

# Reading between the Lines: Unveiling Online Distance Learning Experiences in Philippine Public High Schools



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**ABSTRACT.** This qualitative phenomenological study explores the experiences of reading teachers from public junior high schools in Silang, Cavite, Philippines, who have adopted online distance learning (ODL) for teaching reading. The study aims to understand the challenges and strategies involved in ODL reading instruction. Using Moustakas' (1994) transcendental phenomenology, data were collected through in-depth semi-structured interviews with seven teachers. The analysis revealed that teaching reading via ODL requires meticulous planning, interactive activities, and multimedia materials. Teachers faced challenges such as technical difficulties, limited time, and ensuring assessment authenticity, but also noted benefits like accessible learning materials and engaging online applications. The study concludes that comprehensive training and support for teachers are crucial for effective ODL implementation. It recommends future research to explore the perspectives of students and parents to gain a more thorough understanding of ODL's impact on reading instruction. These insights are vital for educators and policymakers to optimize ODL practices.

## 1.0. Introduction

Reading is a cornerstone skill for student success, serving as a primary means of knowledge acquisition (Chumworatayee, 2017; Park & Kim, 2011; Wibowo, 2020; Yusmalinda & Astuti, 2020; Marabe & Petalla, 2023). The COVID-19 pandemic disrupted traditional educational systems worldwide, leading to the rapid adoption of online distance learning (ODL) modalities. In the Philippines, the Department of Education (DepEd) implemented DepEd Order No. 007, s. of 2020, mandating the use of distance learning delivery modalities (DLDM), including ODL, to ensure student safety while maintaining educational continuity (DepEd, 2020). This shift presented a unique challenge for teachers, particularly in adapting reading instruction to a virtual environment.

Research suggests that ODL holds promise for enhancing reading comprehension. Studies exploring various online platforms and strategies showcase their effectiveness in improving EFL learners' reading skills. For instance, studies by Al-Jarf (2021) and Korkmaz and Öz (2021) demonstrate the benefits of incorporating inspirational quotes and Kahoot! respectively, while Meinwati et al. (2021) highlight

the effectiveness of using Google Classroom. Additionally, integrating mobile applications and multimedia resources has increased student motivation and engagement (Altay & Altay, 2017; Gilbert, 2017; Klimova & Zamborova, 2020).

However, a critical gap exists in research focusing on ODL experiences within ESL contexts, specifically in the Philippines. While studies like those by Dimaculangan et al. (2022), Barrot et al. (2021), and Kilag et al. (2023) explored teachers' and students' general experiences with ODL in the Philippines, they did not delve specifically into reading instruction. Ligudon and Ildefonso's (2022) study focused solely on reading strategies employed by Filipino senior high school English teachers outside the ODL modality. This research gap highlights the need to understand the lived experiences of teachers using ODL for reading instruction in Philippine public high schools.

While the studies above offer valuable insights into the potential of ODL for reading instruction, they often focus on the effectiveness of singular technologies or strategies. Studies by Atmojo and Nugroho (2020) and Rahmi et al. (2021) call for investigations into the broader practices and challenges associated with integrating technology in online language learning environments. Existing research might not fully capture the complexities

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of navigating an entirely online reading instruction environment. Furthermore, the focus on EFL contexts in many studies limits the generalizability of findings to ESL situations like the Philippines, where students possess a foundational understanding of English but require ongoing instruction and practice to develop fluency and comprehension skills (Amin, 2022; Suson et al., 2020; Ali & Taal, 2021; Marabe & Petalla, 2023).

This research study adopts a qualitative approach to explore the experiences of reading teachers in ODL classrooms. As Alase (2017) suggests, qualitative research offers a valuable lens for understanding human experiences with a particular phenomenon. In this case, a deeper understanding of teachers' experiences with ODL reading instruction can inform potential improvements to this emerging approach within the Philippine educational landscape. Specifically, it utilizes transcendental phenomenology, a specific qualitative method that seeks to understand the lived experiences of individuals. This approach allows for exploring the essence of a phenomenon, in this case, the essence of teaching reading using ODL in Philippine public high schools. Transcendental phenomenology emphasizes bracketing the researcher's attempt to set aside preconceived notions and biases to approach participants' experiences with an open mind (Creswell & Poth, 2018).

