

Impact of Modular Distance Learning and the Reading Development of the Beginning Readers

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Abstract

Countries were lockdown due to COVID-19 Pandemic. Due to this Schools around the country were closed to prevent the possibilities of getting the virus. With this situation, the Department of Education decided to develop learning Modalities. One of it is the Modular Distance Learning where Self Learning Modules were utilized as medium for teaching-learning process. It is a challenge for both teachers and learners specially in terms of reading development. This study investigated the impact of Modular distance learning to the reading development of Beginning Readers of Torrijos Central School. The study found out that Modular Distance Learning affect the reading development of Beginning Readers. One factor is that; some parents were not trained to teach reading professionally. Some households have limited reading resources to be used in reading. It was also found that reading implementation at home during Modular Distance Learning is low that is why the reading development also decreased. Based from the result of the study the researcher recommended to develop home reading habit among beginning readers. Teachers should use different reading techniques in teaching beginning readers.

Keywords: beginning readers; reading development; modular distance learning

1. Main text

Introduction

For almost eight pandemic months, most countries around the world have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic and reduce infections (UNESCO, 2020). This closure has affected more than 1.2 billion learners worldwide with more than 28 million learners in the Philippines (UNESCO, 2020). Responses like community lockdown and community quarantine of several countries have led students and teachers to study and work from home which led to the delivery of online learning platforms (Crawford et al., 2020). However, the implementation of online learning posed different risks, problems and challenges to both the teachers and students, especially in the higher education institutions (HEIs) (Bao, 2020). In the Philippines, there are 89, 378 cases as of July 30, 2020 and is still increasing (DOH, 2020) with more than four million cases worldwide (Worldometer, 2020). In response to these situations, educational leaders decided to adopt the new normal in education. At the basic education, the Department of Education (DepEd) will be implementing the Learning Continuity Plan (LCP), which will be in effect School Year 2020-2021 and classes will open on October 5, 2020 instead of

June 2020 (DepEd, 2020). It will be the new normal in education and strengthening educational planning and health is a concern to provide quality, inclusive and accessible education for every student. Hence, this review paper has been developed in order to provide a clear lens of the new normal in education. The education sector is one of the highly affected by the COVID-19 pandemic. In the Philippines, where there are still a growing COVID-19 infections as of now, schools at all levels, therefore, need to address these concerns and carefully evaluate plans and procedures on the implementation of the new normal. The learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. The integration of Self-Learning Modules with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help DepEd ensure that all learners have access to quality basic education for SY 2020-2021 with face-to-face classes still prohibited due to the public health situation.

On the other hand, reading is one of the skills that should be developed during the early education stage of every learner. It is introduced in the kindergarten then eventually stressed during the early Grade Three. Grade three learners are known as beginning readers for this stage reading is formally taught level by level. Phonological awareness and word recognition are two factors that are being considered in the beginning reading level. Since the Department of Education pledged that education must not stop, learning modalities will be utilized for alternative learning delivery. However, Parents and teachers have their own sentiment about the said matter. Beginning reading is a complex stage and should not be compromised by the current educational situation.

Background of the Study

With the rampant spread of COVID-19 Pandemic, teaching beginning reading is one of the problems that modern teachers are facing due to modular distance learning which require limited teacher-learner interaction. Due to this the researchers decided to choose this specific study to find the impact of the Modular Distance Learning on the teaching-learning process of the beginning readers. The study will focus on the Grade Three pupils of Torrijos Central School in the District of Torrijos. It will be sought to identify the beginning reader's profile, levels of reading implementation at home as part of the Modular Distance Learning, Levels of Beginning Readers in term of special PHIL-IRI results as conducted by the teacher during Mid-School Year and the significant relationship between these factors. This study will benefit the education sector specifically the teachers, parents, learners and curriculum designers for the result of this study may serve as the basis for their future decisions.

