# TEACHER'S ROLE IN READING INSTRUCTION OF K TO 3 STAGES DURING MODULAR DISTANCE LEARNING

Irene Jean A. Estoque

Author

January 07, 2022

Date Completed

**ABSTRACT**

The COVID-19 pandemic has caused countries to lockdown. Like all other affected sectors, educational institutions have also been affected and closed to sustain the spread of the virus. With this situation, the Department of Education adopted the Basic Education Learning Continuity Plan and implemented the Modular Distance Learning (MDL) modality to continue education despite the pandemic. Printed distance learning modality was implemented where Self-Learning Modules are used as a medium of instruction. This modality brought a significant challenge to teachers and learners, especially in teaching reading in the lower grades. This study aimed to understand teachers' role in reading instruction in Kindergarten to Grade III during Modular Distance Learning (MDL). This study found out that Modular Distance Learning affects teachers' role in reading instruction given the learners' learning style at this stage, the reading skills to be mastered, and the current learning modality. Teachers now become the facilitators of reading instruction in this modality, while learners' parents or guardians become direct reading teachers. Therefore, parents or guardians must master reading skills. There is a collaboration between teachers and parents or guardians to implement reading instruction in modular distance learning effectively. The researcher recommended that teachers provide appropriate reading instruction assistance to the parents and appropriate reading materials and interventions.

**INTRODUCTION**

Novel coronavirus, also known as COVID-19, was declared an international concern for public health by the World Health Organization (WHO) last January 12, 2020. In response, most countries were on lockdown to prevent the spread of the virus. The educational system around the world has been severely affected by the COVID-19 pandemic. Most countries temporarily closed schools, colleges, and universities to contain the virus and reduce infections. (Tria, 2020). Face-to-face classes have been suspended, which hinders the learners and teachers from social for a meaningful teaching and learning process. The 1987 Constitution states in Article XIV, Section 1 that the government shall uphold and protect the right of all Filipino citizens to quality education and take appropriate means to make education accessible to all. This right must always be sustained even during the COVID-19 national emergency. Moreover, DepEd is " vested with authority, accountability, and responsibility for ensuring access to promoting equity in, and improving the quality of basic education." as stated in Republic Act (R.A.) No. 9155, known as "Governance of Basic Education Act of 2001".Thus, the Department of Education (DepEd), with the directive of DepEd Secretary Leonor Briones, implemented the Basic Education-Learning Continuity Plan (BE-LCP) as an urgent response to continuing education amidst the threat imposed by the COVID-19 virus. (Montemayor, 2020) .

In BE-LCP, educational instruction shifts from traditional face-to-face classroom learning into Modular Distance Learning (MDL) modality to achieve DepEd's vision and mission to provide quality education to Filipino learners. (Dangle and Somaoang, 2020)

Learners in the MDL undergo individualized instruction using printed or digitized Self-Learning Modules (SLMs), depending on the availability of the modality. Teacher-made SLMs must be aligned with the Most Essential Learning Competencies (MELCs), a compressed version of the most relevant competencies of the basic education curriculum. This approach ensures that teachers continue to deliver education safely and learners continue learning safely in their homes.

On the other hand, reading is one of the most essential and critical skills that should be developed at an early age of every learner. It is introduced in kindergarten then emphasized in Grade III. So, to address this, the Department of Education enforces the "Every Child A Reader Program (ECARP), which ensures that every child can read by the time they reach Grade III. However, the new learning modality is at stake teaching reading in K to 3 stages. Therefore, this study will seek to know the role of teachers in reading instruction of Kindergarten to Grade III learners during the Modular Distance Learning (MDL) modality.

## REVIEW OF RELATED LITERATURE

Education is vital in molding everyone's future. Literacy is the utmost priority in government and private institutions in the Philippine setting. (Cristobal, 2015). Reading is essential. It is a fundamental skill and an essential tool for learning. (Echauri and Torno, 2017). According to Alvermann and Montero (2003), "Reading is the process of deriving meaning from a written or printed text." It involves an intricate process with many components. In connection, Armbruster et al.(2001) emphasized that phonemic

awareness, phonics, vocabulary, fluency, and comprehension are considered the basic reading skills to be mastered. Reading skills like phonemic awareness, phonics, and fluency affect children's early reading development. He needs first to master the reading skills to learn each reading area. (Alvermann and Montero,2003). Further, Gove, A. and Cvelich, P.( 2011) suggest that children need to read early to succeed in school. Reading is a prerequisite for higher learning, and the best opportunity to teach children with reading skills is as early as possible, most specifically in the K-3 stage.

