

Lived Experiences of Para-Teachers in Facilitating English Subjects in Modular Learning: A Phenomenological Study

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Abstract

The main objective of this qualitative phenomenological study was to determine and describe the perspectives and experiences of the para-teachers in facilitating English Subjects in Modular Learning. The participants of the study were 10 para-teachers composed of parents, siblings and a relative. According to the participants' shared testimonies about their actual experiences, most of them had difficulty grasping the manual's content and teaching the various learning techniques. The participants also revealed that there were enabling factors that contribute in facilitating English subjects on modular instruction based on the lived experiences of the para-teachers. These enabling factors include the unity of command, collaboration, innovation, and proactive approach. They also revealed that para-teachers considered assisting learners as a way to strengthen family bonding and unity for the attainment of goals. There were five themes that emerged from the testimonies of the participants: applied home teaching and learning strategies in improving different skills, varied factors for successful modular learning, active family involvement at home and school, and varied strategies to assist para-teachers and internal and external challenges encountered by para-teachers. The researcher recommended providing training and support to para-teachers who were in charge to facilitate students learning at home.

Keywords: modular learning, para-teachers, phenomenological study, lived-experiences, coping mechanism