Statement of the Problem

This study will aim to answer the following research questions:

1. What is the demographic profile of the Beginning Readers of Binunga Elementary School in terms of:
 - Age;
 - Sex;
 - Parents' Educational Attainment, and
 - Parents' Earning Bracket?
2. What is the level of reading implementation at home as part of the Modular Distance Learning? (Level of Reading Implementation at home as part of Modular Distance Learning should be categorized as follows:

Classification	Scores bracket	Points per classification
High Home Reading Implementation	9-10	3
Moderate Home Reading Implementation-	6-8	2
Low Home Reading Implementation)	5-below	1

3. What are the levels of the Beginning Readers in terms of Philippine Informal Reading Inventory (PHILIRI), Mid-School Year implementation? The levels are classified as follows:

Classification	Score per Classification
Independent Reader	3
Instructional Reader	2
Frustration Reader	1

4. Is there any significant relationship between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory?

Scope and Delimitations

This study will be subjected to parents' and Grade three learners randomly selected from Torrijos Central School from the District of Torrijos where designed questionnaire and PHILIRI mid-school year implementation result will be utilized by the researchers.

Objective of the Study

The researcher will conduct this particular study to find the impact of the modular distance learning in the Reading Development of the beginning readers of Torrijos Central School in District of Torrijos.

Significance of the Study

The result of this study will benefit the following:

- **To the Parents**

This study will serve as a guide for their sons/daughters who are beginning readers for they will serve as the prime movers alongside the teachers in teaching reading during the new normal education.

- **To the Teachers**

Teaching reading inside the classroom is quite challenging, but teaching reading to beginning readers using the Modular Distance Learning is a fresh air for the teacher. This study will give avenues for the teachers in creating reading interventions during the New Normal Education.

- **To the Curriculum Designers**

It will serve as a wide-range guide on how to design new trends in Teaching-Learning Beginning Reading to learners aligned with the clamor of the new normal Education using the Modular Distance Learning.

- **To the Beginning Readers/ Pupils**

This study will give great benefit to the learners for what any result of this can serve as a wide-guide in the implementation of Beginning Reading at Home during the COVID-19 Pandemic.

- **To the future researchers**

This study is fresh and 1st generation research wherein it will tackle education for the new normal. The result of this study may serve as their reference for their future studies related to COVID-19 Pandemic and New Normal Education

Related Literature

Beginning Reading

According to Gamse et al. (2008) and Moss et al. (2008) that teachers in Reading First schools were in fact doing more phonics teaching than were those in similar non-Reading First schools. Yet outcomes were disappointing, with small effects seen on first grade decoding measures and no impact on comprehension measures in grades 1-3. Similarly, a large study of intensive professional development focusing on phonics found no effects on the reading skills of second graders (Garet et al., 2008). The findings of these large scale experiments imply that while the importance of phonics and phonemic awareness in beginning reading instruction are well established, the addition of phonics to traditional basal instruction is not sufficient to bring about widespread improvement in children's reading. Other factors, especially relating to the quality of instruction, are also consequential. Because of the great importance of this stage of development, there have been several reviews of research on beginning reading. Adams (1990) wrote an influential review, which concluded among other things that systematic phonics should be central to early reading instruction.

Reviews by Snow, Burns, & Griffin (1998), by the National Reading Panel (NRP, 2000), by Torgerson, Brooks, & Hall (2006), and by the Rose Report in the U.K. (Rose, 2006) have reinforced the importance of phonics.

On the other hand, Torgerson et al. (2006) review only included 12 randomized evaluations contrasting phonetic and non-phonetic approaches, but most of these were also brief (most provided 5 hours

or less of instruction), had very small sample sizes, often used measures of objectives not taught at all in the control group, and were mostly supplementary rather than core approaches.

A similar study of *Reading Street* by Wilkerson et al. (2006) involved 16 teachers of first grades in five schools. Two urban schools and a rural school were middle-class, non-Title I schools primarily serving White students, with 38-40% of students qualifying for free lunch. The remaining two schools were Title I schools with 67% of students qualifying for free lunch, and 80% of students were African American and 11% were Hispanic. The overall sample was 57% White, 25% African American, and 11% Hispanic, and 54% of students qualified for free lunch. The teachers were randomly assigned within schools to use *Reading Street* or to continue using other basal textbooks. Adjusting for pretests, individual Gates McGinitie scores were not significantly different ($ES = -0.02$, n.s.).

