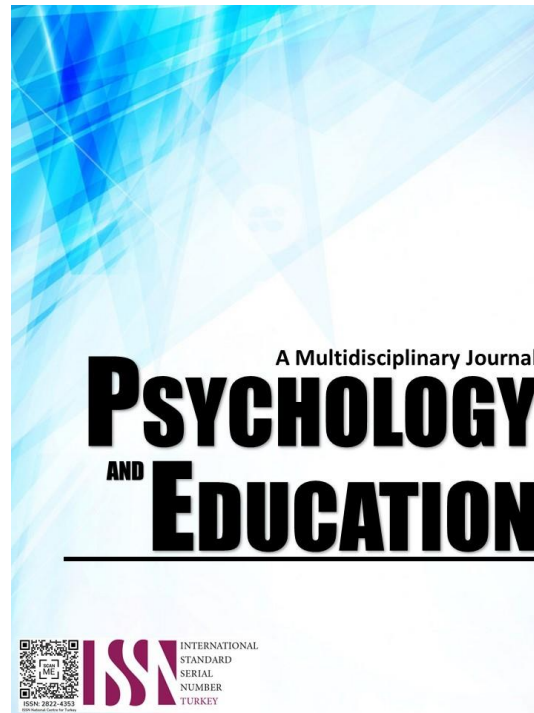


**GRADE II LEARNERS EARLY LANGUAGE
LITERACY (ELL) IN MODULAR DISTANCE
LEARNING AT SIMUAY JUNCTION CENTRAL
ELEMENTARY SCHOOL**



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Grade II Learners Early Language Literacy (ELL) in Modular Distance Learning at Simuay Junction Central Elementary School

Zenaida B. Zaniel*, Haron A. Mohamad, Marissa N. Parcon

For affiliations and correspondence, see the last page.

Abstract

The quality learners' early language literacy are the basic foundation for learning which is essential for academic performance and lifelong learning. This study aimed to determine the Grade II Learners Early Language Literacy (ELL) in Modular Distance Learning at Simuay Junction Central Elementary School. The researchers used qualitative methods employing phenomenology to delineate the perspectives and challenges experienced by the teachers, parents and learners themselves during the modular distance learning. The participants of the study were seven (7) Grade-II Pupils, seven (7) Grade II teachers, and seven (7) parents. The semi-structured research questionnaire was utilized during the interview process. Thus, it also investigated the challenges in early language literacy through modular distance learning. Colaizzi's seven steps strategy in data analysis in phenomenological methods was utilized to provide a rigorous analysis with each step (1) Staying close to the data. (2) Transcripts were read repeatedly (3) Significant statement (4) Formulated meanings (5) Cluster themes (6) Developing exhaustive description (7) Producing the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis. Finally, the findings of the study revealed six (6) important themes: 1.) Parents' Assistance, 2.) Siblings' Assistance, 3.) Teachers' Assistance, 4.) Difficulty in Reading and Writing, 5.) Poor Word Recognition 6.) Difficulties in Blending words. Furthermore, the suggested solutions to address challenges are, parents' assistance, restriction of gadgets, enrichment activities in the module, face to face modality and Phonetic Alphabet Translation. It is concluded that, Modular Distance Learning can be a tool in learning early language literacy which includes reading and writing, learner to learner interaction and enrichment activities. However, it is quietly challenging to the part of the learners, teachers and parents. Hence, the assistance of adult learners at home like parents and siblings seemingly addressed the challenges in the modular distance learning.

Keywords: *learners, early language literacy, modular distance learning, challenges, phenomenology*

Introduction

Education plays a vital role in developing the language literacy of the learners. With the help of language educators reading and writing skills of learners are developed. Early childhood development is a transition process that is visible, observable, and predictable. As mentioned, developmental changes are slow, predictable that occur over time. Each child is following an individual routes (as quoted in Shonkoff & Phillips, 2000).

Literacy is the ability to read and write. Like language, literacy develops through the interactions of child experiences with others. Reading and writing can be acquired by young children before schooling. However, beginning literacy or formal reading and writing such as writing various text forms using simple and more complex sentences and beginning to read fluently happens in Grade 1 beginning Grade 2 as mentioned by Chall (1983) as cited in (Pado, 2020). At this level, they should be able to write a range of topic and read more sighted words. But somehow different environments play is a factor in learning language literacy. Indeed, since the mid-1980s, it has been noted

that literacy development begins long before children enter school. However, most studies show that high-quality early childhood classrooms can play a positive role in nurturing children's language and literacy skills (Peisner, Feinberg et al., 1999; Whitehurst et al., 1994) and preventing later reading difficulties (Ramey & Ramey, 2003; Snow, Burns, & Griffin, 1998). In 2013, a language and literacy were developed, in which young learners were introduced to literary skills in various domains through an integrated approach that included the use of mother tongue, Filipino, and English as literacies. The "linguistic development interdependence" hypothesis proposed by James Cummins (1979) says that a bilingual or multilingual student can succeed cognitively and academically if their L1 skills are properly developed.

The education sectors are dealing with the problems brought by the COVID 19 pandemic. The current condition is proved to be challenging among educators, parents, and especially young learners. K+3 teachers are accountable for teaching learners the most foundational skills such as language literacy. However, due to pandemic educational system shift through different modalities in teaching delivery to provide quality education and push through education despite crisis.

To address the current situation of most schools in rural areas, DepEd, Order No.12 series of 2020 was ordered to establish new learning modalities in all levels embodied in the Learning Continuity Plan (LCP) for the school year 2020-2021. Alternative modes of delivering learning aim to provide and continue a quality education to all learners regardless of who and where they are. Modular Distance Learning is one of the implemented learning delivery modalities chosen by most parents due to difficulty in accessing other modalities. The Learning Enrollment and Survey Form (LESF) is used by Department of Education (DepEd) to determine the convenience of each modality. Based on the result of the survey conducted by the teachers using the LESF on school opening Modular learning, it is a form of distance learning that uses Self-Learning Modules (SLM). It is one of the highly convenient preferred by parents and the guardians of the learners. The Department of Education based the Self Learning Modules on Most Essential Learning Competencies (MELCS).

Teaching helps the student to assume greater responsibility for learning and have control over his or her learning under the modular method, moreover, modular method requires higher maturity on the side of the learner and is better suited to older pupils (Goldschmidt and Sejjal 2013).

