

Exploring the Strategies Employed in the Reading Remedial Program

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ABSTRACT

This paper explores the remediation strategies, the challenges, and the coping methods that teachers employ in able to address the needs of struggling learners in terms of their reading skills. This study utilized a descriptive phenomenology research design. The researchers used interview methods in gathering the essential data relevant to the study such as semi-structured interview, allowing the researchers to ask more questions for explanations. As challenges keep on rising upon implementation of the remedial reading program, teachers try to create alternatives that could address these problems, the strategies they create most involve the parents in terms of guiding and monitoring the progress of the learners, and then the use of internet as an alternative to address the lack of materials being used in the program, and lastly is the use of incentives that promotes student engagement to the program.

INTRODUCTION

"Learning to read is like lighting a fire; each letter that is spelled out is a spark"-by Victor Hugo. Reading opens doors to knowledge, creativity and empathy, it allows people to learn about new subjects, comprehend different points of view, and have an enormously positive impact on their lives. Reading is a means of understanding the writer's message about how to develop yourself and achieve your goals in life. Therefore, reading is an attempt to comprehend the writer's message for personal growth and success in the relevant fields. Thus, psychologists consider it a multifaceted cognitive process of constructing meanings from texts (Abid, 2023).

Knowledge that comes from reading is important for the cognitive, behavioral and attitudinal development of students (Hassan et al., 2021). It is the human capability to put words together and understand word effectively (Al-Jarf, 2019). Teaching reading literacy is one of the most critical roles of a teacher that can develop a learner's proficiency and capability of reading. Strategies used in reading instruction is a key factor in developing the skills of the reader. In this study, we seek to explore those strategies that is being employed by the teacher in the remedial reading program.

The problem present in this research are about unpacking the various reading strategies employed by teachers and the challenges they encounter in implementing those strategies in the reading remedial programs. Reading is the act of examining a number of interpreting textual symbols to get meaning (Sonkamble, 2023). As we read, we utilize our eyes to read written symbols, letters, punctuation and spaces, and we turn them into words or sentences that provides information to us using our cognitive abilities (Dessemontet et al., 2021).

Furthermore, learning anything through reading is possible. It is beneficial to learn new things and become knowledgeable about any aspect of life that interests you. Additionally, it inspires individuals to become effective lifelong learners, as books can be cherished for a lifetime. Effective learning in a classroom requires reading, and proficient reading it encompasses more than just decoding it also involves text comprehension (Zaccoletti et al., 2020).

Remedial reading education aims to help students transition from far below average reading comprehension to a more acceptable level; additionally, it requires intensive or focused training to hasten reading competency (Endo, 2024).

Moreover, according to Floro-Gimeno (2023), the goal of remedial reading is to dramatically reduce the percentage of children who struggle mightily to pick up reading and writing skills, tutoring weaker reader in tiny remedial reading in groups or one-on-one situations is a very effective short-term remedy. Highly skilled teachers that collaborate closely with students to offer prescriptive and remedial instruction refers to planned lessons that address each student's particular requirements. After being freed from remedial reading, pupils who are reading teachers still have to continuous monitoring to ensure their academic development until they can accomplish meet grade-level requirements and demonstrate their ability to work independently in the classroom.

The reading practices used by teachers serves as interventions in addressing the challenges encountered by students in terms of their reading performance level. To help pupils who struggles in reading, this can be done by the use of many reading interventions which are available. There could be several causes why students are struggling to read but with particular reading methods, teachers can aid them in improving their skills.

This study was conducted for the reasons of identifying the strategies of the reading remedial practices, applied by teachers during the reading remedial program and the challenges within the implementation of those strategies. In able to provide intervention among students in the elementary level, who are struggling with their reading skills that is not suited for their age.

The purpose of the study was to gather specific data that inquiries about the reading strategies being used by teachers in conducting the reading remedial program and in able to identify the challenges that intervenes with the implementation of those strategies, and also to provide new data that will contribute to the research community for new studies.

THEORETICAL REVIEW

Related Literature

Reading is a literacy skill that one must be able to acquire and mastering it is an essential and functional personal tool in decoding meaning from messages that are delivered in various mediums that can be observed and understood within the contexts of our society, it is a vital ability that involves comprehension of texts that provides dynamic interpretations that gives the reader the capability to acknowledge meanings behind texts. The reader uses knowledge, skills, and strategies to determine the meaning. Moreover, the purpose of reading is to expand the ability of students to read and decode those texts to gain knowledge based on their own comprehension.

Furthermore, reading is the process of comprehending, applying, assessing, thinking about, and interacting with texts in order to accomplish goals, expands one's knowledge and potential, and take part in society (PISA, 2018). In addition, reading also involves rational processes in constructing and apprehending linguistic communication (Vocabulary.Com, 2024). It is a compounded activity that involves both apprehension and assumption of the reader towards the meaning that was decoded from the texts that have been read (Smahillah, 2014).