This transcendental qualitative research study seeks to describe and understand the experiences of reading teachers in public high schools using ODL modalities during the COVID-19 pandemic. The central research question guiding this investigation is: "What does it mean for reading teachers to teach using ODL?" This overarching question is further broken down into the following specific questions: What practices and strategies do reading teachers utilize when teaching reading using ODL in Philippine public high schools? What are the perceived challenges and benefits of teaching reading using ODL in these contexts? By exploring the experiences of reading teachers in public high schools, the study provides insights into effective strategies and practices for teaching reading through ODL. This can lead to improved teaching methods and better student outcomes.

## 2.0. Methodology

*Research Design.* Understanding the lived experiences of teachers is crucial for developing effective ODL approaches for reading instruction. This study employs Moustakas' (1994) transcendental phenomenology for several reasons. Firstly, this method prioritizes in-depth descriptions of participants' experiences, allowing for a rich understanding of the complexities involved in

teaching reading through ODL (Creswell, 2007). Secondly, emphasizing "bracketing" (Alase, 2017) minimizes researcher bias, ensuring the focus remains on the teachers' unique perspectives. This is particularly important for this study, as the researcher might have their own experiences with ODL that could influence the interpretation of data.

*Selection of Participants and Purposive Sampling.* Seven English teachers from public junior high schools in Silang, Cavite, were selected through purposive sampling (Creswell, 2007). This method ensured participants had relevant experiences with the phenomenon under study—teaching reading through ODL. The inclusion criteria required participants to be English teachers of any grade level in a public junior high school and to have used ODL as the primary teaching modality for at least one school year, ensuring substantial experience. These criteria guaranteed a homogenous sample with a shared understanding of ODL in reading instruction (Alase, 2017). Participants were assigned labels (T1-T7) throughout the research process to maintain anonymity.

*Data Collection Procedures and Interview Protocol.* Before conducting interviews, a detailed interview protocol was developed. This protocol served as a guide for the researcher while maintaining a conversational style to build rapport with participants (Stuckey, 2013). Open-ended questions focused on the teachers' experiences teaching reading through ODL, including challenges encountered, strategies employed, and perceived student engagement. Follow-up questions explored topics in more detail, allowing for a nuanced understanding of their perspectives. Semi-structured interviews were chosen as the primary data collection method due to their flexibility in allowing in-depth responses while focusing on the research questions (Stuckey, 2013). Each participant was interviewed twice through phone calls, Messenger calls, or face-to-face meetings based on their preferences. This approach aimed to achieve data saturation, ensuring no new information emerged through subsequent interviews (Creswell, 2007).

*Data Analysis Process Based on Moustakas (1994).* Data analysis followed Moustakas' (1994) six-step process: epoche or bracketing, memoing, horizontalization, clustering of meaning, development of textural and structural descriptions, and composite description. The first step, epoche or bracketing, involved recognizing and setting aside the researchers' biases to ensure the participant descriptions remained the primary focus, minimizing researcher bias. The second step, memoing, involved reviewing and analyzing interview transcripts, with marginal notes capturing initial codes and emerging themes (Creswell, 2007). In the third step, horizontalization, marginal

notes were reviewed to identify significant statements directly related to the research questions, treating all statements equally to ensure a comprehensive understanding of the phenomenon. The fourth step, clustering of meaning, grouped significant statements into thematic categories based on commonalities across participants' experiences. Textural and structural descriptions were then developed: textural descriptions captured the "what" of the experiences, outlining specific challenges and strategies reported by teachers, while structural descriptions explored the "how," examining the context and setting of ODL reading instruction. Finally, these descriptions were combined to develop a composite description representing the essence of the participants' lived experiences.