In fact, most of the parents claim that they are incapable to assist the reading and writing activities of their children in Modular Distance learning, for some of them do not know how to read and write. In addition, they are busy with their job. In other way around, there are parents or guardians who are answering the Alternative Learning Materials (ALMS) provided by the teacher for their children.

Considering the different scenarios happening with Modular Distance Learning, the researchers are interested to find out how the grade II learners learn early language literacy that includes reading and writing using the Modular Distance Learning modality. It is in this context that this study is considered important.

Research Questions

This study determined the Grade II Learners Early Language Literacy (ELL) particularly in reading and writing through Modular Distance Learning at Simuay Junction Central Elementary School, School Year 2021-2022. Specifically, it sought answers to the following questions:

1. How do grade II learners learn Early Language Literacy through Modular Distance Learning in the perspective of the following:
 - 1.1 Teachers;
 - 1.2 Parents; and
 - 1.3 learners?
2. What are the challenges in learning Early Language Literacy through Modular Distance Learning in the perspective of the following,
 - 2.1 Teachers;
 - 2.2 Parents; and
 - 2.3 learners?
3. What are the suggested solutions to address the challenges of learning Early Language Literacy through Modular Distance Learning in the perspective of the following;
 - 3.1 Teachers; and
 - 3.2 Parents?

Methodology

This study employed a qualitative research design particularly in phenomenology to obtain and describe the experiences of the participants they were parents, teachers, and learners in learning English through modular distance learning amid the COVID-19 Pandemic. Hence, they will share their experiences and understanding of the existing phenomena that are shared by the group of people (Cresswell, 2009) as cited by Mohamad, (2022)

The Phenomenological approach was chosen because it is an appropriate design for this study wherein it needed to envision and explore the actual experiences of the participants. Phenomenologists always aware that they interpret on the basis of their own subjective experiences and linguistic representation never really catches what was experienced, however, it can ponder systematically how much can be understood of the other experiences on the basis of our own.

In phenomenological research, to minimize presumptions, the use of bracketing was applied for preventing potential harmful effects of presumption that affects the process. The narrative analysis or Constructivist Approach was useful in a such away of thinking about alternative to language process and change in different level of social phenomena and to

be the co-construction of phenomena. Consequently, improving the precision of the research study. The researchers should be vigilant at in all forms, aware of their own views and beliefs on the pre-existing on the study, must learn to set aside their own prior knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks and Trinidad, 2007; Taylor, 2012; Taylor and Francis, 2012; Tufford and Newman, 2010; Alquizar, 2018; Mohamad, 2022)

Locale of the Study

This study was conducted at Simuay Junction Central Elementary School, located at Crossing Simuay, Sultan Kudarat Maguindanao under Sultan Kudarat District II Maguindanao Division with the supervision of Dr. Ibrahim Embing Al-haj. District II supervisor, BARMM. Simuay Junction Central Elementary School (SJCES) was a monograde and DepED managed school which formally established in 1953. It was located along crossing simuay national highway near Emma's Palace Convention Center with a total area of 7000 square meters. The school have fifty-three (53) teachers for now. The school is currently under the administration of Ms. Salima P. Ibrahim, School principal.

Participants of the Study

Seven (7) grade II learners, seven (7) grade II teachers, and seven (7) parents were taken as the participants of the study. They determined by using the purposive criterion sampling technique. Purposive sampling also called judgment sampling is a type of non-probability sampling with the main objective which is to produce a sample that can be a rational representative of the population. They were chosen because they were convenient enough to answer the research questions.

Research Instrument

This research used semi-structured interview guide questions as data collection instrument which was considered best fit to gather the needed data required in this study. The instrument contained the main questions reflecting the variables needed to be included in the interview and the probe questions which intended to gather more relevant data with the participants.

Data Gathering Procedures

The researchers wrote a letter to the school principal of Simuay Junction Central Elementary School (SJCES)

to ask permission to conduct a study. The letter will be noted by the research adviser. When the request approved. The first question will be on the background information of the participants. The purpose of this is to establish rapport between the research participants because later on the researcher will get deeper information. Semi structured interview for learners, parents and teachers as participants regarding their perspective on early language literacy perspectives will be conducted with an allotted time for at least 25-30 minutes. The interview guide questions will be divided into four main questions. Before taking the interview, the participants will be instructed to observe the IATF guidelines and health protocols.

Data were collected through audio recordings of interviews since audio or video recording improves the accuracy of the content shared in the interview, as well as the speaker's intonations (InSites, 2007) with the participants in a private setting either in their respective homes or private offices or another neutral site such as a quiet coffee shop or private room. This audio recording of the interview were transcribed verbatim and checked by the participants for confirmation if everything was taken as it is. Confidentiality was observed in all sessions and with all informants (Bricki and Green, 2007; Mohamad, 2022), consistently addressing them by their pseudonyms to conceal their real identity. To have a continuous flow during interview, researchers prepared an open-ended research question as indicated in the interview guide but also informed them that there could be additional questions not in the interview guide that might think necessary for them in providing helpful insights to the study. This also promoted trust and openness with the participants. The researcher will observe and follow the ethical considerations in gathering the data.

The data gathered will be analyzed and interpreted. The final manuscript will be readied for final presentation.

Data Analysis

The Colaizzi's (1978) strategy in data analysis in phenomenological methods was utilized to provide a rigorous analysis with each steps (1) Staying close to the data. (2) Transcripts were read repeatedly (3) Significant statement (4) Formulated meanings (5) Cluster themes (6) Developing exhaustive description (7) Producing the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis. As cited by. (Morrow, Roise, Rodriguez, Alison and King, Nigel 2015;

Table 1.1. *The English Teachers, Assessment on the ways Grade II learners Learn Early Language Literacy through Modular Distance Learning.*

