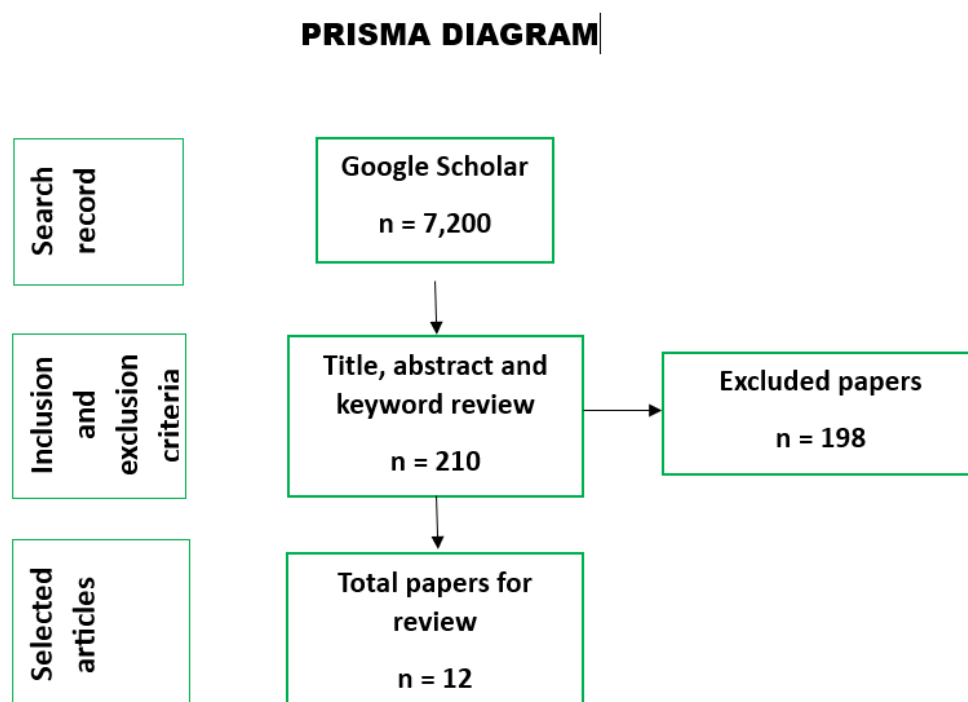
The LAS was also consistent with DepEd's vision of an adaptive learner who could survive under any condition. The tools created a culture of ongoing learning that kept the students motivated and active despite their environment. Using student-centered methods in LAS provided a learning environment where the students felt empowered and confident about taking control of their educational development. This strategy reflected the MATATAG agenda's focus on future-ready learners and gearing them up for overcoming possible disruptors.

Implementing LAS at par with MATATAG at Santa Rosa Elementary School Central II was a milestone towards a more adaptable and student-oriented education system. Through these activity sheets, the school wanted to create a learning atmosphere conducive to educational resilience, independent learning, and the espousal of equity and accessibility as enshrined in DepEd Order No. 010, s. 2024. This was responding to current needs and future-proofing the students, equipping them to learn under any circumstance, in keeping with the MATATAG vision of a future-ready generation of learners.

## 2. Materials and Methods

This research, guided by the PRISMA framework, aims to comprehensively examine studies on the effectiveness of MATATAG-aligned Learning Activity Sheets (LAS) for asynchronous learning in English education in the Philippines. A structured approach was employed to ensure the rigorous selection and analysis of relevant literature.

The search strategy involved querying the Google Scholar academic database using predefined keywords such as "Learning Activity Sheet," "asynchronous learning," "Philippines," "English," and "assessment." Studies were selected based on their relevance to the topic, specific focus on English education within the Philippine context, recency (published from 2019 to the present), and their contribution to understanding the effectiveness of learning activity sheets in supporting asynchronous learning.



**Figure 1.** PRISMA Flow Diagram.

Figure 1 present the search and selection process includes the number of records screened, evaluated for eligibility, and included in the final review.

The search and selection process involved reviewing studies based on their titles, keywords, and abstracts. An initial search using the keywords "Learning Activity Sheet," "asynchronous learning," "Philippines," "English," and "assessment" produced approximately 7,200 records from Google Scholar. Titles were first reviewed to eliminate studies unrelated to English education or asynchronous modalities. Then, keywords and abstracts were examined to identify those relevant to the focus of the study. This step reduced the records to 210 potentially related studies. After evaluating the full texts against the set criteria, 12 studies were closely aligned with the topic and included for final review.