However, with the shift from face-to-face classroom instruction into remote learning delivery, developing reading in remote instruction poses a big challenge for teachers and learners. According to Mataac (2021), Modular Distance Learning affects the reading development of beginning readers. In the study conducted by Dargo and Dimas(2021), it was found out that learners' academic performance has decreased after the implementation of Modular Distance Learning (MDL). Face-to-face learning modality was more beneficial and more effective in children's learning. Because of this, DepEd leaders find ways to train and enable teachers and school heads to become more effective in modular distance learning modalities. (Bagood, 2020).

Teachers play a significant role in the continuous delivery of quality education amid the pandemic. The study of Lapada et al. suggests that teachers were highly aware of the challenges caused by the COVID-19 pandemic. (2020) Teachers continue to formulate Self-Learning Modules(SLMS) to facilitate remote instruction. Teachers now become the facilitator of students' development, both in the community and society. (Martineau et al., 2020). However, Malipot (2020) stressed that teachers have also encountered problems implementing modular distance learning. The study conducted by Ambayon (2020)

emphasized that modular instruction is more effective in the teaching-learning method compared to the usual teaching approaches since the students learn at their own pace in this modular approach. This learning modality focuses on a student-centered learning approach since it is a limitless self-learning style in which immediate reinforcement, a comment is provided to practice exercise, which stimulates the students and builds curiosity in them. Hence, this kind of learning modality increases the student-centered approach in learning. However, the implementation of modular instruction fostered various challenges to teachers, students, and parents, especially in teaching reading in the early grades.

Children's literacy development and positive attitude towards learning are significantly affected by teachers. (Echauri and Torno, 2017) Motivated readers become better readers by reading more and using complex cognitive strategies. The teachers' expectations and relationships with their students affect students' learning. Numerous research studies in literacy support that students academically succeed when they feel welcomed, esteemed, and provided with materials that challenge them thus, enhancing their knowledge, experiences, and interests. This concept stresses the importance of expectations and relationships between teachers and students in a classroom.

Research on teaching suggests the importance of the active teacher in promoting learning. Newark(2004) states that active teaching in early grades reading creates a supportive instructional environment through teacher-directed instruction and independent practice where students share responsibility for classroom management. Focus on skill development and strategies is essential for reading success. Therefore, having a face-to-face classroom encourages more effective reading development since

learners become connected to listening, speaking, and writing and are applied strategically according to context and purpose. Newark added that scaffolded instruction should be incorporated to engage learners in reading actively. Reading instruction should be structured in an experiential learning strategy, much like a rehearsal as they (a) observe modeling by the teacher, (b) participate in guided practice, and (c) try out new strategies and skills on their own. Teacher modeling involves teacher self-talk and demonstrations of how to do the cognitive work of reading. This interaction and proper modeling are essential in developing reading in early grades.

Moreover, it is crucial to measure reading outcomes to identify the problem and formulate appropriate interventions as needed. In this way, reading improvement is monitored. (Gove, A. and Cvelich, P.,2011) In addition, reading programs can involve face-to-face and technology-enabled distance learning methods to demonstrate specific pedagogical skills for teaching alphabetic and comprehension, for instance.

**RELATED STUDIES**

Many journal articles stressed that the reading habits and interests of students are affected by teachers. Teachers need to adapt reading instruction to match their students' current development in reading,  knowing that children will have less time developing as they progress, and rehearsing some skills and more time on others (Echauri and Torno, 2017)

Kennedy et al. (2012) concluded that early literacy development follows a comprehensive model in a recent research report.  This model uses a range of language and print-related skills emerge in a mutually supportive fashion with development in one

area promoting and supporting development in others". Moreover, several studies have proven that specific skills predict reading performance during primary school years during the preschool years. (Caravolas et al.,2014). Additionally, since children are now active technology users, Korat (2010) suggested that children can be provided with fun and engaging reading materials using well-designed technology tools carefully chosen by parents and teachers. Furthermore, the result of a study on "Reading performance of grade six pupils in sultan Kudarat-I district, Maguindanao II division" conducted by Kalanduyan (2014) highlighted that learners' reading development could be enhanced through teacher's instructional competency.