*Ethical Considerations and Participant Consent.*

Ethical considerations were paramount throughout the study. Informed consent was obtained from teachers and school heads through a written consent form explaining the purpose of the study, participation requirements, data collection procedures, and dissemination of findings (Creswell, 2007). This document emphasized voluntary participation and ensured anonymity by using labels instead of names in data analysis. The researcher prioritized participant comfort by considering their availability, preferred interview format (phone calls, online platforms, or face-to-face), and location.

**3.0. Results and Discussion**

This section presents the study results from interviews with seven reading teachers. It is organized into two themes: (1) teaching reading via Online Distance Learning (ODL) and (2) the benefits and challenges of ODL in reading instruction.

**How teachers teach reading using ODL modality**

The following table summarizes the textural descriptions of the teachers' experiences in teaching reading using the ODL modality based on their accounts of what they do and how they do it.

Table 1 outlines textural descriptions of the reading teachers' experiences when they shifted to Open Distance Learning (ODL) for reading instruction. Educators needed careful

planning to adapt traditional teaching strategies to an online format and effectively use tools like Google Meet for engagement and assessments. Teacher 3 highlighted the impact of these tools: "Our students enjoyed using different apps for virtual reading, which significantly enhanced their engagement." In addition to mastering online tools, teachers required essential technological resources such as laptops and noise-cancelling microphones. Google Meet was the primary platform for synchronous sessions, supplemented by Messenger Group Chats for interaction. DepEd-sponsored webinars and tutorials on platforms like YouTube helped teachers develop their digital skills. Teacher 1 noted: "DepEd provided seminars that improved our technological proficiency."

DepEd materials, including modules and the PHIL IRI Manual of Assessments, were fundamental for teaching. Teachers adapted these resources for ODL, providing personalized, offline tasks for struggling readers. Teacher 5 explained: "We met struggling readers weekly, providing materials and questions tailored to their reading level." Teaching reading via ODL requires educators to blend new instructional approaches with traditional methods while leveraging technological advancements. Through ongoing training and resource adaptation, teachers successfully navigated these challenges, ensuring effective learning experiences for all students.

The following table summarizes the structural descriptions of the teachers' experiences in teaching reading using the ODL modality based on the analysis of the commonalities and differences among their accounts.

**Table 1**  
Textural Descriptions of Reading Teachers' Experience Using ODL Modality

Participants	Textural Descriptions
T1	Teaching reading through the ODL approach required adapting to various challenges.
T2	Teaching reading through ODL was difficult due to the integration of technology and accommodating different reading levels of learners.
T3	Teaching reading through ODL demanded significant preparation and time commitment, as it was a new modality for teachers.
T4	Teaching reading through ODL required preparing materials ahead of time, as it was time-consuming, especially with the use of technology.
T5	Teaching reading through ODL necessitated the preparation of effective online strategies appropriate to different reading levels of learners.
T6	Teaching reading through ODL requires careful planning, considering the use of traditional reading strategies, technology, online platforms, and applications.
T7	Teaching reading through ODL necessitated flexibility and thorough preparation to understand and implement all the approaches and strategies needed for effective online teaching.

Table 2 shows that the teachers had different areas of emphasis in teaching reading using ODL modality, such as vocabulary, fluency, pronunciation, and comprehension. They used Google Meet as the main platform for online synchronous meetings and Messenger for communication. They used DepEd materials as their main reference and modified them to suit their learners' needs. They also used online interactive applications and multimedia to enhance

Messenger for communication. They assessed their learners' reading levels using the DepEd PHIL IRI Manual and grouped them accordingly. They involved the parents in teaching reading to support their children at home. They faced challenges such as limited time, poor internet connection, and lack of engagement. They had to be flexible and adaptable to the new modality and the changing situation.