Meanwhile, Macaruso, Hook, & McCabe (2006) evaluated *PBR* in ten first-grade classes in five urban elementary schools in the Boston area. More than 50% of students received free or reduced price lunches, and 29% came from homes in which a language other than English was spoken. One first grade class in each school was designated to use *PBR* ($N=92$) and one served as a control group ($N=87$). All classes used the same *Scott Foresman* or *Bradley* basals. *PBR* was used in a lab setting 2-4 times per week for 20-30 minutes. Experimental and control students were fairly well matched on Gates MacGinitie pretests given in November of first grade. On June posttests, adjusted for pretests, *PBR* students scored nonsignificantly better ($ES=+0.20$, n.s.).

Moreover, The National Reading Panel (2000) pointed to five factors needed for success in early reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These reviews, however, focused on variables associated with positive outcomes in beginning reading rather than on specific reading programs. The What Works Clearinghouse (2009), in its beginning reading topic report, reviewed research on reading programs evaluated in grades K-3. However, the WWC only reports program ratings, and does not include discussion of the findings or draw generalizations about the effects of types of programs. Further, WWC inclusion standards applied in its beginning reading topic report include very brief studies (as few as 5 hours of instruction), very small studies (as few as 46 students), and measures of skills taught in experimental but not control groups.

Meanwhile, success in beginning reading is a key prerequisite for success in reading in the later years. Longitudinal studies (e.g., Juel, 1988) have shown that children with poor reading skills at the end of first grade are unlikely to catch up later on, and are likely to have difficulties in reading throughout their schooling. It is in the early elementary grades where the gap in performance between children of different races first appears, and this gap is perhaps the most important policy issue in education in the U.S. On the fourth grade National Assessment of Educational Progress (NAEP, 2007), 43% of White children achieved at the "proficient" level on the National Assessment of Educational Progress, but only 14% of African American, 17% of Hispanic, and 8% of American Indian children scored at this level. Effective beginning reading programs are important for children of all backgrounds, but for disadvantaged and minority children and for children with learning disabilities, who particularly depend on school to achieve success, effective beginning reading programs are especially important. In recent years, there has been a shift in policy and practice toward more of a focus on phonics and phonemic awareness in beginning reading instruction. Based in large part on the findings of the National Reading Panel (2000) and earlier research syntheses, the Bush 4 Administration's Reading First program strongly favored phonics and phonemic awareness, and a national study of Reading First program.

Distance Learning

On the other view, Distance learning is not a new fact phenomenon, its popularity has increased the interest and visibility in distance learning as a new method of research and learning to enhance the audiences (Gasevic, Kovanovic, Joksimovic & Siemens, 2014). In addition, the line between distance education and traditional education has become blurred, as many establishments have incorporated blended learning into their programs and courses. Some on-campus classes, using a blended approach, also incorporate opportunities for online discussions so that student conversations can continue beyond the classroom (Jacobs, Renandya, & Power, 2016). Online learning platforms can potentially increase student engagement and interactivity, thus contributing toward enhancing students' satisfaction with distance learning (Garrison, 2011; Harasim, 2012). The issue to be explored here is the design and structure of online discussion, and attention also needs to be given to the course design and the management process of the course, and the construction of activities and organizational structures that lead to a proper environment for distance learning. Identifying the extent to which online interactions demonstrate meaningful student learning becomes crucial to understanding the learning potential that is afforded through such things as online discussion forums. Many people have negative perceptions and conceptions about distance learning education, considering it to be poor in performance. Yet new tools and techniques such as distance learning, web-based courses, learning management systems (LMS) and Moodle are making significant contributions in the distance learning arena and increasing students' satisfaction (Ali, 2011). Distance learning is not a new concept, and nor is research on this topic (Means, Toyama, Murphy & Baki, 2013; Simonson, Schlosser & Orellana, 2011; Zhao, Lei, Yan, Lai & Tan, 2005). Although distance and online learners have faced many challenges historically, such as impersonal interactions and unsatisfying, (Lee, Srinivasan, Trail, Lewis & Lopez, 2011; Paechter, Maier & Macher, 2010; Song, Singleton,

As mentioned by Hill & Koh, 2004; Vonderwell, 2003). Still the number of students signing up for distance learning courses has increased dramatically over the past thirty years. With the rapid expansion and increasing availability of material and communication technologies, distance learning courses have continued to improve, and new methods have been developed. Online course design based on Moodle provides a variety of tools to students such as email (asynchronous), chat rooms (synchronous), discussion forums and course content spaces: these features offer students a range of interactive opportunities, including student-to-content, student-to-instructor interaction and student-to-student (Moore & Kearsley, 2005).

