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**| RESEARCH ARTICLE**

## **Challenges of English Language Learners towards Remote Independent Study: Developing a Theory**

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**| ABSTRACT**

English language is considered as the universal language in the world, yet one of the most difficult subjects to learn for many reasons. There are numerous factors that learners are fumbling with in spelling, grammar, and phonological structures. However, the benefits of understanding the language far outweigh the inconveniences of learning it. One of the most affected groups of students since the pandemic is English Language Learners. These learners encounter numerous challenges throughout the autonomous learning process and exhibit a negative attitude towards learning. The purpose of this study is to identify the difficulties faced by English language learners at Jefferson Union High School District in Daly City, California. Specifically, this research studies (i) the challenges of English Language learners towards remote independent study, (ii) the significant themes that can be drawn from their challenges, and (iii) the theory that may be developed based on the significant themes. To further comprehend this phenomenon, this study takes a qualitative approach that employs interviews as a data collection instrument and uses Interpretative Phenomenological Analysis in the analysis of qualitative data. Participants in this study are English language learners who struggle with learning remotely during the pandemic. The sample of this study consisted of 6 students from 4 different grade levels in high school: Grades 9, 10, 11, and 12. The results show that there are a variety of challenges that students face, which can be categorized into time management, sustained attention, and motivation. The participants employed a variety of techniques to address the issues, including family and friends support, and technology throughout the pandemic and this resulted in remote independent study for autonomous and self-directed learning.

**| KEYWORDS**

Independent Remote Study, English Language Learners, Phenomenological Study, Interpretative Phenomenological Analysis, Theory Development

**| ARTICLE INFORMATION**

**ACCEPTED:** 02 April 2023

**PUBLISHED:** 15 April 2023

**DOI:** 10.32996/jlds.2023.3.1.6

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### **1. Introduction**

One of the fastest-growing student populations in the United States right now is English language learners (ELLs), and this number of students is anticipated to increase quickly, according to Fry, R. (2008). Many schools in California are committed to addressing achievement gaps and monitoring educational achievement for English Language Learners to make sure they are getting the right services and moving toward English language competence. Learning English as a second language becomes crucial for Jefferson High School students. English is regarded as the language of choice for most educators in the school. Thus, learning English as a second language for learners becomes necessary. English has recently established itself as a global language of instruction and communication (Chen and Kraklow, 2015). Regardless of their ethnicity or nationality, students, teachers, government employees, and other professionals around the world can benefit greatly from learning English. But it can be difficult to learn English as a second language, particularly in a nation where it is not the native tongue. For those who are not natural English speakers, learning the language is regarded as difficult, especially at the beginning of academic education (Berman and Cheng 2001). The introduction

of independent remote study as a new approach results in several problems that have been suggested as the key challenges of learning in a situation where our educational system cannot provide a foundation for all students with low and high motivation. Finding and looking into these difficulties is consequently essential and inevitable. Numerous research has been done to determine the challenges these learners experience and how to support them in overcoming those obstacles. This research aims to focus on the challenges that English Language learners encounter when learning across all areas.

## 2. Literature Review

Nair et. Al (2019) analyzed that a temporary transition from face-to-face instruction to a totally remote approach is known as emergency remote teaching. In this approach, there is no well-planned instructional design involved in the blended or hybrid education delivery, and the effectiveness of instruction and learning could be harmed by this transitory change. With the challenges brought by this change, teachers felt the emergence to use interactive online instructional tactics in remote teaching and learning to motivate and engage students throughout the learning process. According to Zhang (2020), the learning materials could not be taught in detail when taught remotely as opposed to in-person. Therefore, classroom management, assessment, and resolving student resistance to online learning are some of the frequent problems encountered in emergency remote teaching.

Rannastu-Avalos et al. (2020) explained that for students who are not ready to return to class, a remote individual study is an option. Issues with self-regulation, such as low study motivation and inefficient peer interaction, provide difficulty for students who study independently. Zhang et. Al (2020) also explained that remote instruction differs from face-to-face instruction in the following ways: instructional language is different; instructional strategies are different; interaction and communication are different; and the roles of teachers and parents are changing. We anticipate the interactive learning environment and prompt feedback. Students must be motivated and engaged in learning, which calls for the use of a variety of flexible instructional methodologies and teaching-learning materials provided in diverse formats. Teachers must be patient and persistent throughout this process. When learning a second language, such as English, students should have language-improvement strategies. Through the migration to remote autonomous classes, there is no pre planned educational system for the pandemic. Nowadays, teachers oversee evaluating how well students learn using digital platforms. Nonetheless, some students do have distinctive learning strategies, and for some learners, digital platforms have proven helpful.