**Table 2**  
Structural Descriptions of Reading Teachers' Experience Using ODL Modality

Participants	Structural Descriptions
T1	Teaching reading through distance learning emphasized vocabulary development, utilizing Department of Education (DepEd) materials and classic teaching methods enhanced by technology.
T2	Reading instruction was a regular component of English classes, relying on DepEd materials within the distance learning framework.
T3	Distance learning reading programs began with organizing materials from DepEd, categorizing students by reading ability, choosing suitable traditional exercises, and integrating technology while involving parents was crucial.
T4	The focus of reading lessons in distance learning was to improve fluency and pronunciation using DepEd-based activities and online educational resources alongside conventional strategies.
T5	Comprehension was the primary objective in teaching reading via distance learning, necessitating the creation of activities rooted in DepEd materials, solid teaching methodologies, and traditional concepts supplemented with multimedia and web applications.
T6	When teaching reading remotely, the emphasis was on comprehension skills, primarily employing DepEd texts and tried-and-true instructional methods complemented by interactive online tools.
T7	Remote reading education involved sorting students by reading levels and weaving reading lessons into all English classes, prioritizing comprehension in the curriculum.

The composite description underscored that online reading instruction required extensive preparation due to its novelty for teachers. They used modified DepEd texts and selected pedagogical approaches like constructivism and reflective-based learning, integrating multimedia and online applications. Traditional strategies and Google Meet for live sessions were maintained. Emphasis was on comprehension, using materials and Q&A strategies, and teaching vocabulary, fluency, and pronunciation. Learner levels were assessed with the DepEd PHIL IRI Manual and categorized for tailored activities. Reading instruction is integral to English lessons.

their teaching. They assessed their learners' reading levels using the DepEd PHIL IRI Manual and grouped them accordingly. Lastly, they involved the parents in teaching reading to support their children at home.

The following text presents a composite description of the teachers' experiences in teaching reading using ODL modality, based on integrating the textural and structural descriptions.

Teaching reading using the ODL modality generally involved lengthy and extensive preparations since the modality was new to the teachers. They had to learn to use technology and online applications to deliver effectively their instruction. They used DepEd materials as their main reference and modified them to suit their learners' needs and levels. They focused on different aspects of reading, such as vocabulary, fluency, pronunciation, and comprehension, and used various strategies and approaches to teach them. They used Google Meet as the main platform for online synchronous meetings and

**Teaching Reading Using ODL Modality: Easy or Difficult?**

The following table summarizes the textural descriptions of the teachers' experiences in terms of the benefits and challenges they encountered in teaching reading using the ODL modality.

Table 3 shows that teaching reading through online modality had some benefits, such as the availability of online resources, the use of interactive online tools, and the accessibility of materials and learners. However, the table also shows that the challenges outweighed the benefits, as the teachers encountered various problems such as technical issues, limited time, extensive preparations, lack of reading competencies, difficulty in monitoring and motivating learners, and parents' limited support. These challenges affected the quality and effectiveness of teaching reading online.

The following table summarizes the structural descriptions of the teachers' experiences in terms of the benefits and challenges they encountered in teaching reading using the ODL modality.

Table 4 shows that the teachers had similar

experiences in terms of the benefits and challenges of teaching reading using the ODL modality. They all appreciated the availability of online resources and interactive online tools to enhance their teaching.

and motivating learners, and parents' limited support. These challenges affected the quality and effectiveness of teaching reading online.

**Table 3**  
Textural Descriptions of Reading Teachers' Easy and Challenging Experiences Using ODL Modality

Participants	Textural Descriptions
T1	Online teaching of reading has expanded resource availability and simplified monitoring. Despite the novelty of this modality and associated challenges like limited time, extensive preparation, and common issues of poor internet connectivity and unreliable student responses, educators have adapted to ensure effective learning.
T2	Teaching reading online has presented more challenges compared to traditional in-person classes, particularly due to technical difficulties such as limited access to devices, unstable internet connections, and reduced teacher-student interaction, all of which impact the educational experience.
T3	While the use of interactive online tools has made learning to read online more engaging for students, educators face challenges in maintaining learner engagement, overcoming technical issues, garnering sufficient parental support, and managing the demands of extensive preparation.
T4	The availability of diverse online educational resources has facilitated vocabulary teaching in the online reading environment. However, educators must navigate challenges such as extensive preparation, technical difficulties, limited learner engagement, and developing reading competencies.
T5	Monitoring and motivating learners with varying reading abilities online has proven challenging, compounded by unstable internet access disrupting the teaching-learning process and insufficient time allocated for teaching reading effectively.
T6	Effective online reading instruction requires careful consideration of various factors, including preparation, reading assessments, internet connectivity, time management, and student interaction, with a focus on monitoring both teacher and learner reading practices.
T7	Teaching reading online has made materials and student access more convenient, with a variety of interactive assessments at hand. However, integrating reading instruction into discussions has been challenging due to the breadth of English competencies to cover in a limited timeframe, and motivating learners to actively participate has been an additional hurdle.