The research findings of Mahle (2011) recommended that the student satisfaction and interaction may have dependent relationship. Satisfaction happens when it is comprehended performance meets learners' expectations and considered a short-term attitude about the learning process. High education satisfaction researchers concentrate on the distribution and operational side of the learner's experience in the teaching process. The feedback of the learners can affect the course delivering and areas in which it might enhanced.

Lastly, according to Bordelon (2013) reported and concluded a positive relationship between both achievement and satisfaction. Bordelon indicated that reason behind such results, might be cultural differences in learners' satisfaction that indicates learning accession Zhu (2012). In addition, due to previous factors such as the service performance, universities performance, relationships and university standing. Although satisfaction was not related in an explicit way to the achievements of the learners, it is a statement of confidence in the system and the trust combined within, its importance cannot be overruled.

Research Hypothesis

There is no significant relationship between the Beginning Readers' Demographic Profile, Level of Reading Implementation at home and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory.

Conceptual Framework

This study will document the impact of the modular distance learning in the teaching-learning process of the beginning readers of Binunga Elementary School in District of Buenavista. It will be a descriptive type of study that describes characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (what are the characteristics of the population or situation being studied?). The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories.

Research Paradigm

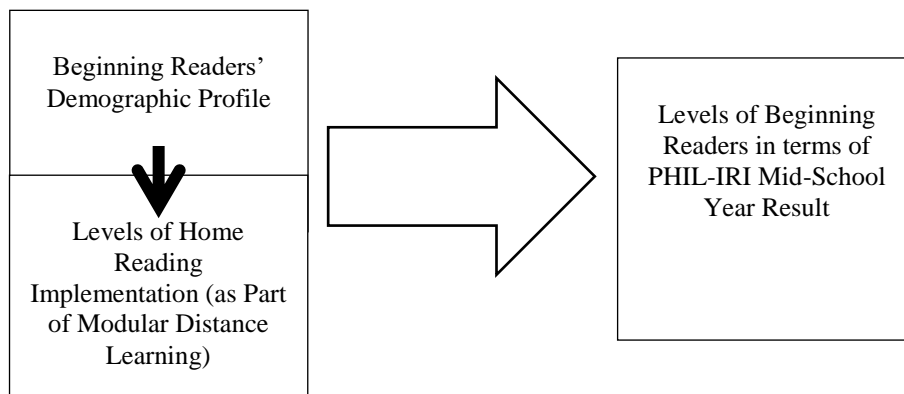


Figure 1. This framework will be used by the researcher in documenting impact of the modular distance learning in the teaching-learning process of the beginning readers of Torrijos Central School in District of Torrijos. As indicated in the research paradigm the Beginning Readers' Demographic Profile is the Independent Variable while the Levels of Home Reading Implementation (as Part of Modular Distance Learning) can be dependent in the Demographic Profile because parental factor can affect the teaching-learning, on the other hand Level of Beginning Readers in terms of PHIL-IRI Result is dependent variable for both Demographic Profile and Levels of Home Reading Implementation.

Methodology

This study will document the impact of the Modular Distance Learning on the teaching-learning process of the beginning readers. The study will focus on the Grade Three pupils of Torrijos Central School in the District of Torrijos.

Respondents of the Study

The respondents of the study will be the Grade Three Pupils of Torrijos School, Torrijos District from the Schools Division of Marinduque.

Sampling Technique

The researcher will use random sampling technique in choosing the respondents which will be the Grade Three Pupils of Torrijos Central School. The respondents will be randomly selected through the use of fishbowl method, in this manner it will be unbiased representation of the total population.

Research Instrument

The researcher will develop a questionnaire to elicit the data needed, it will be distributed to the Grade Three Pupils of Torrijos Central School, who will be randomly selected from the total population. In order to secure other relevant information, the researcher will also interview the respondents.