As stated by English Club (2024) reading is the act of interpreting a string of written symbols by examining them. While we read our eyes decode written symbols, like letters, punctuation marks and spaces. Our brains then transform these symbols into words, phrases and sentences we can understand. Through reading we may access stories from all around the world by reading. Stories have the power to mold people, children and adults alike, and they increase human empathy. By putting ourselves in other people's shoes, stories provide us a fresh viewpoint on the world that we may not have previously noticed or even considered (Twinkl, 2023).

Additionally, the purpose of reading is to interpret the message of the texts being read it is an interactive process between the reading material and the reader it is a continuous process of extracting meaning from texts that gives the reader a thorough understanding of the relevant information that have been acquired.

Related Studies

In the study of Olson (2016), stated that reading fosters cognitive development in specific ways, he proposed that thoughtful human contemplation including thinking of thinking is mostly dependent on the presence of written language and interaction with it, rather than spoken language. Reading also stimulates the cognitive abilities of a reader leading to the development of skills essential for decoding messages from texts. Effective research-based instruction helps to meet the students' academic and social needs.

According to Johnson (2017) reading is the ability to decipher written symbols and comprehend printed content. Learning to read is a long process that requires constant exposure to printed materials and reading, much like learning to walk and talk, associated pursuits. Reading is both a cognitive and a sociocultural process, it is a skill that can be trained and developed. It basically uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end.

Acquiring expertise in reading is a crucial ability since reading allows children to learn new and broader material wisdom and understanding. Reading necessitates the ability to recognize and comprehend word strings with ease. It is a meticulous procedure that covers word recognition, engagement, comprehension, and fluency (Scribd, 2023). Furthermore, reading is known as a cognitive process of deciphering symbols to ascertain a text's meaning. The text is made up of symbols, and in order to decode it, the reader must first immediately associate a symbol or set of symbols (a letter or letters) with a sound, and then identify the patterns of sounds that make up words, it is seen as a challenging process since it involves a variety of connected cognitive and physical skills (Harrison, 2023).

Moreover, according to Jeyaraj (2023) reading is the mental interpretation of visual shapes and texts, letters found on a page or screen. It requires a variety of techniques and strategies to understand written language, it is the process of word recognition. From the basic understanding of the constituent letters and how they combine to make a word to the meaning of each word both separately and in context within a text. It is possible to create words in English and many other languages with entirely distinct meanings by combining the same letters in different ways (Tennant, 2023).

Theoretical Framework

To help distinguish the relationship between the teachers and the strategies they employ in their remediation instruction. This study was anchored by the theories of education, to establish the objectives and methodologies clearly.

Vygotsky's Zone of Proximal Development

Commonly referred to as ZPD that represents the variance, between a learner's capabilities and their potential when guided and supported by a knowledgeable peer or mentor. It indicates task beyond the learner's current ability but are reachable with the help and supervision of the more educated person. ZPD is the area where instruction is the most favorable and helpful, as it is when the task is just over the individual's capabilities (Mcleod, 2024). This idea is relevant to the research because it will assist teachers in their implementation of the strategies in reading remedial program, whereas the teacher will provide guided instruction to support learners who are struggling with their reading skills.

Constructivism theory

A theory of learning that maintains that the optimal way to acquire knowledge is by contemplation and mental creation. The interpretation of knowledge is therefore intersubjective. In order to create an interpretation, the student must think about the material being taught and draw on prior knowledge, personal opinions, and cultural background (Mascolo & Fischer, 2005). Constructivism is a philosophical paradigm that stresses, from an ontological perspective, how individuals actively construct their own conceptions of reality through their cognitive processes, leading to the presence of various realities (Lincoln & Guba, 1985; Schwandt, 1997).

This theory is relevant to this study for the reasons that educators implement strategies to the learners that enables the development and construction of ideas and knowledge. It also emphasizes the student's active participation in creating meaning from text, as readers actively interact with the text they also try to construct meaning from their experiences.

Cognitive Learning Theory

The idea behind this theory is that through acquiring new abilities, intricate activities, and concepts greatly influence an individual's mental processes, often known as cognition or inner thought processes (Rusconi, 2023). The theory of cognitive learning describes how an individual's mental processes are influenced by both external and internal elements in order to enhance learning (Andreev, 2024).

This theory is pertinent in defining the variables present in this study for it entails experiences that influences an individual's way of acquiring knowledge, it could describe experiences that could influence the educator's decision making in implementing the reading remediation program.

METHODOLOGY

Research Design

This study utilized a descriptive phenomenology research design, focused on the various strategies utilized by teachers in implementing remedial reading programs to provide intervention among struggling readers in the elementary

level. And also, to know the challenges of those strategies being employed in reading remedial program.