J. Vibulphol (2016) emphasized that motivation is a process that "kick-starts" the machine, "lubricates" its parts, and "fuels" its engine to keep it running. Motivation is one of several elements that can influence success in learning a second or foreign language. Motivation is the underlying power to begin learning a second language and the drive to keep going through a potentially tedious studying process. Even the most talented students are unlikely to succeed without drive. Moreover, excellent instruction and well-designed curriculum may not guarantee satisfactory study outcomes for students who lack drive. Success in language acquisition can be achieved by having a positive outlook on learning and being highly motivated. Additionally, Fithri (2018) also narrated that instrumental motivation dominated when it came to learning English. It is also clear that internal motivational variables play a significant role in motivating EFL students to learn. The amount of students' motivation to study a second or foreign language has frequently been examined in research using attitude as a measure. The attitude was addressed as a construct in this research under either integrative motivation or instrumental motivation (Lai & Aksornjarung, 2018).

Hismanoglu and Uz (2021) evaluated that the concept of time management is focusing and using time wisely. Hence, learners should schedule all their tasks and responsibilities in accordance with the time. When a learner implements all his responsibilities in accordance with the time, regardless of his age or the type of work he is doing, he becomes more disciplined, well-organized, and effective. Everyone, even students, must learn how to manage their time effectively. How well students manage their time and how they do so are influenced by a variety of things.

Cyril (2015) explored that the crucial component of learning a language is managing your time. Foreign language learners should emphasize honing their time management abilities since effective time management is essential for success in learning a foreign language. Students typically have hectic and stressful lives because of going to class, doing their homework, and getting ready for exams. They also have their own daily routines and social life. Finding the time to do all these things, though, may be difficult and exhausting. The ability to effectively manage their time should be learned by pupils at this point. Possessing effective time management techniques can help to lessen worry and procrastination (Khan et al., 2016). These results were in line with those of a study by Chanpisut (2018), which showed that students' overall time management skills were reasonable.

Farooq et al. (2020) aimed to explore students' attention which was frequently diverted during the online teaching and learning process because of their previous experience dealing with the problem at home and issues with their internet connection. It may be challenging for professors to monitor and maintain students' participation in both asynchronous and synchronous situations because the delivery method is totally digital. The crucial word is concentration, which is pressured and anxious to continue an online course due to internet issues. It interferes with learning concentration. The data excerpt demonstrates concentration, but it

also suggests that emotional engagement is also impacted, given that one of the measures of emotional involvement is a positive emotion and general feeling. Students were positively engaged and focused on remote independent language learning platforms.

Irzawati (2021) described that student engagement is the key factor influencing how pupils think critically. Students will get higher learning outcomes if they show strong performance in each engagement-related area. To engage pupils in all facets of engagement, it was also recommended that teachers consider their teaching strategies. Instructors are advised to be more understanding of pupils who are unable to use and are unfamiliar with online language learning tools. In addition, pupils thought that learning on digital platforms had favorable effects.

### **2.1 Domain of Inquiry**

The purpose of this phenomenological study is to describe the challenges of English Language Learners towards Remote Independent Study at Jefferson Union High School District Daly City, California.

Specifically, aims to answer the following questions.

1. What are the challenges of English Language Learners towards Remote Independent Study?
2. What significant themes can be drawn from the challenges of English Language Learners?
3. What theory may be developed based on the significant themes formulated?

### **3. Methodology**

This phenomenological qualitative investigation was carried out to investigate a phenomenon that occurred among foreign language learners. Phenomenology emphasizes the value of an individual's perspective and interpretation, and that follows "a paradigm of personal knowledge and subjectivity" (Karstensen et al., 2020). Six students who were learning foreign languages participated in this study, which was carried out in English-speaking departments. They agreed to participate voluntarily. The researcher began by closely observing their classes before letting the students know that she would be conducting a study on the difficulties that students have learning English. The researcher then asked who would like to participate in the study, and 6 students said they would be open to it. All respondents who were permitted to participate in this study were students who struggled with their English-language acquisition. Identifying or choosing people who are experiencing the study's phenomenon as participants are known as "purposeful sampling" (Palinkas et al., 2015).