Data Gathering Procedure

This will be the data gathering procedure to be undertaken by the respondents:

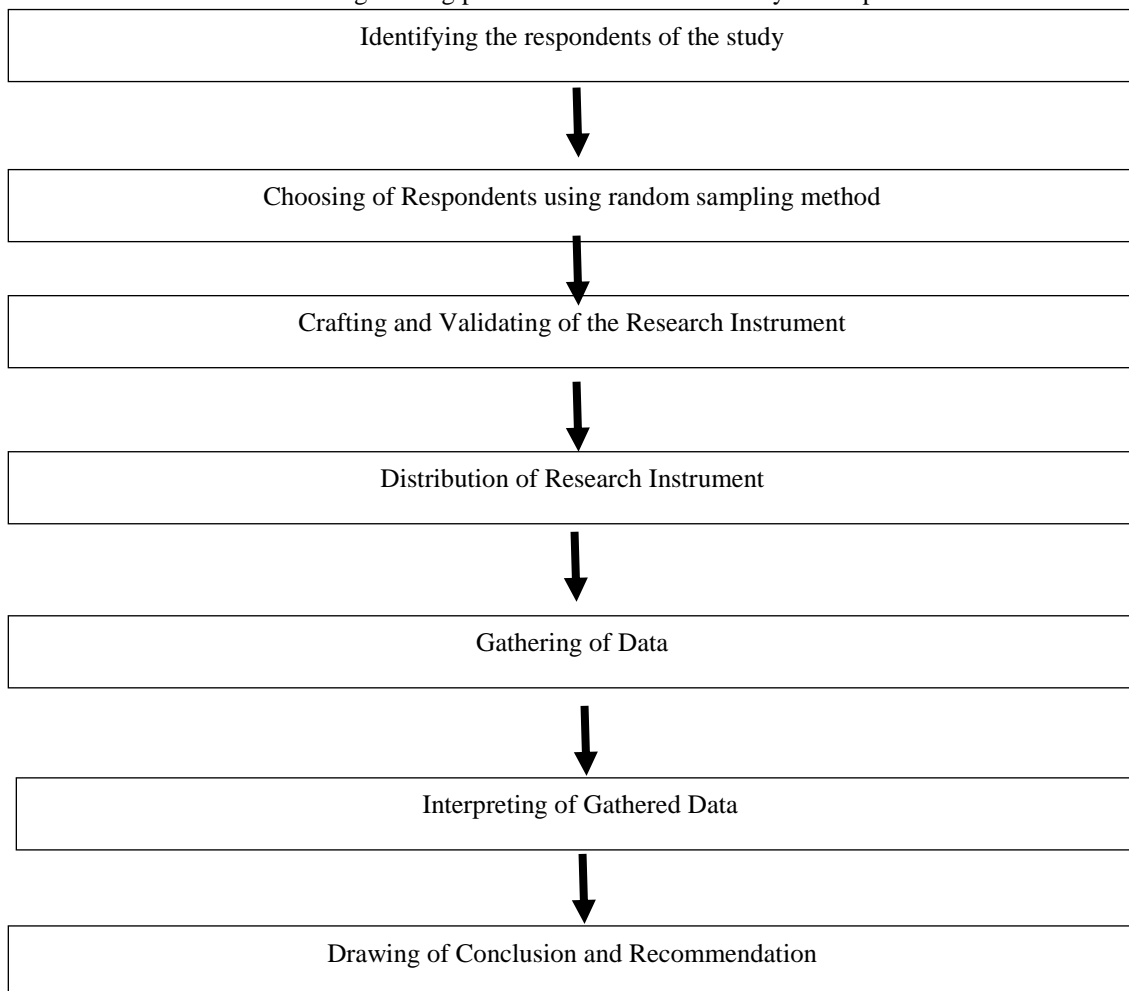


Figure no. 2 shows the steps to be taken in data gathering of the researcher.

Statistical Treatment

To interpret the data to be gathered, the researcher will use the Percentage to describe the demographic Profile of the Grade 3 pupils. Microsoft excel was used for data interpretation and analysis. Categorical variables were expressed as absolute and relative number. The Pearson's Correlation Coefficient was used to test the significant relationship between the Level of Home Reading Implementation as part of Modular Distance Learning and the Level of Reading Development of Beginning Readers of Torrijos Central School. P-value below 0.05 was considered statistically significant while p-value below 0.01 was considered highly significant.