The goal of descriptive phenomenology research design is to uncover the core of human experiences related to a phenomenon as reported by participants. It enables researchers to record the rich data that stories contain.

Research Locale

The study was conducted on the educational landscape of Guiuan North District schools, specifically in Cogon Elementary School, Lupok Central Elementary School, Alingarog Elementary School and Elementary Schools in Tubabao Island (San Juan and San Pedro), since the study's main objective is to determine the strategies employed by elementary teachers regarding to their implementation of the remedial reading program among struggling readers to provide intervention.

Research Participants

The participants of the study were consisted of two (2) elementary teachers from each of the five (5) selected schools, one teacher for the intermediate and one from the primary level. Teachers who have an experience in implementing the program. In total, there are ten (10) research participants. The researchers decide to select these participants in able to provide information regarding to the inquiries of this study.

Sampling Design

The chosen sample strategy in this study is based on distinct concepts that significantly align with the research goals and questions. To ensure participants' experiences are relevant to the study objectives, researchers employed the purposive sampling method. This type of sampling, also known as judgmental sampling, granted the researcher discretion in selecting individuals, situations, or events that can provide the most pertinent and informative data to address the study's objectives. It involved selecting participants based on specific characteristics essential to the sampling process (Nikolopoulou, 2023). In this particular research project, two teachers each from five selected schools in the Guiuan North District were chosen as participants. These teachers are responsible for supervising the implementation of remedial reading programs administered by the Department of Education (DepEd) within the district. Importantly, it should be noted that these instructors work with students across various grade levels.

Research Instrument

This study utilized the use of interview method, with the assist of audio recorders as an instrument in recording and gathering data related to the study. Wherein the interview method is a conversation with the intention of obtaining information (Bhat, 2024). And in the research interview, the interviewer facilitated the exchange and posed the questions about the study, while the interviewee provided answers in the inquiry. The process of the interview

included the presentation of questions that has relevance to the study and the response of the participants towards the questions imposed by the researchers

RESULTS AND DISCUSSION

Profile of the Participants

The participants of this study were ten (10) public school teachers of Guiuan North District. At the time of the interview, the participants were categorized into two (2), one (1) for intermediate and one (1) for primary grades. There are two (2) from Alingarog Elementary School, two (2) from Lupok Central Elementary School, two (2) from Cogon Elementary School, two (2) from San Juan Elementary School, and two (2) from San Pedro Elementary School; there are nine (9) females and one (1) male. Their ages are forty-one (41), forty-three (43), forty-four (44), sixty-two (62), thirty-one (31), thirty-five (35), twenty-seven (27), thirty-one (31), thirty-three (33) and thirty-one (31). In the years of service; three (3) is five (5) years in service, one (1) is six (6) years in service, one (1) is eight (8) years in service, one (1) is thirty-six (36) years in service, two (2) is fourteen (14) years in service, one (1) is thirteen (13) in service, one (1) is four (4) years in service.

Theme 1: A Viewpoint on the Strategies Employed

This theme emerged from the categorized significant statements of the participants from their perspective towards the strategies implemented in Reading Remedial Program behind DO 8, s. 2015, that states a student must get remediation if their grade in any subject falls below 75. In order to advance to the next grade level, they must pass the remedial classes. The most common strategies employed in reading remedial asserted by the (10) ten participants from the study, as they stated:

"I use different types of strategies and approaches in conducting reading remedial program, because as a kinder and a Grade-1 teacher, I have actually experienced where some learners are very difficult to teach due to lack of reinforcement, in their case, I use PVOSBM, Marungko Approach and Fuller Technique in conducting remedial reading". (P1)

"So, the reading intervention strategies I used in remedial reading is paired teaching, through the use of reading materials like books, flashcards and more". (P2)

"In my class, I employ remedial classes, letter knowledge tests, I also give various primary reading materials, peer reading, and I also give incentives to motivate my students." (P3)

"I spend time practicing reading to my pupils so they will get better at reading! The key here though is not to kill the love of reading. I let them read for fun, read with their peers, encourage reading at home, let them read during free time and recess. Make it fun and try to integrate it naturally as much as possible. Mix it up with Student Choice and Teacher Assigned Reading." (P4)

"Intervention and strategies may arise as it depends on the learners need, so for me I use individual learning instruction because in these strategies teachers provide targeted instruction provided also to their needs." (P5)

"Reading intervention, the reading intervention that I use is guided reading, I also use peer teaching or partner reading, I prefer guided reading because as a teacher I can

actually monitor or hear the words that the students are saying and by that I can identify areas where the child needs reinforcement, while on team teaching, I use it when I'm handling a much bigger class." (P6)

"The reading intervention strategies I employ in the reading remedial program implemented in the classroom are individual coaching and peer tutoring" (P7)