However, they also shared the common problems of technical issues, limited time, extensive preparations, lack of reading competencies, difficulty in monitoring and motivating learners, and parents' limited support. These problems hindered the effective implementation of teaching reading using the ODL modality.

The following text presents the composite descriptions of the teachers' experiences in terms of the benefits and challenges they encountered in teaching reading using the ODL modality.

Teaching reading through online distance learning had some positive and negative impacts. One advantage was the easy access to the internet, which enabled the teachers and learners to access various reading materials and tools. Another advantage was using interactive online applications, which engaged and motivated the learners in the reading process. However, the disadvantages outweighed the advantages, as the teachers faced various challenges such as technical issues, limited time, extensive preparations, lack of reading competencies, difficulty in monitoring

The foregoing composite description reveals that online reading instruction faces challenges like unstable internet and limited technology access, affecting the teaching-learning process. Teachers 1, 3, 4, and 6 struggled with technical preparation, diverse learner assessments, and reading levels. Time constraints, monitoring difficulties, lack of parental support, and minimal student-teacher interaction due to distance further complicate teaching. However, online modalities ease access to reading materials and engage students with interactive applications.

Online reading instruction faces several hurdles. Teaching is hindered by technical issues such as unreliable internet and limited access to devices for teachers and students. Lesson planning is challenging due to potential disruptions and the need to cater to diverse reading levels. Additionally, limited time, students' reading difficulties, and challenges with monitoring progress and motivation further complicate matters. Reduced interaction due to physical distance and limited parental support add to these obstacles. However, online modalities offer benefits like easy access to reading materials and engaging interactive applications. While ODL modalities provide flexibility in teaching reading, they may present more challenges than benefits, potentially hindering the teaching-learning process and impacting students' reading development.

### Discussion

The data showed that the teachers had to cope with various factors and issues in teaching reading online, such as the online platforms and applications, the reading materials and activities, the student's reading levels and needs, and the assessment and feedback. The teachers reported adjusting to the new modality and learning how to use various online tools and applications effectively, which required more time and effort for preparation and planning than face-to-face teaching (Atmojo & Nugroho, 2020; Putri & Sari, 2021). They also had to adapt to the new curriculum and the reduced number of learning

**Table 4**  
Structural Descriptions of Reading Teachers' Easy and Challenging Experiences Using ODL Modality

Participants	Structural Descriptions
T1	While online teaching offers easy access to materials and monitoring, limited time (one 2-hour session per week) and potential cheating (Brainly.com) require solutions like extended sessions or implementing anti-cheating measures.
T2	The Open Distance Learning (ODL) modality for teaching reading has faced disruptions due to unstable and fluctuating internet connections at home and school, hindering prompt communication and limiting teacher-learner interaction.
T3	The ODL modality can be engaging through interactive applications, but the experience is hampered by a lack of devices, unstable internet, and limited parental involvement in reading practice. Additionally, some teachers may require further training on utilizing web apps to their full potential in reading instruction.
T4	The shift to an online platform has reduced student-teacher interaction, particularly for struggling readers. Developing creative engagement strategies remains a challenge, along with preparing additional online materials, managing inconsistent internet connections, and accommodating students who miss classes due to technical difficulties. The limited number of literature subjects in Grade 8 further complicates online reading instruction by offering fewer opportunities for practice.
T5	Online reading sessions can be affected by student shyness, poor internet connections, feigned technical issues, and a perceived lack of sufficient reading competencies available in the online curriculum.
T6	Online reading can increase student participation, but frequent interruptions due to unstable internet and student multitasking require solutions. Improved internet stability and active participation strategies are crucial to keep students engaged.
T7	Interactive applications can make online reading fun, but limitations like class time (2 hours/week) and insufficient reading competencies in the curriculum require creative solutions. This could involve maximizing learning within a limited time through asynchronous activities, advocating for a more comprehensive reading curriculum, and addressing non-participation through clear communication and engaging activities.