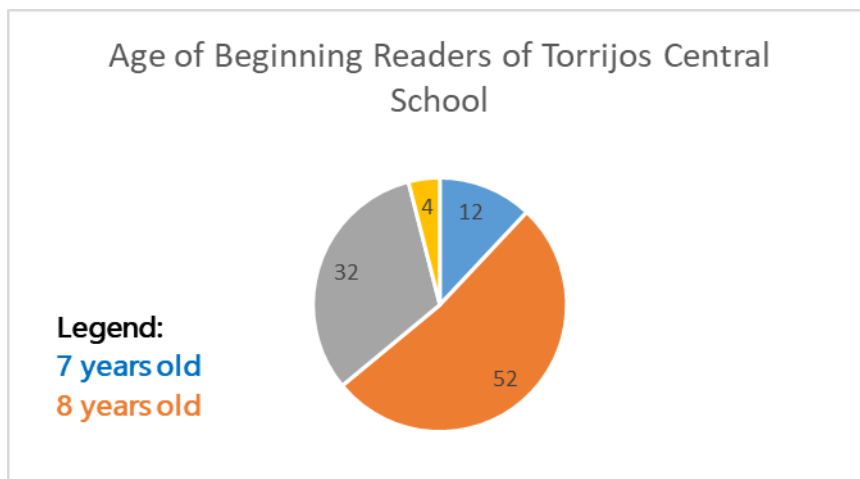
Result and Discussion

This chapter presents the result and discussion from the data gathering procedure undergone by the researcher. The data gathered are interpreted which answers the research questions. The discussion is about the Demographic profile of the respondents, Home reading implementation, Level of reading development and the significant relationship among the level home-reading implementation and the reading development of the beginning readers of Torrijos Central School.

1. Demographic Profile of the respondents in terms of:

A. Age

B. Figure 1. Age of beginning Readers of Torrijos Central School



The graph above shows the age of Beginning Readers of Torrijos Central School. The data shows that majority of the Beginning Readers are at age of 8 with 52 %, followed by 9 years old with 32 % while 7 years old with 12% and 10 years old with 4% respectively.

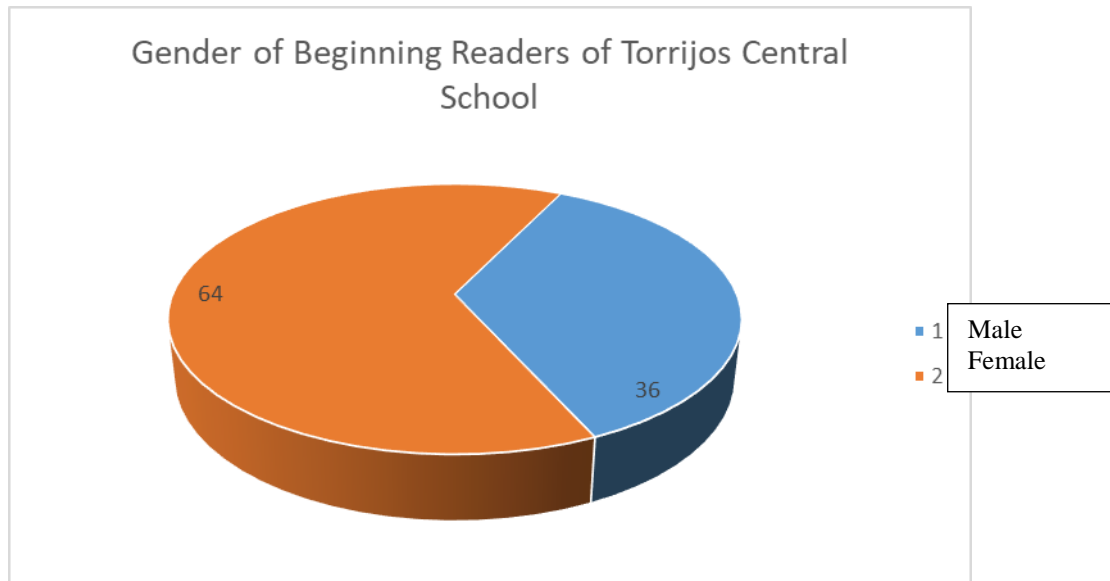
C. Sex

Figure 2. Gender of Beginning Readers of Torrijos Central School

The graph indicates that majority of the Beginning Readers of Torrijos Central School are female with 64 % or 16 out of 25 pupils while males has 36 % or 9 pupils out of 25 total enrollments.