Participant	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	The parents teach their children to read and write	Parents are teaching their children at home to read and write	001	Parents assistance in reading and writing
2	The Parents teach their children how to read and write. The siblings also assist them to read and write.	<ul style="list-style-type: none"> Parents are teaching their children at home how to read and write. The siblings also assisting the participant how to read and write. 	001 002	<ul style="list-style-type: none"> Parents assistance in reading and writing Siblings' assistance in reading and writing.
3	Provides paper pad activity to serve as a guide in cursive writing. The parents teach their children to read and write.	<ul style="list-style-type: none"> The teacher provides guide in cursive writing. The parents teach their children how to read and write 	003 001	<ul style="list-style-type: none"> Teacher's provision of enrichment of writing activities in the module. Parents' assistance in reading and writing
4	Teacher teaches the parents during releasing of module how to read difficult words. Teacher also instructs parents to let the learner copy the written activities in the module. Instruct parents to let the learner copy the written activities in the module.	<ul style="list-style-type: none"> The teacher guides the parents how to read difficult words Teacher provides written activities in the module. Teacher provides written activities in the module to be copied by the students 	004 004	<ul style="list-style-type: none"> Teachers' teaching assistance to Parents Teachers' teaching assistance to parents
5	The parents teach their children how to read and write	<ul style="list-style-type: none"> Parents are assisting their children at home how to read and write. 	001	Parent's assistance in reading and writing
	The parents teach their children how to read and write	<ul style="list-style-type: none"> Parents are assisting their children at home how to read and write. 	001	Parent's assistance in reading and writing
6	The siblings also assisted them in reading and writing Some learners learn how to read through watching educational videos	<ul style="list-style-type: none"> The siblings also assisting the learner how to read and write. The learns through watching educational videos 	002 005	<ul style="list-style-type: none"> Siblings' assistance in reading and writing Watching educational videos
7	The Parents teach their children how to read and write. The siblings also assist them to read and write.	<ul style="list-style-type: none"> Parents are teaching their children at home how to read and write. The siblings also assisting the learner how to read and write. 	001 002	<ul style="list-style-type: none"> Parents assistance in reading and writing Siblings' assistance in reading and writing.

Parcon, 2020; Mohamad, 2022) in order to ensure the credibility and reliability of the data given by the participant that researchers allow to explore and reveal the emergent themes. (Lisa Wirihana et al.,2018). The responses of the teachers, learners and parents were recorded, noted, and transcribed. The significant statements from the responses of the participants were singled out as basis of getting the code.(Mohamad, 2022)

Results and Discussion

This section contains a detailed introduction and discussion of the data including the analysis and interpretation. This chapter includes data on ways Grade II learners learn Early Language Literacy through Modular Distance Learning as assessed by English Teachers, Parents, and learners. Second, the Challenges of Grade II learners in Learning Early Language Literacy through Modular Distance Learning as perceived by the teachers, parents and the learners. Lastly, the suggested solutions to address the challenges in learning Early Language Literacy through Modular Distance Learning as perceived by the teachers and the Parents.

The Ways Grade II learners learn Early Language Literacy through Modular Distance Learning as assessed by English Teachers

The significant statements, formulated meanings, codes, and theme clusters of the responses of the teachers about the ways Grade II learners learn Early Language Literacy is reflected in Table 1.1

In Table 1.1, five codes surfaced which are 001-005. Participant 1,2,3, 5, 6 and 7 whose significant statement is coded 001 claimed that based on their assessment as a teacher, Grade II learners learn early language literacy in reading and writing through modular distance learning through parents' assistance to their children to learn how to read and write. The claimed of participants is revealed in their actual statement during the interview as they mentioned the lines below.

“Participant (1) ...some of the parents, ay tinuturuan talaga yung mga anak nila para matuto talagang bumasa at sumulat. kasi di naming sila name-meet personally so the parents serve as their teacher at home”.

The initiatives of the parents in teaching their children during the pandemic to sustain learning concurs with the idea of Wagner (2002) who suggests that students learning through distance mode need proper guidance from their parents to manage their time and select appropriate reading materials. Moreover, Anzaldo (2021) adds that the parents play a vital role as home facilitators and their primary role in modular learning is to establish a connection and guide the child. Thus, this learning modality has passed on a big responsibility to the parents.

On the other hand, participants 2 and 7 whose responses are coded 002 accept that siblings in the family teach the learners learn reading and writing at home. This is proven in their actual statement below.

“Sa case po ng section ko, parents says na sila or yung kapatid ate or kuya ang nagtuturo sa anak nila para matutong bumasa at sumulat.”

Moreover, participant 3 whose responses is coded 003, believes that providing learning writing activity for writing practice especially cursive writing practice is a must since grade II level is the foundation of learning the cursive writing.

Participant 3 highlights the need of the provision of remedial writing for the grade II learners when he uttered this,

“since di namin po nakikita yung mga bata maam, what I do po sa Learning Activity Sheet (LAS) po nila, is nagpo-provide po ako ng activities which is parang writing pad paper po yung style niya then pinapa trace ko po yun as their guide in writing po..Especially cursive po..then pag return po nung module, makikita po talaga na kahit tabingi yung ibang letters po but atleast they learned to write. as of reading, nganga po talaga ang mga bata.”

The idea of participant 3 is strengthened by another contention that

The process of giving enhancing writing activities also improves a student's ability to recall information, make connections between different concepts, and synthesize information in new ways (

<https://www.edutopia.org/article/why-students-should->

Additionally, participant 4 and 5 with significant statement coded 004 has singled out the parents' shortage of time to teach their children to read and write, and some of the parents have difficulty to read and write. This might due to lack of education. To address the parents' difficulty to read and write that makes them incapacitated to assist their children to read and write at home in the Modular Learning, the teacher has given the parents brief lecture about how they shall guide their children at home in the MDL approach. This is the way participants facilitates for the enhancement of the writing skills of grade II learners. The contention of participants is shown in their statement uttered during the interview as quoted below:

“Based on my assessment po maam is, karamihan po sa mga pupils is hirap po talaga magsulat at magbasa kasi wala pong oras ang guardians nila na turuan sila pero ang ginagawa po naming is considering that some of the parents ay nahihirapan din magsulat especially magbasa, nagkakaroon po kami ng brief lecturing sakanila about the lesson po sa LAS na kinukuha nila, then yun po yung maituturo nila sa mga anak nila.”

Lastly, participant 6 with significant statements coded 005, claims that some of the learners are eager to learn how to read and write. As a result, they persuade their parents to teach them to read and write. In the same manner they learn reading and writing through watching educational videos. This data show that, the child learns through viewing which serves as their teacher in reading. The mentioned idea surfaces in the actual statement of participant 6 as stated below.

