

READING TEACHERS OF K-3: PEARLS, PITFALLS, AND PROMISES OF TEACHING READING IN THE NEW NORMAL

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Abstract. Teachers are role models and the prime sources for learners to cultivate their reading habit. Their empathy, creativity and encouragement are vital in the achievement of the goal. This action research was conducted mainly to find out the advantages, teaching styles, strategies, challenges, and problems encountered by teachers in teaching reading in order to suggest actions for the effective learning of learners in reading. The participants of the study were six (6) selected public elementary teachers from Grades 1 to Grade 6 of School Years 2019 to 2021 from the Division of San Juan City, Metro Manila. The researchers used Focus Group Discussion (FGD) via virtual platform.

As there is a plethora of hurdles that teachers encounter in teaching reading during the pandemic, teachers came up with several strategies and innovations that can alleviate the quandaries that were determined. The teachers found the following strategies and innovations effective in the delivery of reading instruction despite the hurdles: reading stories before discussing the lesson, chunking, vocabulary wall, word wall, graphic organizer, creating a learning path, localization, teacher read-aloud, scaffolding, connecting to prior knowledge through questions, and graphic organizer. Some innovative teaching interventions they suggested are Four-Pronged Approach, Marungko Approach, Project Dream, and “Nanay Ko, Teacher Ko” (Translated: My Mother, My Teacher) before, during and after reading as well as integration of reconciled lesson through visual and non-visual activities.

Keywords: *comprehension, new normal, teaching reading*