This process helped identify valuable insights into the development and effectiveness of MATATAG-aligned Learning Activity Sheets for English in asynchronous learning settings within the Philippine educational context.

## 3. Results and Discussion

This study examines the effectiveness of MATATAG-aligned Learning Activity Sheets in improving Grade 4 students' engagement and learning outcomes in English grammar at Santa Rosa Elementary School Central II. Focusing on essential grammar topics—verbs, verb tenses, voice of verbs, adjectives, and complex sentences—the study

compares students' performance using these enhanced materials with students following the regular curriculum. Through pre- and post-assessment scores, as well as statistical analysis, the research evaluates the impact of the intervention. Additionally, feedback from English teachers offers valuable recommendations for further enhancing the learning materials and instructional strategies, aiming to foster deeper understanding and more interactive learning experiences.

**1. What were the pre-assessment scores of the students in both the control and experimental groups?**

The pre-assessment results provided an initial measure of students' proficiency in English grammar, including verbs, verb tenses, voice of verbs, adjectives, and complex sentences.

**Table 1.** Pre-Assessment Scores of the Students in both Experimental and Control Groups in terms of Verbs.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (Excellent)	4	13.3	11	36.7
15-17 (Very good)	10	33.3	9	30.0
12-14 (Satisfactory)	10	33.3	8	26.7
9-11 (Needs Improvement)	6	20.0	2	6.7
0-8 (Failed Below)	0	0	0	0
TOTAL	30	100.0	30	100.0

Table 1, the control group had a higher percentage of students scoring in the "Excellent" category (36.7%) than the experimental group (13.3%). However, a significant portion of students in both groups fell within the "Very Good" and "Satisfactory" categories, indicating a comparable baseline proficiency.

**Table 2.** Pre-Assessment Scores of the Students in both Experimental and Control Groups in terms of Tenses of the Verbs.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	8	26.7	15	50.0

15-17 VERY GOOD	2	6.7	7	23.3
12-14 SATISFACTORY	14	46.7	7	23.3
9-11 NEED IMPROVEMENT	6	20.0	1	3.3
0-8 FAILED	0	0	0	0
TOTAL	30	100.0	30	100.00

Table 2, The control group again outperformed the experimental group, with 50.0% of students achieving an “Excellent” rating compared to 26.7% in the experimental group. A larger proportion of experimental group students fell into the “Needs Improvement” category (20.0%) than their control group counterparts (3.3%).

**Table 3.** Pre-Assessment Scores of the Students in both Experimental and Control Groups in terms of Voice of Verbs.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	17	56.7	25	83.3
15-17 VERY GOOD	9	30.0	4	13.3
12-14 SATISFACTORY	2	6.7	1	3.3
9-11 NEED IMPROVEMENT	2	6.7	0	0
0-8 FAILED	0	0	0	0
TOTAL	30	100.0	30	100

Table 3, In this category, 83.3% of the control group achieved an "Excellent" rating, compared to 56.7% in the experimental group. The results indicated that the control group had a firmer grasp of this concept before the intervention.

**Table 4.** Pre-Assessment Scores of the Students in both Experimental and Control Groups in terms of Adjectives.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	9	30.0	21	70.0
15-17 VERY GOOD	14	46.7	5	16.7
12-14 SATISFACTORY	2	6.7	4	13.3
9-11 NEED IMPROVEMENT	1	3.3	0	0
0-8 FAILED	4	13.3	0	0
Total	30	100.0	30	100.00

Table 4, A similar trend was observed, with 70.0% of the control group achieving “Excellent” ratings, compared to 30.0% in the experimental group. The experimental group also had a notable percentage (13.3%) in the “Failed” category.

**Table 5.** Pre-Assessment Scores of the Students in both Experimental and Control Groups in terms of Complex Sentences.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	23	76.7	27	90.0
15-17 VERY GOOD	6	20.0	2	6.7
12-14 SATISFACTORY	1	3.3	1	3.3
9-11 NEED IMPROVEMENT	0	0	0	0
0-8 FAILED	0	0	0	0
Total	30	100.0	30	100

Table 5, Both groups performed well in this category, with 76.7% of experimental group students and 90.0% of control group students achieving “Excellent” ratings.

2. **What were the post-assessment scores of the students in both the control and experimental groups?**

After implementing MATATAG-aligned learning activity sheets, the post-assessment scores were analyzed to determine whether students' performance significantly improved.