D. Parents' Educational Attainment

Table 1. Parents' Educational Attainment of Beginning Readers of Torrijos Central School

Classification	Frequency	Percentage	Rank
Elementary Undergraduate	4	16	3.5
Elementary graduate	4	16	3.5
High School Undergraduate	5	20	2
Highschool Graduate	9	36	1
College Undergraduate	3	12	5
College Graduate	0	0	6.33
Vocational	0	0	6.33
Masters Graduate	0	0	6.33
Total	25		

The table shows that most of the Parents' of the Beginning Readers of Torrijos Central School are High School Graduates garnering 36 %, High School Undergraduate followed with 20 %, Elementary graduate and undergraduate tied-up, both has 16 %, while College undergraduate has 5 %. On the other hand, no parents are categorized as Vocational Graduate, College Graduate and Masters Graduate respectively.

E. Parents' Earning Bracket

Table 2. Parents' Earning Bracket of Beginning Readers of Torrijos Central School

Parents' Earning Bracket	Frequency	Percentage	Rank
5,000- below	21	84	1
6,000- 10,000	4	16	2
11,000- 15,000	0	0	3.33
16,000- 20,000	0	0	3.33
21,000- above	0	0	3.33
Total	25		

The table indicates that most of the respondents' parents earning fall on 5,00-below bracket with 84% of the respondents answered the said category. Meanwhile, 16% of the respondents are at 6,000-10,000 earning bracket. It is also visible that no parents earn more than 11, 000 pesos monthly.

2. Home Reading Implementation

Table 3. Home Reading Implementation of Beginning Readers as part of Modular Distance Learning

Classification	Frequency	Percentage
High Home Reading Implementation	9	36
Moderate Home Reading Implementation-	15	60
Low Home Reading Implementation)	1	4
N	25	

Table 3 shows the classification of home reading implementation of the Beginning Readers as part of the Modular Distance Learning. The data shows that majority of the learners fall on Moderate Home Reading Implementation which has 60 % followed by High Reading Implementation with 36%. Lastly, Low reading Implementation has 4 % respectively.

3. Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (PHILIRI), Mid-School Year implementation

Table 4. Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (PHILIRI), Mid-School Year implementation

Classification	Frequency	Percentage
Independent Reader	3	12
Instructional Reader	9	36
Frustration Reader	13	52
N	25	

The data in the table 4 shows the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (PHILIRI), Mid-School Year implementation. The researcher together with the Grade 3 teacher of Torrijos Central School conducted a Mid-School Year PHILIRI for the benefit of the study and to trace the reading development of the Beginning Readers. Based from the gathered data it shows that majority of the learners are at the Frustration level with 52%, on the other hand, it is followed by Instructional Level with 36 %. Lastly, only 12 % of the Beginning Readers are considered to be Independent Readers respectively. It clearly shows that there is a need for further reading improvements for the Beginning Readers.

4. Significant Relationship between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory

Table 5. Correlation between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory using Pearson Correlation Coefficient and Regression.

ANOVA					P-value	Interpretation		
	df	SS	MS	F	Significance F			
Regression	1	5.166666667	5.1666667	17.39	0.000368426	Significant		
Residual	23	6.833333333	0.2971014					
Total	24	12						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.33333333	0.476255589	-0.6999043	0.491	-1.31854308	0.65187642	-1.31854308	0.651876415
Reading Implement	0.833333333	0.199832406	4.1701611	0.0004	0.419948506	1.24671816	0.41994851	1.246718161

The table indicates that there is a significant relationship between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (Mid-School Year Implementation). As shown in the table the variables have a critical p-value of 0.0004 which is far lower than the alpha level of significant, thus the null hypothesis is hereby rejected. In this manner there is a significant relationship between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (Mid-School Year Implementation).