#### **3.1 Research Design**

The challenges that English language students have experienced towards independent remote study are investigated by the researchers using a qualitative research method called phenomenological research design. English language learners are interviewed, and information provided by the researcher is gathered and summarized.

#### **3.2 Location of the study**

The study was conducted at Jefferson High School in Daly City, California, and served as the study's location. With easy access to transportation, a comfortable temperature, and four distinct seasons, Jefferson High School is situated in the heart of Daly City.

#### **3.3 Data Collection**

To understand some of the difficulties faced by EL students when engaging in independent remote study, this study uses semi-structured interview guides or questionnaires. It primarily comprehends students' sustained attention, time management, motivation, and challenging attributes of English language learners.

#### **3.4 Research Instrumentation**

Participants' information was gathered using a semi-structured interview for this study. The interview was chosen to obtain extensive participant data (Newton, 2010). The interview includes questions about the difficulties pupils have studying English and how they deal with those difficulties. To find the answers to the research questions, these questions were employed. The interview session was recorded during the data collection procedure, and it was afterwards transcribed and then analyzed.

The following questionnaires were used to gather information on the respondent's challenges.

Preliminary Question:

1. How are you today?
2. How was your week so far?
3. Are you in a good space to start with our interview?

Main Questions:

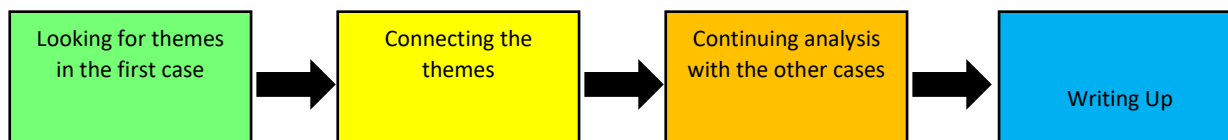
1. How do you manage your time learning English as a second language?

2. How do you manage your distractions in learning the English language?
3. How do you find yourself using technology in communication?
4. How driven are you to learn the English language?
5. What have been the most challenging attributes of an English learner?
6. Are there any concerns on the areas of need that we need to be aware of?

### 3.5 Data Analysis

In analyzing qualitative data, Interpretative Phenomenological Analysis approaches were utilized to analyze the data after participant information had been gathered. The steps in analyzing the qualitative data were adopted from (Larkin and Smith J 2021), looking for themes in the first case, 2) connecting the themes, 3) continuing analysis with other cases, and 4) writing up.

Table I. Interpretative Phenomenological Analysis



### 3.6 Ethical Considerations

The conduct of the study complies with fundamental ethical standards. With the school principal's approval, the researchers had the legal right to conduct the study. The study's methodology and goals were presented to the school's principal during a personal visit by the researchers. For each person identified throughout the study to participate successfully, a permission form must be given to them when the request form is authorized.

Before being administered, research questions were reviewed, and it was made sure that no one would suffer any sort of bodily or psychological injury throughout the interview. The participants were informed by the researchers that the recordings would only be used for research and not for sale to protect their privacy. Additionally, study participants' opinions were acknowledged by researchers and taken into consideration.

### 3.7 Research Participants

There were 6 English language learners among the participants. 14% of the total student population in the school is made up of English language learners. Our pupils are primarily from the Philippines, El Salvador, Guatemala, Yemen, Brazil, Burma, and China. The author specifically conducted interviews with EL students at Jefferson High School and worked to have a diverse range of study content to assure the diversity and impartiality of the research findings. The participants were identified by their initials, and data privacy was taken into consideration.

## 4. Results and Discussion

The following section presents the background information about the results of the interviews that were conducted. The results are divided into three primary themes: sustained attention, time management, and motivation. The participants from the two main schools in Jefferson Union High School District were identified by their name initials.

