



# INSIGHTS OF TEACHERS AND HOME LEARNING FACILITATORS ON READING SKILLS OF LEARNERS DURING DISTANCE LEARNING

PERLITA LLARENA- FEDERIO  
DANILO ESTIPONA DESPI

: *ANNUNCIATION COLLEGE OF BACON SORSOGON UNIT, INC.*  
*Magsaysay Avenue, Sorsogon City*

**Abstract.** The Division of Sorsogon City aims to eliminate non-readers and frustration level readers through different reading programs. This qualitative research evaluated the insights of teachers and home learning facilitators in improving the reading skills of learners using modular instruction during the Covid 19 pandemic. It revealed that most of the reading skills were poorly developed, and that teachers had limited time to visit their learners. Different strategies and activities were employed to develop the reading skills, such as modelling, segmenting and syllabifying, matching pictures with its names, unlocking of unfamiliar words, telling something about the picture, translating the unfamiliar words, asking comprehension questions, retelling the story, summarizing the story and other related activities.

**Keywords:** *Basic Education, Reading Skills, Reading Program, Literacy*

## INTRODUCTION

Reading is a cognitive process that involves decoding symbols and constructing meanings of words. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in person's personal life. It helps children learn to make sense of the world around them, build socio-emotional skills and of course imagination. Reading is a gateway to learning anything about everything and its utilization

will improve vocabulary and spelling skills. Teachers can help improve the reading skills among learners.

The Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP). This plan aims to

ensure the health, safety, and well-being of learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. It is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels. Schools can adopt one or a combination of learning delivery modalities, such as face-to-face, distance learning, blended learning, and home schooling. Distance Learning involves individualized instruction that allows learners to use self-learning modules or SLMs in print or digital format/electronic copy, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials.

The teacher takes the responsibility of monitoring the progress of the learners and may ask for assistance via e-mail, telephone, text message, etc. In the city of Sorsogon, most of the learners do not have access in the internet. The Modular Distance Learning approach to basic education is an emerging trend that shifts traditional method of instruction to an outcome-based learning paradigm, but the Comprehensive Rapid Literacy Assessment (CRLA) showed that most Grade 1-3 learners need refresher and only few are grade level ready. This is alarming, as reading is the basic tool to understand other learning areas.

This study determined the insights of teachers and home learning facilitators on reading skills of learners during distance learning. Specifically, it sought to answer the following questions:

1. What are the insights of teachers regarding key stage one learners reading skills during Distance Learning along:

- Phonemic awareness
- decoding skills
- vocabulary development
- reading comprehension

2. How do teachers develop the reading skills of the learners on key stage one using modular instruction particularly along:

- phonemic awareness
- decoding skills
- vocabulary development
- reading comprehension

3. What are the difficulties of teachers and home learning facilitators and solutions offered in developing the reading skills of the learners on key stage one along with:

- phonemic awareness
- decoding skills
- vocabulary development
- reading comprehension

4. How do teachers and home learning facilitators help develop the reading skills of the learners in key stage one?

5. What approach and learning strategies can be proposed to improve the reading skills of the learners in key stage one during Distance Learning?

This study used the phenomenological analysis to unravel the lived experiences of teachers and home learning facilitators in developing the reading

skills of key stage one learners along phonemic awareness, decoding skills, vocabulary development and reading comprehension. It further dealt on the different ways, strategies and activities, problems encountered and solutions offered and the different approaches in developing the reading skills of key stage one learners.

### Findings

After analyzing the results of the focus group discussion and interview with the teachers and home learning facilitators duly supported by the cited studies and literature, the following findings were drawn from the study.

Home learning facilitators cannot attend fully to the learning needs of the learners because their priority is to earn for a living. Some of them don't have the technical know-how in teaching beginning reading. Older brothers and sisters have their modular class too.

In as much as teachers wanted to do teaching fully, they cannot because of restrictions. They conducted home visits but in a very limited time only. Some of them capacitated the home learning facilitators but not a guarantee to teach fully the learners. The trainings were not enough. Some teachers shared video lessons on reading but not all have gadgets at home.

Teachers utilized different strategies and activities, different approaches to develop the reading skills of the learners but because of the very limited time they really cannot do what they wanted, besides some of the learners were not ready to absorb the things that they taught. Teachers had apprehensions too because when they conducted home visits they are putting their life at risk and also the learners that they visited.

### Conclusion

Based on the findings and interpretations presented, the researcher formulated the following conclusions:

1. The insights of teachers and home learning facilitators in developing the reading skills of learners during distance learning was poor. Most of the reading skills were poorly developed.
2. Teachers developed the reading skills of the key stage one learners by conducting home visits and explicitly teach the reading skills, capacitated some of the parents so that in their absence parents can assist to the learning needs of the learners and utilization of flash cards and other printed materials and even video lessons to those learners with gadgets at home.
3. Teachers and home learning facilitators encountered difficulties in developing the reading skills of learners using modular instruction like bad attitude of learners, poor retention of what had been taught, limited span of attention, unfocused, and some cheat.
4. Different strategies and activities were employed to develop the reading skills of learners using modular instruction like modelling in producing the letter-sounds, segmenting and syllabifying of words, matching pictures with its names, unlocking of unfamiliar words, telling something about the picture, translating the unfamiliar words, asking comprehension questions, retelling the story, summarizing the story and other related activities.
5. Different approaches were recommended by teachers like Marungko Approach, Fuller Approach, Coaching/Tutoring and Kartilya Method.

## Recommendations

1. Face to face classes implementation be conducted to ensure the development of the reading skills of learners along

phonemic awareness, decoding skills, vocabulary development and reading comprehension.

2. Continuous conduct of home visits, building capacity to home learning facilitators, utilization

of different printed materials, utilization of video lessons will be recommended to develop the

reading skills of the learners on key stage one using modular instruction.

3. Conduct of face to face classes will be recommended to eliminate or if not lessen the difficulties

encountered by teachers and home learning facilitators like bad attitude of learners, poor

development of reading skills and others.

4. Continuous utilization of the different strategies and activities in developing the reading

skills like using of flashcards, utilization of downloaded materials, creating word families,

playing decoding games, word search bingo, repetition and rhyme, story talk, shopping your

your way with words, dictionary words, making journal, using television to stimulate

reading and many more activities which can motivate the learners to learn to read.

5. Utilization of appropriate approach like Marungko Approach, Fuller Approach, Kartilya

Method, Shared Reading, Peer-Tutoring or Little Teacher, Phonics Approach, Whole

Language Approach, Language Experience approach, Multi-Sensory Approach, Read-

Aloud, Guided Reading, Independent Reading, Reciprocal Teaching and many more.