**Table 6.** Post Assessment Scores of the Students in both Experimental and Control Groups in terms of Verbs.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	0	0	3	10.0
15-17 VERY GOOD	0	0	1	3.3
12-14 SATISFACTORY	5	16.7	7	23.3
9-11 NEED IMPROVEMENT	14	46.7	14	46.7
0-8 FAILED	11	36.7	5	16.7
TOTAL	30	100.0	30	100.0

Table 6, Scores declined in both groups. The percentage of students in the "Failed" category increased significantly for the experimental group (36.7%) compared to the control group (16.7%).

**Table 7.** Post Assessment Scores of the Students in both Experimental and Control Groups in terms of Tenses of the Verbs.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	0	0	5	16.7
15-17 VERY GOOD	0	0	1	3.3
12-14 SATISFACTORY	6	20.0	10	33.3
9-11 NEED IMPROVEMENT	18	60.0	12	40.0

0-8 FAILED	6	20.0	2	6.7
TOTAL	30	100.0	30	100.00

Table 7, The experimental group had a higher percentage of students in the "Needs Improvement" category (60.0%) than the control group (40.0%).

**Table 8.** Post-Assessment Scores of the Students in both Experimental and Control Groups in terms of Voice of Verbs.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	0	0	2	6.7
15-17 VERY GOOD	0	0	2	6.7
12-14 SATISFACTORY	2	6.7	2	6.7
9-11 NEED IMPROVEMENT	16	53.3	8	26.7
0-8 FAILED	12	40.0	16	53.3
TOTAL	30	100.0	30	100

Table 8: The percentage of students in the "Failed" category increased for both groups, with the control group having 53.3% and the experimental group having 40.0% in this category.

**Table 9.** Post-Assessment Scores of the Students in both Experimental and Control Groups in terms of Adjectives.

Scores	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	1	3.3	4	13.3
15-17 VERY GOOD	2	6.7	4	13.3
12-14 SATISFACTORY	8	26.7	8	26.7



9-11 NEED IMPROVEMENT	15	50.0	14	46.7
0-8 FAILED	4	13.3	0	0
Total	30	100.0	30	100.00

Table 9, Students in both groups exhibited a decline, with the experimental group having a significant percentage (50.0%) in the “Needs Improvement” category.

**Table 10.** Post-Assessment Scores of the Students in both Experimental and Control Groups in terms of Complex Sentences.

SCORES	EXPERIMENTAL GROUP		CONTROL GROUP	
	Frequency	Percentage	Frequency	Percentage
18-20 (EXCELLENT)	1	3.3	6	20.0
15-17 VERY GOOD	5	16.7	7	23.3
12-14 SATISFACTORY	19	63.3	9	30.0
9-11 NEED IMPROVEMENT	5	16.7	8	26.7
0-8 FAILED	0	0	0	0
Total	30	100.0	30	100

Table 10, Although scores decreased, many students remained within the satisfactory range.

**3. Was there a significant difference between the pre-assessment and post-assessment scores of the control and experimental groups?**

**Table 11.** Significant difference between the pre-assessment and post-assessment scores of the Experimental Groups.

Indicator	T-Value	P-Value	Interpretation
1. Verbs	2.288	.030	Reject Ho: Significant
2. Tenses of Verbs	2.845	.008	Reject Ho: Significant
3. Voice of Verbs	2.538	.017	Reject Ho: Significant
4. Adjectives	2.658	.013	Reject Ho: Significant
5. Complex Sentences	1.095	.283	Accept Ho: Not significant

Table 11, The experimental group showed significant improvements in verbs, tense verbs, voice of verbs, and adjectives, but not in complex sentences.

**Table 12.** Significant difference between the pre-assessment and post-assessment scores of the Control Groups

	Indicator	T-Value
1.	Verbs	2.850
2.	Tenses of Verbs	3.280
3.	Voice of Verbs	.812
4.	Adjectives	2.246
5.	Complex Sentences	1.179

Table 12, The control group showed extreme differences in verbs, verb tenses, and adjectives but no improvement in verb voice and complex sentences.

The differences in difficulty among grammar ideas can account for this finding. Elementary grammar ideas like verbs, verb forms, and adjectives are more fundamental and commonly rehearsed in classroom exercises, so students readily learn and improve them even without using specialized materials. These subjects are usually recognition and recall, which students can handle with little guidance.

Conversely, using the voice of verbs and intricate sentence structures are more sophisticated grammar skills that involve higher levels of abstract thought, analysis, and directed practice. These skills are more challenging to acquire through independent study or mundane activities in isolation. Absent explicit teaching or specific intervention, students are likely to have trouble comprehending these skills, which accounts for the failure to advance in these skill areas among the control group.