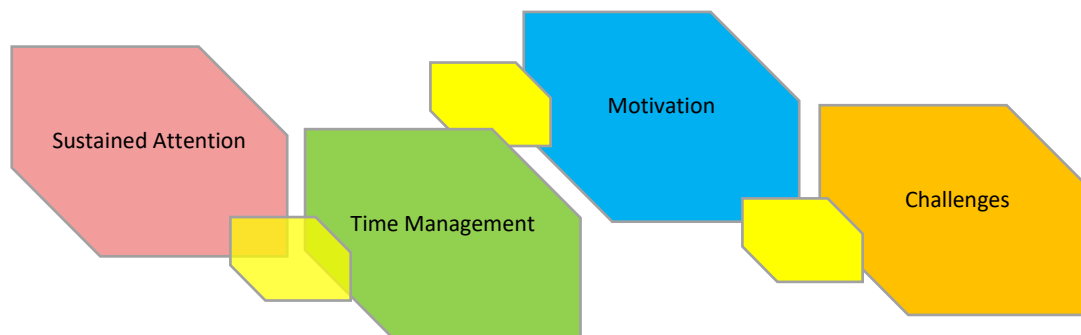


Table II. A summary of initial themes of the challenges among English Language Learners because of phenomenological inquiry. Developed by the researchers (02/20/2023)

#### **4.1 Theme 1: Sustained Attention**

The Sustained Attention category determines the participant's challenges when it comes to learning the English language in a remote independent study. In this category, three supporting themes surfaced; (I) reading books for critical learning, (II) focusing on working independently without using any gadgets, and (III) video games are a mindless distraction.

Sustained Attention is the basic ability to look at, listen to and think about classroom tasks over a period. Without attention, new learning simply does not happen, and issues of understanding and memory are of no relevance. Attention in the classroom results from a combination of the child's internal ability to sustain attention and the "attention getting" power of the lesson material (Jongman SR et al., 2015).

Two of the respondents added that video games are a distraction. According to Nordby et. in 2019, playing video games has been associated with procrastination and is seen as a severe problem among young people. One of the reasons why video games might be related to procrastination is their ability to offer instant gratification and feedback while at the same time offering distractions from less tempting and rewarding tasks. Some respondents divert their distractions by reading books to improve their critical thinking. In foreign languages, primary school children can learn a lot of things through games, watching cartoons and other ways. However, diversion from reading books is something which is useful and which benefits students in numerous ways.

Reading English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. Sustained attention has been a great factor for students not to be able to focus and become productive, maintain a persistent response and continuous effort over extended periods of time. Video games, diversion of distractions, and focus independent learning are the inherent themes that have been drawn among respondents' responses.

#### **4.2 Theme II: Time Management**

The time management category determines the participant's challenges when it comes to learning the English language in a remote independent study. In this category, four supporting themes surfaced; (I) language application outside school, (II) listening to music and interpreting the meaning of the lyrics, (III) watching movies with English subtitles, and (IV) online platforms for correcting grammar using any gadgets.

Time management is a skill that includes self-evaluation, planning, discipline, and daily activity changes to attain a certain objective (Charokar et al., 2022). Time is non-renewable, non-replaceable, and finite. According to Franklin et al. (2019), time management is crucial for students during their learning process so that they may effectively manage their activities. A student's primary goal is to study and strengthen their thinking skills.

Learning the language at home has a huge impact on a student's progress. According to Nag et al. (2015), assistance with homework, reading and revising mainly focused on the need to know that children had additional work from school which they could attempt and complete with the assistance of household members ... illiteracy may have incapacitated parents' attempts at promoting literacy activities among their children in grades 1–3". When students have connectivity of language development at home and can practice language, it is easier for them to manage their learning and could help their academic skills progress.

On the other hand, managing time in learning a language has been concluded to be destruction, but for some, technological influence has led students to maximize learning the language. Additionally, listening to music is something that thousands of people use in their everyday lives. Whether that be while they are working, studying, relaxing, or doing something else, music is very universal and seen almost everywhere you go. Additionally, Simoneau, J. (2022) explains that listening to background music while performing tasks improves brain functions and creative thinking, helps one relax, relieves mental stress, and increases task efficiency. Studies show that if students listen to music, they are more likely to be productive and focused (Umuzdas, 2015). When people listen to music that has a lot of varying rhythms, especially upbeat music like pop, country, or rap, the students are more prone to focus on the music and melody behind the song as opposed to the content they are studying.