“Since may mga bata po na eager talagang matutong bumasa at sumulat, talagang kinukulit po nila yung parents nila to teach them and sometimes po they learn dahil sa panunuod ng educational videos po..natuto sila magbasa tapos sa writing naman po this quarter 3 po lahat po ng abstraction na part ay pinapasulat sa big notebook to serve as their copy as well as enhance writing skills po.”

In the study, video helps learners to learn reading and writing. Expert says video provides great benefits to teachers and learners, for it stimulates stronger course performance in many contexts, and it affects students' motivations, confidence, and attitude positively.

The Parents' Assessment on the Ways Grade II Learners Learn Early Language Literacy through Modular Distance Learning

The significant statements, formulated meaning, code, and theme cluster of the significant responses of the participants are revealed in Table 1.2

Table 1.2. *The Parents' assessment on the Ways Grade II learners learn Early Language Literacy through Modular Distance Learning*

Participants	Significant Statement	Formulated meanings	Code	Theme Cluster
1	The parents teach their children reading and writing through categorizing words and pictures.	The parents strategize in providing assistance in reading and writing activities of the children in Modular Distance Learning	200	Parents' assistance
2	...I assisted my child in reading and writing in module.	The parents teach their children how to read and write using the module.	200	Parents' Assistance
3	...ask the teacher if the words are difficult to read and write	Parents ask Teachers' assistance if they encountered difficult words to read and write	200	Parents' Assistance
4	...I teach my child how to read basic words and how to write simple words from the LAS.	The parents teach their children how to read and write in the module given.	200	Parents' Assistance
5	...I teach my child how to read basic words and how to write simple words from the LAS.	The parents teach their children how to read and write in the module given.	200	Parents' Assistance
6	...Her siblings teach her how to read and write from the module provided by her teacher.	The siblings teach the learner how to read and write	201	Siblings' assistance in reading and writing
7	...supplement the module by matching pictures with words to read and write.	The parents provide supplemental instructional materials for reading and writing activities	202	Parents' provision of supplemental instructional activities for reading and writing

In Table 1.2, three codes surfaced which are 200-202. The participant 1,2,3,4, and 5 whose coded 200 accept that parents assisted their children to learn reading and writing at home since module cannot be learned by learners by themselves alone. It is proven by the actual statement of participants below.

“Sa case po ng anak ko po maam, nung kiddie pa po siya tinuturuan ko na po magbasa ng pa unti-unti kaya medyo nakakabasa po ng basic words. SA writing naman po is tinututukan ko talaga siya na isulat niya yung part na pinapasulat po ng guro niya dun sa LAS. pinapalit ko po sa notebook para ma practice yung writing skills nya kahit papaano.”

Parents teach their child how to learn early language literacy at home specifically reading and writing. The data suggest that parent's role in learning early language literacy through modular distance learning is

important. The parents encourage the learner to do the task in the Learner Activity Sheets to enhance the writing skills of the student. It is supported by the contention that since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators and their primary role in modular learning is to establish a connection and guide the child. Thus, this learning modality has passed on a big responsibility to the parents since, Department of Education (DepEd).

On the other hand, participants 6 who's coded 201 accept that sibling in the family teach the learners learn reading and writing at home since parents are busy at work and has low educational attainment.

This is proven by the actual statement of participant 6 below.

“Bamanduan sekanin na mga kaka nin maam ka saka dabun sabot ta matya..niya taman ah gaga ta na kasulat san ngala...”

Parents' shortage of time to teach their children to read and write, and some of the parents have difficulty to read and write. This might due to lack of education. To address the situation, siblings are the one who assisting the learners in reading and writing. There are many researches in literature indicating that parental involvement is advantageous for children of all ages (Cox 2005; Desforjes and Abouchaar 2003; Eccles and Harold 1993; Epstein 2001).

Lastly, participant 7 whose coded 202 claimed that they provide enrichment activities to teach reading and writing because module alone cannot fully fill the learning needs of the learner especially in reading. The contention of participant 7 is shown in her statements uttered during the interview as quoted below:

“Participant (1) apia dapan modular learning na aden prior learning na wata ko maam., kasi po tinuturuan po naming siya. kaya nung modular na konte nalang po ang adjustment na ginagawa niya. Ginagawa ko po is categorizing strategy para matuto siyang bumasa ganon din po sa pagsusulat”

In the study, parents facilitate the learning of their children at home by providing activities. In connection, Teale (1987) states that children's involvement in reading activities together which facilitated by the literate adult results in learning.

Table 1.3. *Ways Grade II learners learn Early Language Literacy through Modular distance Learning as Assessed by Themselves*

Participant	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	...My mother teach me how to read and write	Parents are assisting their children at home how to read and write.	300	Parents' assistance
2	...My sister taught me how to read and write	The siblings assisting the learner how to read and write.	301	Siblings' assistance
3	... I slightly know how to read and write but my sister assisted me in answering my module.	The siblings assisting the learner in answering her module.	301	Siblings' assistance
4	...My mother teaches me	Parents are assisting their children at home how to read and write.	300	Parents' assistance
5	..My mother assisted me in learning how to read and write	Parents are assisting their children at home how to read and write.	300	Parents' assistance
6	..I have a guide in writing and my mother assisted me in reading	Parents are assisting their children at home how to read and write.	300	Parents' assistance
7	..I slightly know how to read and write because my parents are busy.	The parents lack of time in assisting their child in reading and writing activities	302	Learning reading and writing slowly by their own effort

In Table 1.3 three codes surfaced which are 300-302. Participants 1, 4, 5 and 6 whose statement is coded 300 claimed that they learn reading and writing through the assistance of their parents. It is proven in the actual statement of the participant 1 below.

“Participant (1) *Bamanduan ako ni Umie.*”

Since learners cannot meet their teachers personally, their parents teach and assist them in learning reading and writing at home. In fact; there are many researches in literature indicating that parental involvement is advantageous for children of all ages (Cox 2005; Desforges and Abouchaar 2003; Eccles and Harold 1993; Epstein 2001).

On the other hand, participants 2 and 3 whose statements coded 301 accept that she learns reading and writing during modular distance learning through the assistance of her siblings. The answer of participant 2 is revealed in her actual statement during the interview as she mentioned the line below.

