

Understanding the Experiences of Teachers in Teaching Literacy to Grade 1 Learners in the Digital Age

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Abstract:- This qualitative research employs a phenomenological approach to unravel the experiences of Grade 1 teachers as they navigate the challenges, coping mechanisms, and insights associated with teaching literacy in the digital age. Utilizing in-depth interviews, the study captures the lived experiences of Grade 1 teachers. The phenomenological lens allows for an in-depth exploration of the challenges encountered, coping strategies employed, and the rich insights drawn from their day-to-day experiences in literacy instruction. The findings reveal a multifaceted landscape of challenges, including diverse learning styles, technology integration issues, and difficulties in assessing and evaluating young learners' literacy skills. Coping mechanisms range from personalized remedial sessions to embracing modern teaching technologies, showcasing the teachers' resilience and adaptability. The study uncovers profound insights, emphasizing the importance of setting clear objectives, fostering a love for literacy, encouraging varied activities, providing adequate intervention for learners with difficulties, and adapting to digital trends for effective teaching. Implications extend to education stakeholders. For officials and school heads, the study informs policy decisions and professional development initiatives. Teachers benefit from practical strategies and a reflective approach to teaching, while students experience a more engaging and supportive learning environment. Future researchers find a foundation for further investigations into teaching literacy in the digital age.

Keywords:- Literacy Instruction, Grade 1 Teachers, Digital Age, Challenges, Coping Mechanisms, Educational Experiences.

I. INTRODUCTION

Teaching literacy skills to young learners is a crucial component of early childhood education, forming the foundation for future academic success and lifelong learning. In today's digital age, where technology is ubiquitous and constantly evolving, Grade 1 teachers encounter a unique set of challenges and opportunities in their teaching practices. They must navigate the integration of digital tools and resources while maintaining the effectiveness of traditional literacy instruction. The use of technology can enhance learning experiences, engage

students, and provide diverse ways to develop reading, writing, and comprehension skills.

In Davao City, where this study will be conducted, there are similar challenges in teaching literacy skills to young learners in the digital age. While many schools have access to digital technologies, there are concerns about the quality of digital resources available to teachers and the challenges of integrating technology into existing teaching practices. Additionally, there may be specific cultural and linguistic factors that affect the experiences of grade 1 teachers in this setting.

This study, titled "Understanding The Experiences Of Teachers In Teaching Literacy To Grade 1 Learners In The Digital Age" study aims to provide valuable insights into the experiences of Grade 1 teachers in teaching literacy skills to young learners in the digital age, both in an international context and in the Philippines, with a specific focus on Davao City. The findings of this study will be useful in informing policy and practice in early childhood education, particularly in terms of preparing teachers to effectively use digital technologies in their teaching practices.

The purpose of this study was to explore the experiences of Grade 1 teachers in teaching literacy skills to young learners in the digital age. This study aims to address the growing concern about the impact of technology on children's learning and development, particularly in the early years of education. The findings of this study will be useful in informing policy and practice in early childhood education, particularly in terms of preparing teachers to effectively use digital technologies in their teaching practices

The current study, focusing on Grade 1 teachers' experiences in teaching literacy to young learners in the digital age, aligns with the qualitative assumption that human behavior is best understood by delving into the meanings, experiences, and perspectives of participants (Creswell, 2014). Employing a phenomenological approach, it seeks to explore the lived experiences of Grade 1 teachers and young learners. Within this study's context, it assumes Grade 1 teachers and young learners hold distinct viewpoints on teaching and learning literacy skills in the digital era. By embracing this assumption, the study aims to delve into the subjective experiences and meanings of Grade

1 teachers and young learners, aiming for a deeper comprehension of their perspectives.

Through the phenomenological approach, the study endeavors to reveal the distinct perspectives and experiences of these participants, potentially informing future teaching practices and enhancing student learning outcomes. Therefore, the study's adherence to the qualitative assumption highlights its intention to thoroughly investigate the experiences and perspectives of Grade 1 teachers and young learners. By employing a phenomenological approach, the study endeavors not only to delve deeply into these experiences but also to uncover the underlying meanings and nuances therein. This comprehensive exploration aims to shed light on the intricate dynamics of teaching literacy skills to young learners in the digital age, providing valuable insights for educators.

The findings of this study have significant implications to DepEd, School Heads, Teachers, Students, and Future Researchers. The findings of this study will be useful in informing the development of effective policies and guidelines for integrating digital technologies into teaching and learning in grade 1 classrooms. The insights from this study can guide school heads in identifying the specific challenges and opportunities of teaching literacy skills in the digital age and developing appropriate strategies and interventions to address these challenges. The findings of this study will be useful for teachers in identifying the specific challenges and opportunities of teaching in the digital age and developing appropriate strategies and interventions to address these challenges. The findings of this study will be useful in informing the development of effective teaching practices and interventions that promote the development of literacy skills in the digital age. The findings of this study will contribute to the existing literature on early childhood education and the use of digital technologies in teaching and learning.

