



Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality

April Joy U. Reodava

Abstract

This qualitative descriptive research employing phenomenological design described the lived experiences of students with reading difficulty under the modular learning modality in the new normal. The participants were the 5 students with reading difficulty who were purposively chosen based on inclusion criteria. The research instrument used in gathering the data was a semi-structured interview guide. Colaizzi's method of data analysis was used in interpreting the qualitative research data. Results of the study showed that participants cannot decode words that they see in the module and the comprehension is low. The lack of family involvement is one of the contributing factors why the participants failed to accomplish modules in the intended time. Some of the participants are confronted with the truth that their parents or siblings cannot help them in any way in reading or in accomplishing their modules. As a way of coping, participants relied on their peers to survive every module per week and frequently resorted to activities where they feel more productive and inclined to. They also used mobile apps to look for answers if they need to. To address the issues, a training program must be conducted to further capacitate the teacher to be effective reading teachers.

Keywords: *reading difficulty, modular learning, reading, phenomenological research*

Article History:

Received: May 22, 2023

Accepted: June 20, 2023

Revised: June 4, 2023

Published online: July 31, 2023

Suggested Citation:

Reodava, A.U. (2023). Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality. *Industry and Academic Research Review*, 4 (1), 415-419.

About the author:

Graduate of Bachelor of Arts Program major in English at Aklan State University, Banga in the year 2012 as Cum Laude. Passed the Licensure Examination for Teachers in the year 2013. She is currently teaching at Malinao School for Philippine Craftsmen since 2017 and finished her Master of Arts in Education major in English at Northwestern Visayan Colleges in 2023. Corresponding email: apriljoyureta@gmail.com

**This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



© The author (s). Published by Institute of Industry and Academic Research Incorporated.

This is an open-access article published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

Introduction

The number of students who reach higher levels of elementary education without the capacity to read has been raising concerns among schools even before the pandemic happened (Unicef, 2022). In the new normal setup, the learning gap was even more evident because of students struggling to accomplish their Self-Learning Modules due to their difficulty in reading. The World Bank says in "The State of Global Learning Poverty: 2022 Update," that 9 out of 10 children in the Philippines at late primary age are not proficient in reading. In the same article, Unicef estimates that as many as 70 percent of all children in low-income countries cannot read a simple sentence by the age of 10.

The Malinao School for Philippine Craftsmen has recorded 78 students who are in need of remediation in reading from Grade 7 to Grade 9 of School Year 2019 – 2020. During the conduct of Modular Learning Modality in the school, teachers have received reports of students burning their modules as a sign of distress. Some parents, also admittedly express their incapacity to teach or help their children in accomplishing the modules that result in a more challenging situation for students with reading difficulty.

This research is very significant to the researcher who is language teacher because there is a thorough need to understand the situation of students with reading difficulties for us to be able to apply necessary and appropriate interventions and behavior towards them. Thus, this study sought to describe the Lived Experiences of Students With Reading Difficulty Under Modular Learning Modality.

Methodology

In this study, the researcher used qualitative approach to obtain a deeper understanding of the Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality. This allowed the researcher to explore in detail the experiences participants have had and how they made meaning of those experiences (Creswell, 2007). Furthermore, the researcher hoped in using a qualitative approach so that the participants would feel empowered to share their experiences, thus giving voice to their stories.

The design of this study drew on aspects of phenomenology by Edmund Husserl and Martin Heidegger. Phenomenology seeks to explain the nature of things through the way people experience them. It translates literally as the “study of phenomena. This research design is best suited for this research because of its emphasis on understanding several individuals’ shared

experiences of a phenomenon, in this instance, the Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality.

Findings

All the participants identified their positive experiences to be their time freedom in accomplishing their SLMs while being in the Modular Learning Modality. Despite being behind in learning, the participants remain hopeful towards their future and their dreams motivate them to continue studying. The participants were mainly having difficulty in the modular learning because of their lack of foundation. They cannot decode words that they see in the module and the comprehension is low.