“*Bamanduan ako na kaka ko*”

The data suggest that since some of the parents are busy in their work, they don't have time to teach their children so that their siblings are the one who teach the learners at home in reading and writing. Additionally, some of the parents are not capable to assist the learners in learning reading and writing due to lack of education.

Lastly participant 7, coded 302 admitted that she slightly know how to read and write since her parents are busy. The data implies that that there is no sibling or other person who can teach and assist the child in learning early language literacy at home; so the learner learns through her own effort that results to rapid performance of the learner in reading and writing. It is supported by the contention that Parental involvement correlates positively on children's academic achievement (Barnard, 2004; Bower, 2011; Desimone, 1999; Hill & Craft, 2003; Hill & Taylor, 2004; Zellman & Waterman, 1998).

The Challenges of Grade II Learners in Learning Early Language Literacy through Modular Distance Learning as perceived by the Teachers

The participants significant statements, formulated meaning, codes, and theme clusters about the challenges of grade II learners in learning early language literacy through modular distance learning as perceived by the teachers are presented in Table 2.1.

Table 2.1. *Challenges of Grade II Learners in Learning Early Language Literacy through Modular Distance Learning as Perceived by the Teachers*

Participant	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	The learner does not know how to read and write attention is diverted.	The attention of the learner is diverted	400	Diverted attention
2	...Parents cannot assist their children because they are busy.	The parents has no time to teach the learner in reading and writing	401	Lack of assistance from parents
3	...Some learners' struggles in reading even writing because no one assisted them at home.	The parents has no time to teach the learner in reading and writing	401	Lack of assistance from parents
4	... Learners' struggles in reading even writing because their parents do not know how to read and write.	The parents have no capability to teach their children how to read and write.	402	Low educational attainment of parents.
5	They preferred to play games than learning how to read and write.	The learners' attention is diverted.	400	Diverted attention
6	... Some parents write for their child.	The learner cannot enhance their writing skills.	403	Difficulties in writing
	...no indicator in reading	-the teacher cannot provide reading remediation	404	-learners reading performance cannot be assessed
7	Difficulties in writing cursive	The learner Difficulties in writing cursive	403	Difficulties in writing.
	...no indicator in reading	-the teacher cannot provide reading remediation	404	-- learners reading performance cannot be assessed

In Table 2.1, five codes surfaced which are 400- 404. Participant 1 and 5 whose significant statements have coded 400 have similar responses. The teachers singled out that that most of the attention of learners is

diverted into playing games instead of focusing learning how to read and write. It is revealed in the quoted responses of the participants below.

“Based sa sinasabi ng parent nila maam, nahihirapan po talaga silang magbasa at magsulat dahil na didivert po yung attention nila kaya mahirap silang turuan sa bahay.”

This shows that the parents must put restriction to their children to focus on their learning. In Fact, Department of Education (DEpEd) stated that one of the roles of parents is a home-innovator since they must provide their child with a productive learning environment to help them focus more on learning.

On the other hand, participants 2 and 3 whose coded 401, revealed that since some of the parents needs to attend their jobs and busy all the time, they can no longer assist their children in learning reading and writing. It is supported by the quoted lines of the participants below.

“Karamihan po sa bata lalo na pag busy yung magulang gustuhin man po nilang matuto, wala pong nag aassist sakanila, kaya mas pinipili nalang nilang maglaro.”

This shows that learners need assistance from their parents to learn early language literacy.

Moreover, participant 4 whose significant statement is coded 402 has singled out that one of the challenges of Grade II learners in learning early language literacy is due to parents' lack of education. Some of the parents do not know how to read and write and cannot able to assist the learning of their children at home. The actual statement of the participant is shown below.

“Isa po sa biggest challenge nila maam is kung paano po nila matutunan yung basic words or even the alphabets lalo na po yung mga learners na hindi nakapag aral ang magulang at walang nag aassist at home po.”

In connection, Anzaldo (2021) stated that some parents do not know how to read or write, teaching their children the lessons in their subject areas is more challenging.

Furthermore, participants 6 and 7, whose responses are coded 403, revealed that another challenge of learners is that they have difficulties in cursive writing. It is revealed in the quoted lines of the participants stating that:

“Sa Case po ng isang learner ko po maam, her mother said po during sa balikan naming ng module na panay reklamo daw yung anak niya kasi masakit daw po sa kamay ang pagsulat lalo na pag cursive and sa reading naman po is hirap po talaga siya sa English words, nakakabasa po Filipino basic words with pictures po.”

The statement of the participant is supported by idea that new writers frequently struggle with letter formation, spacing, and posture in the beginning, but by the end of second grade, most are able to generate clear and legible work. Some youngsters, however, continue to struggle with handwriting mechanics past the age of seven or eight. Writing is generally sluggish and laborious for these students, resulting in significant levels of stress, frustration, anxiety, and shame in school ((U.S. Census Bureau, 2002).

Grade II is the foundation of learning cursive writing; parents must guide their children in reading and writing and encourage the learners to do the written task to enhance their writing skills. This means that assistance and guide of parents are important.

In addition, Participants 6 and 7 also coded 404, added that one of the biggest challenge of learners in learning early language literacy during modular distance learning is, teachers cannot assess the reading performance of the learners in reading since they cannot able to meet the learners personally. This means learners need remediation for reading through the assistance of their parents. It is supported by the idea that rather than being in preschools or day-care facilities, most youngsters spend a significant amount of time with their parents. Information about what would improve young children's literacy development would be meaningful in those situations where parents can provide good literacy preparation for their children during these early years. (U.S. Census Bureau, 2002).

Table 2.2. *Challenges of grade II Learners in Learning Early Language Literacy through Modular Distance Learning as Perceived by the Parents.*

Participant	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	...Lazy to do the written activities in module	The learner is not doing the written task.	500	Laziness and Lack of focus
2	...Lazy to do the written activities in module	The learner is not doing the written task.	500	Laziness and Lack of focus
3	...Struggling in cursive writing and cannot read English only Filipino basic words.	The learners have difficulties in cursive writing and difficulties in reading English	501	Difficulties in cursive writing and reading English
4	Struggling in writing and cannot read at all.	The learner has difficulties in writing and do not know how to read	502	Difficulties in writing and cannot read
5	Struggling in cursive writing and cannot read English only Filipino basic words.	The learners have difficulties in cursive writing and difficulties in reading English	501	Difficulties in cursive writing and reading English
6	My child struggles in cursive writing and difficulties in pronouncing vowel sounds	The learner has difficulties in cursive writing and pronunciation	503	Difficulties in writing and pronunciation
7	...Diverted their attention on gadgets and doesn't know how to read and write	The learner cannot focus on learning reading and writing.	504	Do not know how to read and write.