Although students' study preferences entirely depend on the student, it is generally not recommended that one studies with music. Music is so widely used today since it is so easily accessible from our smartphones. While this is a great feature, many students believe that listening to music can be a good way to block out noise. It can transform practices and build new expectations regarding school home communication, and It is evident that educators consider that class-home connection is a key predictor of academic success and would enhance students' productivity.

### **4.3 Theme III. Motivation**

The participants expressed their level of motivation for learning English in this section. The key to a successful learning process is motivation. There are specific definitions of motivation offered by different professionals. According to Pratama et al. (2021), students' motivation is viewed as a crucial element to their success in learning English.

The results of the interview showed that the students were driven because they believe that learning English is vital because it is a global language. They also believe that learning English may help them communicate more broadly and be useful in many aspects of their lives. Unquestionably, receiving support during learning can affect how well one learns. Some participants in this study acknowledged that the support of their inner and outer circles had a positive impact on their motivation to further their language acquisition. For their performance, the support of their immediate circle, especially the parents, is crucial. Not only do they provide financial support, but they also serve as a memory of any events. Friendship support is essential from the standpoint of the students' social network. Outside of family, one of the roles of friends is to provide information and incentive. Some children have difficulty communicating their learning difficulties to their relatives. They feel more at ease discussing it with their friends.

### **4.4 Theme IV. Challenges**

According to the data, students had trouble adjusting to a new language, which caused them to face difficulties. The issues that they had in their studies were discussed in this section by the participants.

#### **4.4.1 Problem with Pronunciation**

According to Djurayeva, Y. A. (2021), "Pronunciation is a basic and essential ability required for individuals who desire to use English as a language of communication." In other words, pronunciation is a crucial aspect of communicating in English with others. It takes time and effort to learn English as a second language since we must first comprehend what others are saying. It is also challenging because English has a unique accent and pronunciation. A person needs to be completely committed, completely involved, completely physical, completely intellectual, and completely emotional to transmit and receive communications in a second language.

The results showed that pronunciation was an issue the participants had. They stated that because words are pronounced differently when spoken and written, it was difficult for them to pronounce English words. Unquestionably, the influence of the speaker's first language is a contributing factor in this issue. Because the English terms were challenging to pronounce, some participants claimed that they lost interest in practicing the target language. According to Onishchuk et al. (2020), a student's first language has an impact on how they speak in the following ways: 1) sound: pronunciation acquisition depends on factors other than the phoneme, such as distinguishing characteristic, 2) Syllable structure: Learners tend to shorten their syllables by using consonant clusters and adding extra "epenthetic" vowels, typically to fit their native tongues. 3) Voice Onset Time: Students increasingly master the L2 technique of voicing stop consonants. 4) Intonation: Learners are still capable of differentiating tones. Their first language is impacted by their understanding of the second language.

#### **4.4.2 Difficulty in keeping up new vocabulary terms.**

Participants also struggled to retain new vocabulary terms. People cannot properly communicate and express their feelings in oral or written form if their vocabulary is insufficient. According to Susanto (2021), even someone with superb grammar will be useless if they do not have a wide vocabulary. Additionally, it supports the idea that studying vocabulary is a crucial component of learning a foreign language because it is hard to communicate without a wide variety of terms.

#### **4.4.3 Problem with academic writing**

Academic writing was tough for students. One respondent claimed that occasionally she finds it difficult to order her English words. She needs to finish her worksheet but is unsure of what to write because she occasionally does not understand. Academic writing can be challenging for many students, as is well recognized. Even when they write in their native tongue, academic writing is still difficult for them because they need to have solid writing abilities in terms of organization and content-related components as well as the capacity to transmit ideas effectively, accurately, and smoothly (Ceylan, 2019). Additionally, developing effective academic writing skills is difficult and takes time. It also noted the importance of using one's first language when writing. As a result, EL learners struggle twice as much because they must not only write academically but also in a foreign language (Zhang et al. 2019).

#### **4.4.4 Problem with Grammar**

Grammar is said to be a significant asset in understanding a language's structures; hence it plays a crucial role in learning a new language (Saaristo, 2015). To develop a language that is understood, grammar is defined as a system of rules that are utilized to interpret a language correctly (Zhang, 2013).