Summary of Findings

Result of the study revealed that:

1. The researcher has 25 respondents identified as Beginning Readers. Majority of the Beginning Readers are at age of 8 with 52 %, followed by 9 years old with 32 % while 7 years old with 12% and 10 years old with 4% respectively.
2. In terms of respondents' gender mainstream of the Beginning Readers of Torrijos Central School are female with 64 % or 16 out of 25 pupils while male has 36 % or 9 pupils out of 25 total enrollments.
3. Most of the Parents' of the Beginning Readers of Torrijos Central School are High School Graduates garnering 36 %, meanwhile, High School Undergraduate followed with 20 %, Elementary graduate and undergraduate tied-up, both has 16 %, while College undergraduate has 5 %. On the other hand, no parents are categorized as Vocational Graduate, College Graduate and Masters Graduate respectively.
4. Respondents' parents earning tumble on 5,00-below bracket with 84%, on the same page, 16% of the respondents are at 6,000-10,000 earning bracket. It is also visible that no parents earn more than 11, 000 pesos monthly.
5. In terms of the level of home reading implementation of the Beginning Readers as part of the Modular Distance Learning, most of the learners fall on Moderate Home Reading Implementation which has 60 % followed by High Reading Implementation with 36%. Lastly, Low reading Implementation has 4 % respectively.
6. In line with the Beginning Readers' Level of Reading Development as shown from the result of the Mid-School Year PHILIRI Implementation, Frustration level has 52%, on the other hand, it is followed by Instructional Level with 36 %. Lastly, only 12 % of the Beginning Readers are considered to be Independent Readers respectively.
7. According to the data interpreted, Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (Mid-School Year Implementation) have a critical p-value of 0.0004 which is far lower than the alpha level of significant, thus the null hypothesis is hereby rejected. In this manner there is a significant relationship between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (Mid-School Year Implementation).

Conclusion of the Study

Based from the summary of findings the following conclusions were drawn:

1. Most of the Beginning Readers of Torrijos Central School are females, the number of males is almost half of the total number of the female respondents.

2. Ages of the Beginning Readers of Torrijos Central school are at the average of 8 years old, it is shown that it is bit younger based on the standard age for their grade level which is 9 years old.
3. Most of the parents of Beginning Readers are high school graduate, it is expected that these parents can basically read and write which these two skills are very important in the implementation of the Modular Distance Learning.
4. Parents of the Beginning Readers of Torrijos Central School are considered low income earner which falls on 5,000-below category based on the Philippine Income classification.
5. Home Reading Implementation of Beginning Readers of Torrijos Central School as part of the Modular distance learning is at Moderate level.
6. Level of Reading Development of Beginning Readers of Torrijos Central School as the result of Mid-School Year PHILIRI Implementation is at Instructional Level. This means that it is quite low for a Grade 3 class compared to the Department of Education's given criterion on the Reading Development for Elementary Learners.
7. Based on the gathered and interpreted data, the null hypothesis is hereby rejected at critical p-value of 0.0004 which is far lower than the alpha level of significant 0.05. Thus, it is concluded that there is a significant relationship between the Beginning Readers' Level of Reading Implementation at home as part of Modular Distance Learning and the Levels of Beginning Readers in terms of Philippine Informal Reading Inventory (Mid-School Year Implementation).

Recommendations

Based on the drawn conclusion, the researchers recommend the following:

1. School Administrators

They must allocate budgets subjected to the school MOOE or Local funds for printing of reading materials like CVC word patterns, MARUNGKO pattern, CLAVERIA pattern, short stories and other reading materials.

2. Teachers

Plan reading intervention and implement it to address reading development concerns among Beginning Readers. In this manner it will help increase the level of Home Reading Implementation and eventually the Beginning Reader's level of Reading Development also.

3. Parents and Guardians

Foster good collaboration among teachers in implementing Home Reading as part of Modular Distance Learning. Constantly monitor and guide the beginning readers in reading activities and interventions.

4. Beginning Readers

Develop home reading habits and appreciate reading materials produced by the teachers.

5. Future Researchers

This is a fresh and new study that tackled the impact of modular distance learning in the reading development of the beginning readers in this time of COVID-19 Pandemic, this study may serve as a source of information of their later study in line with the reading development of the beginning readers.

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