In Table 2.2, five codes surfaced which are 500- 504. Participants 1 and 2, whose significant statement is coded 500 claimed that their children are lazy to do the written task in the module because their attention is diverted into playing. It is proven by the quoted responses of the participants below.

“Su wata ko maam, na menka babalingan den pedsulat na gapok den, niya nin temu pendalmet. menka papembatyan na di pakab focus kasi gengel na mga suled nin a manot”

The learner has lack of focus in learning reading and writing. It was justified by Department of Education that parent must provide their child with a productive learning environment to help them focus more on learning. In addition, reading implementation at home during Modular Distance Learning is low that is why the reading development also decreased. Moreover, not all learners are committed to their modules; Mataac (2021).

In addition, Participants 3 and 5 which coded 501 highlights that one of the challenges of learners in learning early literacy through modular distance learning is that their children are struggling in cursive writing as well as difficulties in reading English as they mentioned the statement below.

“ Hiram po siyang magbasa at nahihirapan sa pagsulat lalo na po pag dikit-dikit (cursive). sumasakit daw po ang kamay niya.”

The data means that learner encounters problem in reading and writing.

Moreover, Participant 4 whose responses are coded 502 accepted that her child can write but cannot read at all. Vanderbilt University research reveals that children spend just ten minutes a day practicing print and cursive. In many homeschools, parents are simply too buried in lesson plans to squeeze in penmanship. In addition, it's common for new writers to struggle with letter formation, spacing and posture in the beginning, but most are able to produce clear and legible text by the end of the second grade. However, there are some children who continue to struggle with the mechanics of handwriting beyond age 7 or 8. For these learners, writing is often slow and labored, and may cause high levels of stress, frustration, anxiety, and embarrassment at school.

(<https://writing.stackexchange.com/questions/2852/is-it-here-any-point-in-learning-to-write-in-cursive>).

“sa writing po tabingi parin po dipo niya alam kung pano ang tamang capitalization. Sa reading naman po is hindi po siya marunong magbasa.”

The problem of the learner in writing is revealed by the contention that Beginner writers need plenty of practice to get comfortable holding a pen or pencil using a tripod grip. This is the preferred finger positioning where the thumb, index and middle finger work together to hold the writing instrument securely. Young children may first begin to develop this skill through drawing, and later by coloring inside the lines in coloring books.

In reading the case of the learner implies that learner needs remediation in reading. Starting with phonics might help them learn how to read It is supported by contention that Children may struggle with reading for a variety of reasons, including limited experience with books, speech and hearing problems, and poor phonemic awareness.

Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences (Lyon 2000).

On the other hands, participant 6 whose response is coded 503 claimed that her child struggles in cursive writing and difficulties in pronouncing vowel sounds. The claim of participant 6 is revealed in her actual statement during the interview as she mentioned the lines below.

“Kapas cursive na po nagrereklamo po siya na

masakit daw sa kamay tapos sa reading naman hindi ma pronounce ng maayos vowel sounds.”

This data implies that the learner has difficulties in cursive writing and pronunciation. The challenge of the learner in cursive writing is revealed in many researches stating that, some young writers bear down on the pencil, which can cause hand cramps and broken pencil tips. Getting these children, a writing utensil with a wider diameter, such as a chunky pencil or marker, sometimes helps. Moreover, Handwriting requires highly developed fine motor skills, which is why it typically isn't taught until children are age 4 or older. In addition, Beginner writers need plenty of practice to get comfortable holding a pen or pencil using a tripod grip wherein young children may first begin to develop this skill through drawing, and later by coloring inside the lines in colouring books.

The participants statement about difficulty in pronunciation of vowels is supported by the contention that Programmatic longitudinal research, including research supported by NICHD, clearly indicates that deficits in the development of phoneme awareness skills not only predict difficulties learning to read, but they also have a negative effect on reading acquisition. Whereas phoneme awareness is necessary for adequate reading development, it is not sufficient. Children must also develop phonics concepts and apply these skills fluently in text (Lyon, Reid 2000)

Lastly, participant 7 whose response is coded 504 admitted that the attention of her child is diverted on gadgets and do not know how to read and write. The claim of participant 7 is revealed in her actual statement during the interview as she mentioned the lines below.

“Kaagaw po ng atensyon nila maam ang gadgets, menka pakelay den cellphone na didn kapamanduan ka dibun bakikineg Yung struggle po talaga ng anak ko maam ay di pa po talaga siya makabasa ngala nin taman katawan nin semurat.”

The learner cannot focus on learning reading and writing that results to rapid development in learning early language literacy. Meaning the learner has poor performance in reading. The reading implementation at home during Modular Distance Learning is low that is why the reading development also decreased Mataac (2021).

Table 2.3. *Challenges of grade II Learners in Learning Early Language Literacy Through Modular Distance Learning as Perceived by the Learners themselves.*

Participant	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	• ...can't read long words.	The learner can read common sighted word only	600	Poor word recognition
2	• ... Struggle in cursive writing.	• The learner has difficulty in cursive writing	601	• Difficulty in cursive writing
	• ...Also can't read long words.	• can read common sighted word only	600	• Poor word recognition
3	• ...do not know how to read long words.	The learner can read common sighted word only	600	Poor word recognition
4	• ...cannot able to read words without matching pictures.	The learner associate's words with the use of picture	600	Poor word recognition
5	• ...can only read the alphabets	The learner can identify letters but cannot read	603	Difficulties in blending words
6	I can't read long words but can write.	The learner can read common sighted word only	602	Difficulties in reading
7	• ...Struggle in cursive writing	• The learner has difficulty in cursive writing.	601	• Difficulty in cursive writing
	• ...Can't pronounce uncommon words	• The learner can read common sighted word only	600	• Poor word recognition

In Table 2.3, four codes surfaced which are 600-603. Participants 1,2, 3, 4 and 7 have similar statements which are they cannot able to read long words. It is proven by the actual statement of the participants as they mentioned:

“diko gabatya menka malendo ged”

It is supported by the contention that Modular Distance Learning has effect to the reading development of beginning readers. Factors are some parents were not trained to teach reading professionally. Some households have limited reading resources to be used in reading Mataac(2021).