With the adoption of Modular Distance Learning, where Self Learning Modules were utilized as a medium of instruction, effective reading development, especially in the lower grades, is challenging. Mataac(2021) concluded in his study that Modular Distance Learning affects the reading development of Beginning Readers due to parents' lack of training to teach reading professionally. Reading development during MDL is also affected by limited reading resources and poor reading implementation at home. Based on the result, teachers are encouraged to use different reading techniques in teaching beginning readers.

According to Nardo (2017), using modules encourages learning independence. Using modules helps learners develop self-study skills. Students are involved in learning because of the concepts presented in the module. Learning modules make the students get involved in learning. A sense of responsibility is developed as they accomplish a task independently. The learners learn independently because of minimal or no assistance

from others. They are learning how to learn; they are empowered. To become proficient readers, they need to develop mastery and eagerness to read. (Seitz,2010).

Further, Tunde(2014) recommended that teachers make an effort to become effective reading facilitators. In connection, Mataac (2021) proposed that teachers plan reading intervention and implement it to focus on reading development concerns among Beginning Readers. In this way, the level of home reading implementation and the reading development of beginning readers can be increased. Parents must also develop positive collaboration with teachers to ensure effective reading instruction by monitoring and guiding their children in their reading activities and interventions in modular distance learning.

**CONCLUSION**

Based on the studies and the researches anchored in this study, the following conclusions can be drawn:

1. Reading instruction in beginning reading involves mastery of phonemic awareness, phonics, vocabulary, fluency, and comprehension.

2. Modular distance learning affects the reading instruction in the K to 3 stages, given the learners' learning style and the mastering of reading skills.

3. Teachers significantly affect the reading development of beginning readers.

4. Teachers become the facilitators of reading instruction during MDL; therefore, engaging and effective reading activities and intervention must be provided to ensure effective reading development.

5. Parents' and guardians' involvement is substantially crucial in modular distance learning modality since they are now the direct reading teacher in modular distance

learning modality. Mastery of reading skills should be given importance by the parents or guardians who have mastered reading to implement reading instruction effectively.

6. Collaboration between teachers and parents or guardians is vital in reading instruction.

**RECOMMENDATION**

Based on the drawn conclusion, the researcher recommended the following:

1. School Administrators

They must allocate budgets subjected to the school MOOE or local funds for printing reading materials like CV/VC/CVC word patterns, Marungko pattern, CLAVERIA pattern, short stories, and other reading materials. They should also allocate funds for internet connection allowance and gadgets like laptops to be used by teachers in making video lessons and technology-based reading materials.

2. Teachers

Prepare printed and digital reading materials and reading video lessons for the parents to use in home-based reading instruction. Teachers must also prepare appropriate reading intervention to address the reading development concerns among K-3 stage readers. In addition, teachers must guide the parents or guardians by conducting parent workshops or webinars about basic reading skills like phonology and phonemic awareness and proper reading instruction.

3. Parents and guardians

4.                Collaborate with teachers in implementing reading instruction during MDL through constant monitoring and guiding the learners.

5. Learners in the K to 3 stage

                Develop home reading habits and appreciate reading materials given by teachers.

**REFERENCES**

Acala M. & Castroverde, F. (2021). Modular distance learning modality: Teachers' challenges in teaching amid the Covid-19 pandemic. International Journal of Research Studies in Education. Volume 10 Number 8, 7-15 DOI: 10.5861

Alvermann, D. E. & Montero, M. K. (2003). Literacy and Reading. In Encyclopedia of Education (Vol. 4, pp. 1513-1518). New York: Macmillan.

Ambayon, E. (2020). Modular-based approach and student's achievement in literature. International Journal of Education and Literary Studies, 8(3). https://doi.org/10.7575/aiac.ijels.v.8n.3p.32

Armbruster, B. B.et al. (2001). Put Reading First: The research building blocks for teaching children to read: Kindergarten through grade 3. Washington, DC: CIERA.

Bagood, J. B. (2020). Teaching-learning modality under the new normal. Philippine Information Agency.

https://pia.gov.ph/features/articles/1055584

Bukowiecki, E. M. (2007). Teaching children how to read. Kappa Delta Pi Record, 43, 58-65.

Brophy, J. Teaching. Brussels, Belgium: International Academy of Education; Geneva, Switzerland: International Bureau of Education. Retrieved January 2009 from www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac01e.pdf

Caravolas, M., Lervåg, A., Mousikou, P., Efrim, C., Litavský, M., Onochie-Quintanilla, E., et al. (2012). Common patterns of prediction of literacy development in different alphabetic orthographies. Psychological Science, 23, 678–686.

