

## THE STRUGGLES IN TEACHING READING IN TIME OF PANDEMIC

by:

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The current health crisis caused by Covid-19 pandemic complicates teaching where teachers and students are part of the new normal education system. We transitioned from the traditional classroom model of learning to a modern, technological means of learning. We could learn everything and have access to all of our study materials from the comfort of our own homes. In this time of pandemic, teachers' roles and responsibilities have expanded. They had to learn more than the students in order to be ready for their new teaching-learning scenario. The issues have an impact on teachers' ability to prepare learning materials as well as learners' ability to learn.

Where it is difficult for teachers to reach out to all of the learners at home, the teachers use various forms of communication. As a result, it is difficult for them to develop the learners' skills because they remain at home while learning the lessons. Not all parents want or are able to help their children with their studies. Some parents are unable to comprehend the handwritten information on the modules. Challenges are an unavoidable part of life. Individuals must consider these challenges in order to understand that they are capable individuals. Furthermore, they must have a positive attitude in their lives in order to cope with the problems they encounter in managing daily tasks.

Reading is fundamental to survive in today's demanding world. Reading is a complex process that requires skills such as decoding, prediction, and questioning. Good readers recognize sight words, use context clues to decipher unfamiliar vocabulary, and draw on their prior knowledge to make connections between what they already know

and what they want to learn. It helps develop the mind. The mind functions like a muscle. It requires exercise. The ability to understand written text is a reading skill the mind could develop. Teaching children how to read with comprehension helps them develop their language skills. It also teaches them to listen. It is how we learn new things. Reading helps people develop their creative side, which aids in the development of a positive self-image.

Distance learning typically involves students working more independently than they are accustomed to, so as teachers, we must modify the ways we assist them in reading learning texts. We know that reading is a process of making meaning, so whenever we assign reading materials to students, we must also provide them with the tools they need to comprehend those texts. Distance learning necessitates that we provide innovative learning materials and in more intentional ways in order to support students as they become more self-sufficient.

Our goal is for students to learn reading strategies that they can apply to future assignments—and throughout their lives—in addition to understanding the texts and content required for our coursework. We should explicitly teach these strategies so that students recognize them as strategies that can be applied to a variety of texts.

In distance learning, we can teach these skills during synchronous learning to prepare students for reading during asynchronous learning, or we can use our learning management systems to create gateway activities that students complete before the reading text is released.

### Three Rules in Teaching Reading in the New Normal

Develop the love of reading among learners.

Teachers shift their focus to two key aspects of literacy development as children learn to decode words and make sense of them: fluency and comprehension. Fluency is defined as the ability to read text quickly and accurately while understanding how the

words are expressed. Reading comprehension, or the ability to understand text, is impossible without fluency—the ability to recognize words and their intonation or expression. After children have acquired all of the necessary components for developing fluency and comprehension, the next step is to practice.

Provide a wide range of books

Learners should be introduced to a wide range of books and text types, both in an online class and at home with their families. Educators can choose different books to read aloud to the entire class during a designated read-aloud time while also providing leveled readers that are appropriate for each student's personal reading level. If families are unable to borrow or pick up books from the school, they may be able to print simple guided readers on their home printers. Inform parents about opportunities to buy or borrow books, even if those texts are available online.

Be flexible to manipulate digital tools.

It is beneficial to incorporate multimedia into your instruction whenever possible to help students become comfortable with it. Providing different ways of representing information can help your students gain better access to complex texts.

Digital texts presented in a creative format using technology can be transformed to provide teaching aids such as pedagogical agents that model reading processes. Within the content, students can have mentors who model reading, questioning, and taking notes. The program can learn about the reader by collecting and analyzing performance data and adjusting the learning environment accordingly using certain digital tools. For example, if students are taking an online quiz, programs of this type can use their answers to determine what their next question should be as they take the quiz, thus tailoring the experience to students' instructional levels more appropriately.

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