Grammar is the most difficult problem they face due to the diversity of their languages and structural systems. Given the large number of words in dictionaries and the participant's sometimes inability to organize the English-language vocabulary, they claimed to have the most trouble learning all the new terms and phrases (Participants 1 and 3). Some words, such as read and read, have the same spelling but different sounds. Though they sound different, they spell the same. Correcting pronunciation, idioms and slang, linguistic differences, and spelling are the most difficult aspects of language learning.

#### ***4.4.5 Time Management***

Time management is utilizing your time productively and effectively. It could also be viewed as the ability to complete all your tasks without becoming overburdened.

Proposition: *Students with excellent time management have a strong foundation for self-control and independent learning.*

Time is viewed as a valuable resource in the modern world that can be divided and used indefinitely. Each student needs to be able to manage their time effectively, which involves defining objectives and goals, using time management tools, and being organized. Time management is vital, particularly for high school students, because it will improve their performance and grades (Sultana et al. 202). According to previous studies, one can manage their time effectively and competently by keeping time logs, prioritizing tasks, defining short- and long-term goals, creating to-do lists, setting up their workplace, and keeping track of their activities. Studies have shown that time management has a good effect. Time management abilities have been demonstrated to positively affect student learning and outcomes, and according to Darby (2019), the ability to effectively manage one's time is the cornerstone of a student's ability to develop successful study habits and methods. Students who can set realistic work goals for themselves and develop time management strategies provide a self-regulatory framework for their approach, effort, persistence, and time management (Adams et al., 2019). Every student should master and be familiar with this talent to improve because time management is an art (Broadbent, 2017). The research found that students' time management abilities have a significant impact on their learning. To be more responsible and active learners, finish assignments on time, and participate in class activities, students need to manage their time and information effectively (Dorsah., 2021). According to the pertinent literature, students should begin developing their own time management skills during their primary school years by reading about the topic or using the framework of psychological counseling and guidance studies implemented in classrooms. They should also adopt efficient time management attitudes and techniques to control how and where they spend their time (Nigussie, T. 2019). Time management techniques do affect independent learning, but that is not their only impact. Additionally, it was discovered that the students who used goal-oriented time management techniques had improved overall academic performance.

#### ***4.4.6 Motivation***

Lai (2018) defines motivation as the causes that underpin behavior that is defined by willingness and volition. There are several closely related ideas, perceptions, values, interests, and behaviors that go into motivation. However, by receiving inspiration, pupils would be energetic in their learning and driven to study English effectively.

Proposition: *Strongly motivated students have shown a great deal of zeal for learning English.*

Teachers should understand the importance of motivation in students' language acquisition, and by making some adjustments, they can assist students in becoming more motivated (Purnama, 2019). There are several definitions of language learning that can be used to motivate. Shohsanam (2022) noted that motivation in second language learning is highly challenging. This can be defined in terms of students' communication needs and attitudes toward the community speaking a second language. Additionally, Nguyen (2019) defined motivation as a crucial element or factor in the learning process. Learning and motivation are equally crucial for achieving something. Learning enables students to acquire new information and abilities and encourages or pushes them to complete the learning process.

It has been the subject of academic research from a range of areas since motivation is a complex concept with numerous sides. Furthermore, studies emphasized that "motivation is a very difficult phenomenon with various facets...therefore it is not possible to develop a simple explanation." This is because motivating expressions have been viewed from a wide variety of angles. According to the behavioral approach, the expectation of reward is all that motivates people and is more closely associated with the decisions learners make regarding the experiences or goals they will pursue or avoid, as well as the amount of effort they will put forth in that regard, according to the cognitive perspective.

Students who are motivated are likely to learn more quickly than students who are less motivated, according to Wilmolmas, R (2013). Less motivated pupils are more prone to become distracted, misbehave, and cause discipline issues in a particular learning environment. On the other hand, kids that are more highly driven will engage in an activity or task actively and pay greater attention to it. Motivation has a great impact on the learning process.