Cristobal, L. (2015). Literacy in the Philippines: The Stories behind the Numbers.https://www.literacyworldwide.org/blog/literacy-now/2015/08/06/literacy-in-the-philippines-the-stories-behind-the-numbers

Dargo, J.M. & Dimas M. (2021). Modular Distance Learning: Its Effect on Learners' Performance in the New Normal. Journal of Education, Teaching, and Learning Volume

6 Number 2. Page 204-208 p-ISSN: 2477-5924 e-ISSN: 2477-8478. Accessed from: https://journal.stkipsingkawang.ac.id/index.php/JETL/article

Dangle, Y. R. P., & Sumaoang J. D. (2020). The Implementation of Modular distance Learning in the Philippine
Secondary Public Schools. 3rd International Conference on Advanced Research in Teaching and
Education. Retrieved from https://www.dpublication.com

Echaure, J & Torno, V.(2017). Developing the Reading Literacy among Grade I Learners in the Philippines. International J. Soc. Sci. & Education 2017 Vol.7 Issue 2. Retrieved from: http://www.ijsse.com

Gove, A. and A. Wetterberg. 2011. The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy. Research Triangle Park, NC, USA: Research Triangle Institute. Accessed from: https://files.eric.ed.gov.

Kalandayag, S. (2014). Reading performance of grade six pupils in sultan Kudarat-I district, Maguindanao II division. Cotabato city State Polytecgnic College. Cotabato City.

Kennedy E. & Shiel, G. (2012). Raising literacy levels with collaborative-site professional development in an urban disadvantaged school. The Reading      Teacher, 63(5), Special Themed Issue on Urban Education. Delaware, U.S.A.: International Reading Association

Lapada, A. A., Miguel, F.F., Robledo, D. A. R., & Alam, Z. F. (2020). Teachers' covid-19 awareness, distance

learning education experiences and perceptions towards institutional readiness and challenges.

International Journal of Learning, Teaching and Educational Research, 19(6).

https://doi.org/10.26803/ijlter.19.6.8


Malipot, M. H. (2020, August 4). Teachers air problems on modular learning systems. Manila Bulletin. Retrieved

from https://mb.com.ph/2020/08/04/teachers-air-problems-on-modular-learning-system/


Martineau, M. D., Charland, P., Arvisais, O., & Vinuesa, V. (2020). Education and COVID-19: challenges and

opportunities. Canadian Commission for UNESCO. Retrieved from

https://en.ccunesco.ca/idealab/education-and-covid-19-challenges-and-opportunities


Mataac, J. (2021).Impact of Modular Distance Learning and the Reading Development of the Beginning Readers.https://ijrp.org/paper-detail/1870 Volume: 75,  Issue: 1, April Published Date: 01 May 2021

Publisher Name: IJRPDOI: 10.47119/IJRP100751420211869

Montemayor, M.T. (2020). Education goes on amid COVID-19 thru DepEd's continuity plan. Retrieved from: https://www.pna.gov.ph. (Accessed 19/06/2021)

Seitz, Lindsey. (2010). Student Attitudes toward Reading: A Case Study Shuying, A. (2013). Schema Theory in Reading. Theory and Practice in Language Studies. 3. 10.4304/tpls.3.1.130-134

Newark, D. E. (2004). International Reading Association. Preparing reading professionals (chapters 2–4).

Tria, J. Z. (2020). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. https://www.researchgate.net/publication/341981898_The_COVID19_Pandemic_through_the_Lens_of_Education_in_the_Philippines_The_New_Normal

Tunde, A., (2014). Effect of Visual Illustrations of Difficult Words on Junior Secondary School Students' Performance in Reading Comprehension Tests in Ilorin, Nigeria. In Wale Adegbite and Billy Olajide (Eds.) English in the Nigerian Environment: Emerging Pattern and New Challenges.

Unoh, S.O.(1983). Sense and Nonsense in Developmental Reading Programme. In Literacy andReading in Nigeria. RAN. 1, 145-156

World Health Organization. 12 February 2020. COVID-19 Public Health Emergency of International Concern (PHEIC) Global research and innovation forum. https://www.who.int/publications/m/item/covid-19-public-health-emergency-of-international-concern-(pic)-global-research-and-innovation-forum.