In conclusion, by comprehensively understanding the experiences of Grade 1 teachers who taught literacy during the digital age, we identified effective strategies to enhance the educational environment. These insights informed the development of innovative teaching methods and tools that accommodated the unique challenges and opportunities presented by technology. By analyzing how teachers integrated digital resources with traditional literacy instruction, we devised approaches that optimized student engagement and learning outcomes.

II. METHOD

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The research methodology employed in the present study, which aims to understand the experiences of Grade 1 teachers in teaching literacy skills to young learners in the digital age, is qualitative, utilizing phenomenology. This choice is fitting for the study's objectives as it facilitates a thorough exploration of the participants' lived experiences and perspectives. This approach is well-suited to the current study, as it permits a holistic and comprehensive examination of the participants' experiences and perceptions. By adopting phenomenology, the researchers can gain profound insights into how Grade 1 teachers perceive teaching and learning literacy skills in the digital age. Focusing on subjective experiences empowers the researchers to reveal unique and invaluable insights that might elude other research methodologies.

The research participants for the in-depth interview in the current study on understanding the experiences of Grade 1 teachers in teaching literacy skills to young learners in the digital age will be Grade 1 teachers. For the in-depth interview, a total of 8 Grade 1 teachers were selected to participate. They are teachers from Dela Peña Narisma Recaño Elementary School, located at Bajada La Union San Isidro Davao Oriental. The school belongs to San Isidro South District. The selection was based on the inclusion criteria and the teachers' willingness to participate in the study. The in-depth interview was conducted individually with each participant to gain an in-depth understanding of their experiences and perceptions of teaching literacy skills to young learners in the digital age.

III. RESULTS AND DISCUSSIONS

The primary data collection method includes in-depth interviews. In-depth interviews provide a personalized exploration of individual experiences. Thematic analysis is employed to identify patterns, themes, and insights within the collected data. This approach allows for a systematic exploration of the narratives provided by Grade 1 teachers, leading to the extraction of meaningful findings.

The first theme is having problems related to instruction. In the dynamic landscape of education, educators continually navigate a complex terrain marked by evolving pedagogical methodologies, technological integration, and diverse learner needs. Within this context, the theme of having problems related to instruction emerges as a crucial facet of the daily challenges faced by Grade 1 teachers. Instruction, as the cornerstone of effective teaching, involves a delicate balance between addressing individual learning styles, incorporating technology, and adapting to the diverse needs of young learners.

The second explores external issues related to teaching in digital age. The theme unravels the complexities entwined with external factors such as administrative tasks, family engagement, and the impact of socio-economic conditions on learners. As the researcher delved into the experiences of Grade 1 teachers, this major theme offers a comprehensive exploration of the external challenges that intersect with the evolving demands and opportunities presented by the digital age in the field of education.

The third theme delves into utilizing remedial classes and reading materials. The challenge of ensuring literacy proficiency in a diverse classroom setting necessitates innovative instructional strategies. Remedial classes, designed to provide targeted support for learners facing difficulties, become a cornerstone in the teacher's toolkit. Moreover, the intentional selection of reading materials serves not only as a source of knowledge but as a tailored resource accommodating various learning styles.

Grade 1 teachers face a myriad of challenges in teaching literacy skills to young learners in the digital age. These challenges encompass learning disabilities, limited adaptation to new reading styles, communication gaps with parents, and the struggle of managing diverse tasks. The teachers express concerns about students' difficulties in letter sound and name recognition, language barriers, varying learning styles, and behavioral management in the classroom. Moreover, the integration of technology poses an additional challenge, particularly in addressing students' concentration issues and the teachers' need for more knowledge in utilizing digital devices effectively.

To address these challenges, Grade 1 teachers employ diverse coping mechanisms. These include conducting remedial classes, providing extra reading materials, attending seminars and training sessions to enhance teaching skills, encouraging parental involvement through the use of digital devices, and adopting strategies that accommodate diverse learning styles. Teachers also emphasize the importance of patience, continuous learning, and adaptability to new teaching techniques, especially in the context of the digital age.

The coping mechanisms employed by Grade 1 teachers illuminate their resilience and commitment to overcoming the challenges in literacy instruction. Teachers' proactive engagement in professional development activities, the incorporation of varied teaching strategies, and fostering

parental involvement showcase a dynamic response to the evolving educational landscape. However, the effectiveness of these coping mechanisms may hinge on broader systemic support, emphasizing the need for comprehensive policies that facilitate teacher growth, resource accessibility, and sustained collaborative efforts.

This study holds significant implications for Department of Education officials as it provides nuanced insights into the challenges and coping mechanisms of Grade 1 teachers in teaching literacy to young learners in the digital age. For school heads, this study offers a valuable resource in understanding the intricate challenges faced by Grade 1 teachers. Grade 1 teachers stand to benefit significantly from this research as it not only validates their experiences but also provides a repertoire of coping mechanisms and insights. Students are at the heart of this study, and the implications for them are profound. For future researchers, this study lays a foundation for further investigations into the dynamics of teaching literacy in the digital age.

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