On the other hand, participant 2 and 7, whose responses are coded 601, stated that they are struggling in writing cursive and difficulties in pronunciation.

The participants' responses revealed below.

“gapasangan ako ron taro du dikit dikit diko gaga.”

The learners have difficulty in reading words due to lack of knowledge in phonemic awareness. Researchers have demonstrated that accomplished readers are adept at recognizing phonemes and putting them together to construct words and phrases. They do this quickly, accurately, and automatically. The absence of this critical linguistic skill makes it difficult for children to decode and read single words, much less sentences, paragraphs, and whole stories (Lyon, Kame'enui and Adams 2000). Moreover, the learner cannot fully adjust to the shifting of writing mode

wherein resulted to a biggest challenge in writing. It requires time and adjustment to equip learners in cursive writing. Providing guides and activities in cursive writing will help them overcome the challenge (<https://www.readandspell.com/handwriting-problems>)

Participant 6 whose response is coded 602. Claimed that, she cannot read long words but she can write. words without matching pictures. It is revealed in line below.

“Gabatya ko menka aden Drawing nin.”

To learn reading and writing the learner associates the word with picture. Without picture, the learner cannot able to the read that certain words. For children who have difficulty reading, effective reading instruction strategies should be used to build phonological awareness and alphabetic understanding. These strategies should be explicit, making phonemes prominent in children's attention and perception. For example, teachers can model specific sounds and in turn ask the children to produce the sounds.

Teachers will need to provide additional aid and support to many early readers. According to a research-based strategy known as scaffolding, teachers should provide students with a lot of instructional help in the beginning stages of reading instruction then gradually reduce the support as students learn more about reading abilities. The ultimate goal is for students to be able to read on their own without the help of a teacher. (<https://www.readingrockets.org/article/challenge-learning-read>, March 3, 2022).

Lastly, Participant 5 whose responses is coded 603 stated that she can only recognized the alphabets.

“ABCD’s bu katawan ko batya.”

This means that the learner can identify letters but cannot read blended words. Parents must provide supervision to develop the reading ability of the learner at home. It is supported by the contention that children who have difficulty reading, effective reading instruction strategies should be used to build phonological awareness and alphabetic understanding. These strategies should be explicit, making phonemes prominent in children's attention and perception The National Early Literacy Panel (NELP) (2008).

The Suggested Solutions to address the challenges in learning Early Language Literacy through Modular Distance Learning as perceived by the teachers

The significant statements, formulated meanings, codes, and theme clusters of the responses of the Teachers about the Suggested Solutions to address the challenges in learning Early Language Literacy through Modular Distance Learning as perceived by the teachers is reflected in Table 3.1

Table 3.1. *Suggested Solutions to address the challenges in learning Early Language Literacy through Modular Distance Learning as Perceived by the Teachers*

Participant	Significant Statement	Formulated Meaning	Code	Theme Cluster
1	<ul style="list-style-type: none"> Parents must allot time in teaching their children in reading and writing at home. also siblings can assist them in reading and writing 	<ul style="list-style-type: none"> The Parents need to assist the learning of their child at home. siblings can also assist the learner in reading and writing 	700	<ul style="list-style-type: none"> Parents' time in assisting the children in reading and writing Siblings' assistance in reading and writing
2	Cooperation of parents to teach their children at home.	The Parents need to assist the learning of their child at home.	701	Parents' assistance in reading and writing
3	...let the learner do writing pad activity technique and pullers method for writing	Provide Enrichment activities for writing	702	Writing Enrichment Activities
4	...Watching educational videos for reading and writing.	Educational videos for learning reading and writing	703	Learning through Educational videos
5	<ul style="list-style-type: none"> ...Train the child Beginner writing books, tracing letters with pictures for writing. ...for reading assistance from parents. 	<ul style="list-style-type: none"> Provide Enrichment activities for writing The parents needs to assist their children in reading 	702 700	<ul style="list-style-type: none"> Writing Enrichment Activities Parents' assistance in reading.
6	...Assistance from parents really matters to learn reading and writing.	The role of parents in learning reading and writing is important	700	Parents assistance in reading and writing
7	...Parents should make sure to allot time for learning reading and writing.	The parents should spend time in teaching their child how to read and write at home.	700	Parents assistance in reading and writing

In Table 3.1, It can be gleaned in the Teachers suggested solutions to overcome the challenges of Grade II learners in learning Early Language Literacy. Participants 1,2,5,6 and 7 whose responses are coded 700 formulated similar answers who suggested that Parents must allot time to assist the learning of their children at home.

“In my experienced po malaki po talaga ang role ng parents during this time...Modular learning sila po kasi ang direct contact sa mga bata so need po talaga nila mag allot ng time to teach their children.”

This means that Parents assistance on learning Early Language Literacy is vital to the learning of the learners. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators and their primary role in modular learning is to establish a connection and guide the child. Thus, this learning modality has passed on a big

responsibility to the parents since, Anzaldo (2001).

Secondly, the Participant 2 whose responses are coded 701 suggested that, siblings and parents' cooperation is also important.

"since call and text lang po mostly yung magagawa naman para ma monitor po reading and writing nila aside from our assessment, kailangan po talaga makipag cooperate ng parents kapatid or guardian para matulongan yung mga anak nila.."

The data shows that some of the parents are busy and also cannot able to read and write due to low educational attainment. In fact, Anzaldo (2001) stated that some parents do not know how to read or write, teaching their children the lessons in their subject areas is more challenging. Not all parents/guardians know how to teach their children utilizing modular distance learning, which is difficult. Siblings who are capable to assist the learner in learning reading and writing are helpful.

On the other hand,, participants 3 and 5, coded 702 also suggested that train the child using various reading and writing enhancer to supplement the learning needs of the learners. It shows that teachers and parents must provide remediation for reading and writing to ensure that learners learn even in modular modality.