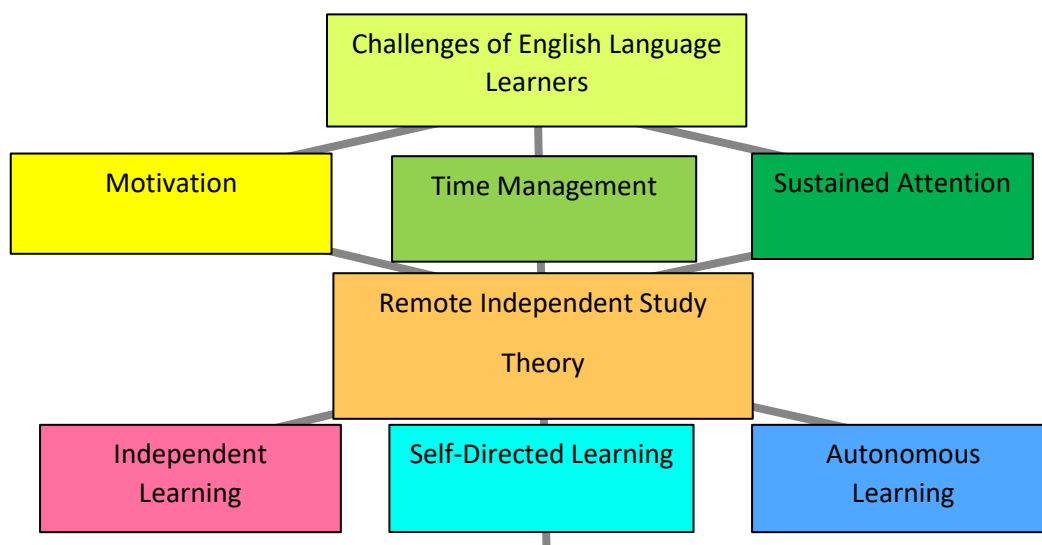


Table III. Remote Independent Study Diagram

## 5. Conclusion (Theory Development)

Our practice is guided by effective theory, which makes the instruction more efficient for students (Saba, 2009). An effective theory that provides instruction that is personalized encourages independent learning and offers the right support (teaching), all of which may increase the instruction's effectiveness for the student.

### 5.1 Embedding R.I.S. Theory

As the pandemic continues to spread and harm the school, learning has been a concern in these COVID times. Within the health and safety constraints of the COVID-19 pandemic, the changes are intended to guarantee access to in-person instruction for all students, provide a pathway for continuous instruction for students exposed to or infected with COVID-19, and elevate the flexibility inherent in Independent Study to enable a robust instructional program that supports continuity with in-person instruction using remote learning instructional strategies.

In the independent remote study, a learner accumulates knowledge and develops the capacity for inquiry and critical evaluation. Independent learning, self-directed education, and autonomous learning are linked to independent remote study theory. Independent remote study is self-directed learning in which the learner determines what to learn, how much they want to know, and the methods/processes used to acquire that knowledge. The key to student success in their education is having the abilities, time management skills, and attitudes to take responsibility for one's own learning. However, we have no control over a student's particular level of effort, level of commitment to learning, or willingness to take advantage of the learning possibilities at hand. These are elements of the educational process that the students themselves must manage. We have a professional obligation as high school teachers to provide our students with the best learning environments possible, but students must be dedicated to their own academic achievement.

The idea of self-regulated learning is at the heart of Charles Wedemeyer's Theory of Independent Study (1975). Independent study, according to Wedemeyer, is one in which the student and teacher are not near one another. Writing or another form of media is used to conduct the usual activities of teaching and learning. Individualized instruction is used. The student's action serves as a means of learning. The student's personal surroundings make learning convenient for them. The student is in control of how quickly they advance and is allowed to stop and start at any time.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

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**LOLLY BETH A. JUSTINIANE** is grateful and humbled to have her study work published. She acquired her undergraduate degree at Cebu Normal University. She graduated with a master's degree in education with a Mathematics concentration from Cebu Technological University in 2018. She is currently pursuing her Doctor of Philosophy at the University of the Visayas with a focus on Research Management and Development. She worked as a secondary Math teacher at Academia de San Pedro Calungsod, formerly Siena School of Naga, from 2010 to 2014. From 2013 to 2015, she also taught high school Math at Pardo Night High School. After a year, she made the decision to go back to teaching, her first love. She was employed and given a job at Sinsin National High School, a public school in one of Cebu City's Mountain barangays. She currently teaches mathematics to students in grades 9 through 12 at Jefferson High School in Daly City, California. She demonstrates her concern for her students by building relationships with them and trying to help them discover their skills and ambitions so they can have the same confidence in themselves as she does.

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