The lack of family involvement is one of the contributing factors why the participants fail to accomplish modules in the intended time. Some of the participants are confronted with the truth that their parents or siblings cannot help them in any way in reading or in accomplishing their modules. As a way of coping, participants are relying on their peers to survive every module week and frequently resort to activities where they feel more productive and inclined to. They also use mobile apps to look for answers if they need to.

Overall, each subtheme of this study served as a glimpse of the lived experiences of students with reading difficulty while in the modular learning modality during the pandemic. This reality depicts the urgency of the need to address such learning gap in the country's present situation. An enormous challenge because as the limited face-to-face classes eventually resume, these students' struggles continue.

Conclusion

The study emphasized the struggles of students with reading difficulty, which is rarely studied, especially during pandemics. This study also perceived the coping mechanisms and strategies of the students. The researcher has interviewed five (5) students with reading difficulty. The following conclusions are met based on the study's findings:

1. Accomplishing Self-Learning Modules is a time-consuming task hence, the participants feel comfortable knowing that they can manage their own time when to do their modules and when to take a break from doing so.

2. The participants did not choose their situation, it's just that they were caught up in the situation that resulted in this learning difficulty.
3. The support of family members and peers makes a difference in the participants' learning and motivation to learn. Without their help, the participants lose their will to carry on with their school works, they resort to technology for answers or worse, just give up on the task.
4. The willingness of the participants to learn reading must be propelled by the support and innovation of teachers and administrators to address the learning gap and administer the necessary actions to help the students.

References

- Brooks-Yip, M., & Koonce, J. B. (2010). Taking Another Look at Struggling Adolescent Readers. *Language Arts Journal of Michigan*, 26(1). Retrieved from <https://doi.org/10.9707/2168-149x.1015>
- Habibian, Maryam. (n.d.). The Role of Psychological Factors in the Process of Reading. *Journal of Education and Practice*.
- Hall, Leigh. (n.d.). Struggling Readers and Content Area Text: Interactions with and Perceptions of Comprehension, Self, and Success. *RMLEOnline*.
- Kerska, Tawnie. (n.d.). Motivating struggling readers. *UNI Scholarworks. Learning should reach the most vulnerable, UNICEF says*. (n.d.). Retrieved from <https://www.unicef.org/philippines/press-releases/learning-should-reach-most-vulnerable-unicef-says>
- Mittelmeier, J., Rogaten, J., Long, D., Dalu, M., Gunter, A., Prinsloo, P., & Rienties, B. (2019). Understanding the Early Adjustment Experiences of Undergraduate Distance Education Students in South Africa. *The International Review of Research in Open and Distributed Learning*, 20(3). Retrieved from <https://doi.org/10.19173/irrodl.v20i4.4101>
- Modular learning; effects on mental health of students*. (2020, November 4). PressReader. Retrieved from <https://www.pressreader.com/philippines/panay-news/20201104/281964610231974>

- Muhammad Ajmal. (1995). psychological and pedagogical problems of distance education for adults. *Problems of Education in the 21st Century*, 32(3), 465–491. Retrieved from <https://doi.org/10.3102/00028312032003465>
- Oseña-Paez, D. (2022, August 10). *Why 9 out of 10 Filipino children can't read*. The Manila Times. Retrieved from <https://www.manilatimes.net/2022/08/10/opinion/columns/why-9-out-of-10-filipino-children-cant-read/1854046>
- Sumner, E. (2020, July 16). *Distance Learning for Students with Word-Reading Difficulty or Dyslexia*. Teacher Professional Learning | Literacy, Math | MTSS. Retrieved from <https://www.corelearn.com/distance-learning-for-students-with-word-reading-difficulty-or-dyslexia/>
- William G. Brozo. (1990). Hiding Out in Secondary Content Classrooms: Coping Strategies of Unsuccessful Readers. *The Journal of Reading*, 33(5).
- Young, Chase. (n.d.). An Intervention for Struggling Readers. *Education Sciences*.