

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

TEACHING READING VIA DISTANCE LEARNING: A COLLECTIVE CASE STUDY

A Thesis Presented to the  
Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Arts in Education  
(Reading)

by

Cary Joy L. Hallador

November 2023

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APPROVAL SHEET

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**Abstract**

Reading is considered one of the essential prerequisite skills learners must develop and have when entering formal education (Pang, et al., 2003). However, changes were made in the manner of teaching reading because of the pandemic that affected most of the countries around the world, including the Philippines (Dayagbil, et al., 2021). The Philippines education's mode of delivery suddenly shifted from face-to-face interaction to distance learning (Estoque, 2022). The most popular distance learning modalities in the Philippines were: (a) Modular Distance Learning (MDL), (b) Online Distance Learning (ODL), and (c) Blended Learning (DepEd, 2020). With its implementation, a big challenge emerged as to how to teach reading to primary learners via distance learning. Thus, the researcher would like to find out: (1) What are the challenges faced by elementary teachers in teaching reading via distance learning? (1) What are the teaching practices of elementary teachers in teaching reading via distance learning? This research falls under a Case Study qualitative research design with four elementary teacher participants under the schools of Division of Iloilo City. The teacher participants undergone open-ended in-depth interview and document analyses of the "Weekly Home Learning Plan (WHLP) and Self-Learning Modules (SLMs) Evaluation, and Teaching Practices Questionnaire". In vivo coding was employed to identify codes and

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sort similar ideas by within-case theme analysis. Cross-case theme analysis organized the final themes of each teacher participant's challenges and teaching practices in teaching reading via distance learning. All teacher participants holistically formed 9 clustered themes from the analysis of the challenges and 7 clustered themes from the analysis of the teaching practices of elementary teachers in teaching reading via distance learning. Specifically, challenges include: (1) Concerns with Self-Learning Modules (SLMs), (2) Lack of Parental Involvement and Competence , (3) Time Constraints, (4) Slow and Unstable Internet Connection, (5) Unconducive Home Learning Environment and Motivation, (6) Unavailability of Gadgets, (7) Distance Restrictions, (8) Learners with Special Needs, and (9) Educational Financial Support. Teaching Practices include: (1) Teacher-Made Contextualized Reading Materials/Activities, (2) Home Visitations and Regular Follow up, (3) Time Management, (4) Collaboration and Communication with Home Learning Partners, (5) Construction of Weekly Home Learning Plan (WHLP), (6) Scheduled Reading Performance Task, and (7) Upskilling and Reskilling of Teachers and Parents.

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