competencies prescribed by DepEd for the ODL modality. The teachers used DepEd resources as the primary instructional materials for teaching reading online and followed the pedagogical approaches mandated by DepEd, such as constructivism, reflective learning, and inquiry-based learning, which aimed to help the students construct meaning from the texts, reflect on their reading experiences, and develop critical thinking skills.

The teachers also employed traditional and online teaching reading strategies and activities to enhance the student's reading comprehension, vocabulary, and fluency skills. The use of traditional teaching reading strategies, such as peer reading, group and individual activities, read-aloud activities, think-pair-share activities, Word of the Week activities, modeling technique, guided reading, and repetition, was similar to the studies of Arwila (2022), Prasetya (2021), and Situmorang et al. (2022) who reported that English teachers in Indonesia used various teaching reading strategies and activities to engage the students in online reading classes. The use of online tools and applications, such as Google Meet, Google Jamboard, Kahoot, and Quizizz, to facilitate teaching reading online, was in line with the studies of Korkmaz and Oz (2021), Muflihah and Sukirno (2021), Nadirah et al. (2020), Rahmi et al. (2021), and Sakinah et al. (2021), who found that technology had positive impacts on the student's reading skills and attitudes in online learning environments. These online tools

and applications increased the students' motivation and engagement in online reading classes, making the classes more fun and interactive. The teachers also used the DepEd PHIL-IRI Manual and online applications to administer reading assessments online and determine students' reading levels and progress. The teachers reported that assessing the students' reading skills online was difficult, as they had to deal with technical issues, limited time, and the authenticity of the students' work. The teachers also reported that they had to provide additional support and guidance to struggling readers who had difficulty accessing the internet and participating in online classes.

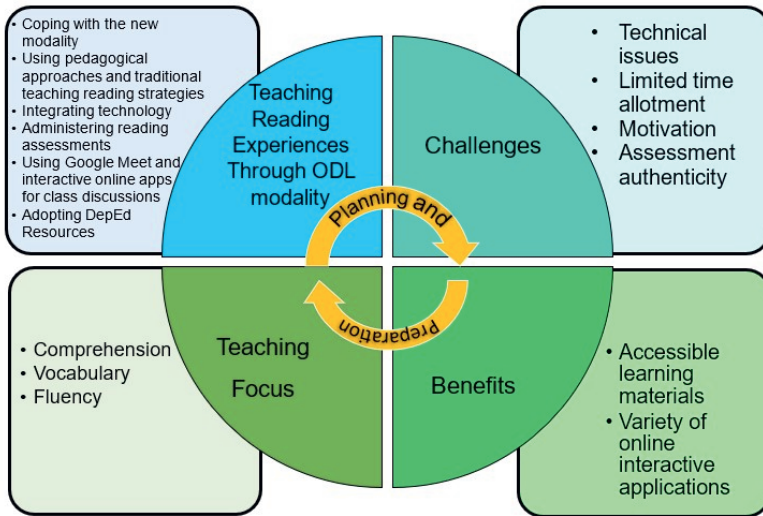
The data also revealed the challenges and benefits of teaching reading using the ODL modality. The challenges included technical issues, limited time allotment, extensive preparation, motivational issues, and assessment authenticity. The benefits included easy access to materials, various interactive applications, and improved reading skills and attitudes. The teachers had to cope with the challenges and maximize the benefits of teaching reading online to ensure the student's learning and development. The challenges and benefits of teaching reading online are similar to those reported in the previous studies on online teaching and learning (Muflihah & Sukirno, 2021; Prasetya, 2021; Sakinah et al., 2021).