"Unlike face to face po maam na marami kami ma integrate na activities, during this time po limited po talaga..but I can suggest po na effective po yung writing pad technique and pullers method po sa writing nila para ma enhance po kahit papano. sa reading naman po is yung suited na po talaga sa grade level as in madali na po masyado, and before po naming binigay sa parent naming, sometimes nagkakaroon po kami ng brief lecturing sa parents for the sake of those parents na limited lang po pinag aralan ay maturuan nila anak nila pagdating sa bahay."

Lastly, participant 4 whose response is coded 703, suggested that watching educational videos might help in learning reading and writing. The data suggest that since most of the children nowadays can easily learn through viewing and listening, educational videos may also supplement the learning of the children.

"Based on my observation some of the kids can learn through watching educational videos for kids. malaki po maitutulong nito sa reading and writing skills nila

since pupils at this age can easily learn through listening, viewing and imitation po maam."

In the study, video helps learners to learn reading and writing. Expert says video provides great benefits to teachers and learners, for it stimulates stronger course performance in many contexts, and it affects students' motivations, confidence, and attitude positively.

Table 3.2. *Suggested Solutions to address the challenges in learning Early Language Literacy through Modular Distance Learning as perceived by the Parents.*

Participants	Significant Statement	Formulated Meaning	Code	Cluster
1	We need to assist our children in reading and writing.	The parents are aware that their children need assistance in learning reading and writing at home through MDL	800	Parents' assistance in reading and writing
2	..Don't let them use gadgets while studying	Do not engage learners to too much usage of gadgets	801	Restriction to gadgets
3	...Having playmates who are studying is helpful in learning to read and write.	Let the learner learn from fellow learners	802	Learner to learner interaction
4	Showing words with pictures per category and let them read it afterwards.	Provide supplementary reading and writing activities	803	Enrichment Activities
5	...Face to face modality because most us, didn't know how to read and write	The parent preferred face to face modality for children	804	Face to face modality
6	..provide translation for English words if possible	The parent wants trans-literation for English words	805	International Phonetic Alphabet Translation
7	...Face to face modality to learn reading and writing.	The parent preferred face to face modality for children	804	Face to face modality

In Table 3.2, six codes surfaced. 800-805. significant statement of participant 1 coded 800 who stated the need to assist children in reading and writing at home, this means that parents need to guide and work hand in hand with the teacher and the learner for better learning.

"Siguro po, para sakin hanggat kaya natin bilang isang magulang, tabangan tanu su mga wata tanu ka dibun silan kataw matya du semulat kagina dili gelay nu mestra nin."

Participant 2 coded 801 suggested that Do not engage learners to too much usage of gadgets, this means that put restriction and proper scheduling of activities your children must engage in.

" huwag po muna naten sila pahawakin ng gadgets kasi na didivert yung attention nila or di kaya ibigay po sa tamang oras."

In addition, participant 3 whose responses coded 802,

suggested that having playmates who are studying is helpful in learning to read and write.

“dili det ah padtaden I module ah ka dili pegkataw su wata menka dili gatabangan ng lukes or suled nin malaki rin po ang maitutulong kung yung mga kalaro po niya is nag aaral din kasi na eencourage po siya na sagutan din module niya.du aden bun talaga time a gasemu den su wata sa module”

This data implies that let the learner socialize with fellow learners. Moore (1989) discussed one of the essential interactions in distance education is the Learner-learner interaction which is the exchange of information, ideas, and dialogue that occur between students about the course, whether this happens in a structured or non-structured manner. Through this manner, the eagerness and interest of the child to learn is develop.

Moreover, Participant 4 whose response is coded 803, suggested that show words with pictures per category and let them read it afterwards. This data suggested that providing supplementary activities might help boost the learner's interest to reduced boredom of the module.

“ ang strategy ko po maam is nagpapakita ako ng pictures with matching words per category tapos ipapalagay ko sakanya kung saan angkop ang larawan na yon tapos ipapabasa kop o sakanya.”

Five (5) and 7 participants which coded, 804 stated that they preferred Face to Face modality for their children to learn reading and writing.

“ O magaga e maka face to face ka kena langon maam na aden pinangagyan nin du gasulot, niya kadekelan salkami ah mga lukes na pengalbek sa farm endo solo parent.”

In face-to-face classrooms, teachers can supervise and support their students' learning Mataac (2021). In Fact, Even well-designed modules with well-defined learning outcomes can fail if the edifying tactics used to motivate and encourage learners fail to inspire and support them in achieving the necessary learning outcomes Toohey (1999).

Lastly, Participant 6, coded 805. suggest that if possible, teacher must provide translation on how to pronounce certain words in the module provided for them to deliver in correct way.

“ Upama ka gasulot na iyalit sa tagalog o dili na papagatagan su English word sa pronunciation nin sa tagalog ka endo galemuan su wata taman kanu bamando.”

This implies that parents want to seek assistance from the teachers on how they can easily deliver the lesson to their children. In connection, Guiamalon, Alon, and Camsa (2021) mentioned that parents and guardians may help their children adjust to the new environment and learning modality but some of them are hampered because of incapability of facilitating and explaining the modules provided for their children.

Conclusion

Based on the summary of the findings, it is concluded that Modular Distance Learning can be a tool in learning early language literacy which includes reading and writing; however, learning early language literacy is quite challenging to the part of the learners, teachers and parents.

It is further concluded that though Modular Distance Learning is challenging, the assistance of adult learners at home like parents and siblings seemingly addressed the challenges in the Modular Distance Learning.

Based on the summary of the findings and conclusion of the study, the following are recommended: The parents may consider guiding their children to have focus in completing reading and writing activities in the module to help them learn early Language literacy.

1. The parents may consider guiding their children to have focus in completing reading and writing activities in the module to help them learn early language literacy.
2. The parents may allot time to guide and assist the learners in reading and writing.
3. The teachers may use reading and writing activities to facilitate the reading and writing needs of the learners.
4. The Module coordinators may simplify English words and activities to facilitate completion of the reading and writing activities in the module.
5. Other researchers may conduct similar study to other participants to further validate the result of the study.

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Affiliations and Corresponding Information

Zenaida B. Zaniel, MAELT

MBHTE BARMM Simuay Junction Central Elementary School, Department of Education, Philippines

Haron A. Mohamad, MAELT

MBHTE-BARMM Talitay National High School, Department of Education, Philippines

Marissa N. Parcon, Ed.D

Mindanao State University, Philippines