

Modular Learning Instruction in Reading: Status, Problems and Prospects

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Abstract

During the COVID-19 pandemic, as the Philippines modified educational set-up from face-to-face classes to modular distance learning, schools are still adjusting to the new normal form of education. This study was conducted to determine the status of modular instruction in Reading, problems experienced by the teachers and parents, and its prospects as perceived by the school heads. This study made use of mixed-method design or both quantitative and qualitative approaches in gathering the data. The survey questionnaire was adapted and modified; therefore, it was first validated by the panelists and the adviser of the researcher then carried out for pilot testing. For the qualitative, the school principals were interviewed about the prospects regarding the implementation of the modular instruction in reading. The respondents of the study were sixty-three (63) reading teachers in selected public elementary schools in Marawi city and seventy-one (71) parents who are present in the school during the conduct of the study. There were eight (8) public schools where the respondents came from, therefore eight (8) school principals were the participants of the study who were subjected for the interview. Findings revealed that majority of both respondents were “agree” that the status of modular instruction in reading is well-implemented, majority of the teacher-respondents agree that preparation, distribution, retrieval of module, and checking and evaluating of students’ answers are their problems experienced during the modular learning instruction in reading, while they were “undecided” that monitoring of students’ learning is a problem. For the parents, majority of them were “undecided” that preparation of module, monitoring of students’ learning, and checking and evaluating of student’s answers are their problems experienced, while they “disagree” that distribution, and retrieval of module are their problems experienced during the implementation of modular learning instruction in reading. Both respondents “disagree” that the modular learning instruction in reading is effective. It is concluded that modular learning instruction in reading could be more effective when teachers have more time to prepare on the materials, content, and activities on the module. The study recommends that schools must have the time to test the implementation of a program before it is finally carried out to ensure its efficacy.

Keywords: *Reading, Modular Approach, Modular Instruction, Module, Reading Program*