### Creative Synthesis

The teachers' lived experiences teaching reading using the ODL modality can be summarized as follows (Figure 1). Teaching reading online was a new and challenging experience that required extensive planning and preparation, as well as the use of various online tools and applications. Teaching reading online was also a rewarding experience that enhanced the students' reading skills, attitudes, and communication among the ASEAN countries. Teaching reading online focuses on developing the student's reading comprehension, vocabulary, and fluency skills and involves both challenges and benefits.

**Figure 1**

The essence of the lived experiences of reading teachers utilizing ODL modality



**4.0. Conclusion**

Teaching reading through Online Distance Learning in Philippine public high schools presents significant challenges and notable benefits. Teachers reported that meticulous planning and preparation are essential to effectively cater to student’s diverse needs and navigate the digital learning landscape. Interactive technologies such as Google Meet, multimedia resources, and various online applications facilitate engagement and enhance the learning experience. However, technical issues like unstable internet connections and limited access to devices are major obstacles that disrupt the teaching-learning process.

Teachers also faced challenges in maintaining student motivation, managing instructional time effectively, and ensuring the authenticity of assessments. Despite these difficulties, the availability of diverse online resources and interactive tools provides opportunities to enrich reading instruction. The study highlights the importance of comprehensive training and support for teachers to leverage ODL effectively. This includes developing digital skills and adapting traditional teaching strategies to the online environment.

Finally, while ODL offers flexibility and access to a wide range of educational materials, it also presents significant challenges that must be addressed to optimize its effectiveness. By addressing these challenges and leveraging the benefits, educators can enhance the quality of reading instruction and support student’s academic development in an increasingly digital world.

**5.0. Limitations of the Findings**

The present study has the following limitations: sample size and scope, focus on teacher experiences and generalizability. The study involved only seven English teachers from public junior high schools in Silang, Cavite. This small and geographically limited sample size may not fully capture the diversity of experiences and perspectives of reading teachers using ODL across different regions and school types. While the study provides valuable insights into the experiences of teachers, it does not include the perspectives of students or parents. This omission limits the understanding of the full impact of ODL on reading instruction, as the experiences and challenges faced by students and their families are also crucial for a comprehensive evaluation. Finally, the findings from phenomenological studies are often specific to the participants and context studied. This limits the ability to generalize the results to broader populations or different educational settings, such as private schools or other regions.

**6.0. Practical Value of the Paper**

Understanding the challenges and benefits of ODL can guide policymakers and educators in providing the necessary support and resources to optimize ODL environments, particularly in the Philippines, where educational access is uneven. The study’s findings can bridge gaps in educational equity, ensuring that all students receive effective reading instruction. It highlights the need for comprehensive teacher training and support, leading to targeted professional development programs that

equip teachers with the skills to navigate online teaching platforms. Additionally, insights from the study can inform the design of a reading-focused curriculum adaptable to ODL, ensuring engaging and effective instruction through interactive activities and multimedia resources. The study contributes to the discourse on educational resilience and adaptability, demonstrating how teachers can innovate and adapt to new teaching modalities. Finally, this knowledge is valuable for future educational planning and crisis management, promoting lifelong learning and educational inclusivity.

### 7.0. Directions for Future Research

Future research should explore the perspectives of students and parents to gain a more comprehensive understanding of ODL's impact on reading instruction. Comparative studies between public and private schools and investigations into solutions for technical and assessment issues are also recommended. A future study may compare the experiences of reading teachers using ODL in different educational settings, such as private schools, international schools, and schools in various regions. This comparative study would help identify commonalities and differences in ODL implementation, providing insights that can be generalized to a broader population and informing best practices for diverse educational environments. Likewise, a large-scale, multi-regional study involving a diverse sample of reading teachers from various regions and school types (e.g., urban, rural, private, and public schools) would provide a broader understanding of the experiences and challenges of reading teachers using ODL, capturing a wider range of perspectives and enhancing the representativeness of the findings.

### 8.0. Declaration of Conflict of Interest

The authors declare no conflict of interest.

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