#### **4. What value-added topics could have been included in an enhanced MATATAG-Aligned Learning Activity Sheet?**

The Grade 4 English teachers' feedback highlighted some critical areas for improving the MATATAG-Aligned Learning Activity Sheet. They suggested adding topics like synonyms and antonyms to enrich vocabulary, punctuation, and capitalization to enhance writing, as well as adverbs to enrich sentence building. All three educators stressed the importance of giving more class time to teaching complex sentences, since students are challenged to combine ideas well, separate clauses, and use conjunctions correctly. Regarding learning modalities, two educators advocated using a blended learning model consisting of printed worksheets with engaging online activities such as vocabulary exercises and grammar quizzes. Another teacher suggested a flipped classroom system where grammar lessons would be watched and worked through at home using videos and worksheets before practicing them in class exercises. These ideas reflect the need to increase the grammar content to include more attention to master complex sentences and incorporate technology-driven, interactive approaches to provide students a richer, more effective learning experience.

5. Based on the findings/results, what enhanced Learning Activity Sheets could have been proposed?

Table 13. KII for English Teachers.

Teacher	Q1 What other topics can be included in the MATATAG-Aligned Learning Activity Sheet to enhance it?	Q2 Which topics should be allotted more time?	Q3 What other learning modalities can be utilized in the MATATAG-Aligned Learning Activity Sheet?
Ma'am Shaila (Grade 4 English Teacher)	Synonyms and Antonyms to broaden students' vocabulary and improve word selection in writing.	Complex Sentences, as students need structured guidance in combining ideas properly.	Blended modality: Printed worksheets combined with interactive online activities like vocabulary drills.
Ma'am Angie (Grade 4 English Teacher)	Punctuation and capitalization to improve writing clarity and structure.	Complex Sentences, as students struggle with differentiating dependent and independent clauses.	Blended learning: Printed worksheets paired with online grammar quizzes and games.
Ma'am Joty (Grade 4 English Teacher)	Adverbs to help students modify verbs, adjectives, and other adverbs, improving sentence construction.	Complex Sentences, as many students struggle with sentence structure and using subordinating conjunctions.	Flipped classroom: Students learn grammar lessons at home through videos and worksheets, then apply them in independent exercises.

Table 13, The Grade 4 English teachers' comments revealed common themes for enhancing the MATATAG-Aligned Learning Activity Sheet. These are Improving Writing Skills and Sentence Formation, for which the teachers suggested incorporating more subjects such as Synonyms and Antonyms, Capitalization and Punctuation, and Adverbs. Those are significant in vocabulary improvement, sentence construction, and composition structure. Another theme that emerged was Mastery of Complex Sentences, in which the three teachers emphasized that they would devote more time to this aspect. They indicated that most students struggle with properly putting together complex sentences, particularly the use of conjunctions in logically connecting ideas. Finally, the teachers introduced the Integration of Technology and Interactive Learning as an efficient pedagogy. Two teachers suggested a blended learning model that combined print worksheets with online activities. In contrast, another teacher proposed a flipped classroom strategy, enabling students to learn grammar lessons with the help of digital resources at home and then practice them in the classroom. These are the reasons why these similarities point towards refining the

learning activity sheets by adding more grammar content, allocating more teaching time to compound sentence structures, and incorporating interactive and technology-based learning modalities in a bid to make the learning process more engaging and comprehensible to the students.

#### 4. Conclusion

This study validated the impact of the MATATAG-Aligned Learning Activity Sheets (LAS) on Grade 4 students' grammar ability in their pre- and post-test performance between an experimental and a control group. The findings indicated the following:

- a. According to their pre-assessment scores, the control group had higher scores than the experimental group for all aspects of grammar, with a more set-up baseline skill.
- b. However, post-test results revealed a contrary decline in both groups, with a larger drop in areas like verbs and verb tenses in the experimental group.
- c. Despite the decline, statistical examination indicated tremendous improvement in four areas of grammar (verbs, verb tenses, verb voice, and adjectives) in students in the experimental group. However, there was no significant improvement in complex sentences, calling for additional instructional support.
- d. Through teacher interviews, some value-added themes were suggested, such as synonyms and antonyms, punctuation, and adverbs, which are critical in vocabulary enrichment and sentence formation.
- e. Hence, an Enhanced MATATAG-focused LAS is suggested that includes these other grammar themes and employs mixed learning strategies, such as mixing printed worksheets with electronic materials (e.g., quizzes, videos, and games). This approach seeks to enhance grammar performance, maintain student participation, and close the learning gaps noted.

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