"I actually employed the 3S for 3Rs program of the school 3S stands for strengthening the school-based strategies for reading, writing, arithmetic and with these programs I abide the use of Marungko approach for Filipino then fuller method for English it may be individualized, peer tutoring and group with these strategies also we make use of the reading bodies where in the officers of our school utilize to make it a success." (P8)

"The reading intervention I implemented in the classroom are first I used Claveria technique for all the learners if the learners pass this technique, I use the Marungko approach and afterwards I used the fuller approach, lastly I use the short story with WH question to measure the comprehension of the learners." (P9)

"The reading intervention strategies that we employ during reading remedial program is the "Catch - Up Fridays" during that day we conduct remedial classes for non-reader and struggling readers we also give differentiated activities to the students that will cater their needs." (P10)

With the statements provided by the participants, we conclude that they equip various reading strategies that are suited and applicable for the learners in order to enhance their reading skills.

Theme 2: Challenges in Implementing the Program

This theme emerged from the categorized significant statements of the participants in implementing the Reading Remedial Program. The teachers' perspective denotes various setbacks in realizing the program. Four sub-themes were derived from the categorized statements such as pupil's absenteeism, lack of reading materials, lack of reinforcement at home, and attitude of learners towards reading.

Theme 3: Methods in Overcoming Challenges

In the process of teaching and learning, several difficulties may arise. Although these circumstances are frequently unavoidable, but they can be minimized using various strategies. The participants discussed coping mechanism that they employed in handling difficulties at school, particularly those involving reading problems in students. As they mentioned:

"First of all, I call the attention of parents especially of those parents who have slow readers or non-reader, then I seek also some help to my fellow kinder, grade 1 teachers of what strategies they utilized for the pupils that needs for remedial reading" (P1)

"To cope with this challenge, I utilize the internet to look for different reading materials suited to the reading level of my pupils" (P2)

"Calling the attention of parents to come to school and tell the reading ability of their children and ask the reason of the absences made by their children. Have a home visitation. Give an everyday drill in producing letter sounds. Search from the DepEd Tambayan reading materials intended for the grade level, and reproduce them, and give them to be brought home for practice. Make charts of reading materials like, fuller chart, Unang Hakbang sa Pagbasa, and chart of stories. Use these materials in remedial reading." (P3)

"Having more patience, fostering a supportive learning environment, using reading strategies. Secure and modify a copy of reading materials from the internet or any relative platform parallel to the DepEd reading materials. Since there is a lack of parent's support in developing literacy skills of their children, I encourage them to: Communicate effectively with the teacher. Building trust with parents. Treat parents as a partner and the major stakeholder. I set clear goals why they should come to school to make a habit in reading and discuss. to my pupils the importance of literacy to them that's all thank you." (P4)

"So, the challenges and difficulties in implementing reading program so as I said while ago that the difficulties that I encountered is about the absenteeism so may, to handle these difficulties for me as a teacher I talk to parents the cause of absenteeism of the learners then for me as a teacher I monitor the attendance of my learners' others, I give some incentives regarding on her coming regularly to school to attend the remedial instruction." (P5)

"I get some help from my co-teachers, if they have available or old materials, in case I'm not able to provide then I can't access in the internet, especially here in our residence that there is low internet connection. Of course, I ask some copy of my co-teacher from other school." (P6)

"I cope with the challenges and difficulties by working collaboratively with my colleagues to share ideas, resources, and strategies to effectively address students' needs more over fostering a positive relationship with parents can effectively improve students reading skills by providing them with resources to support their child's reading development." (7)

"To cope with the challenges and difficulties in implementing the reading remedial program of our school and for my grade level, First and foremost I tried to ask for help from the school principal for technical assistance, asking for help or some suggestions for improvement, afterwards is the reproduction of the reading materials and to have it one is to one ratio from reading materials up to number of learners." (P8)

"We always prepare or our materials ahead of time before the reading the remedial reading. First by giving rewards, additional points and others just to encourage the learners." (P9)

"I handle my pupils mostly the struggling readers to have a one-on-one session which will I focused especially if they are really struggling the CVC is what I used to taught them." (P10)

Challenges in conducting reading remedial classes is inevitable, in response teachers create various alternatives in addressing these obstacles for them to give appropriate and effective interventions that will aid the learners or address circumstances that can compromise the learning process, presented above are the variety of strategies that the participants utilize in able to address those challenges.

CONCLUSIONS AND RECOMMENDATIONS

This study delved into exploring the strategies employed in the Remedial Reading Program. This research is concerned about the kinds of strategies and techniques employed in the remedial reading program. It is conducted using qualitative approach that includes collection of primary data from the participants with the use of Interview questionnaires, the participants were selected ten (10)

elementary teachers from the Guiuan North District. The following are the findings of this analysis. the results of this research imply that, reading strategies and techniques are very important in the implementation of the remedial reading program. Employment of strategies and techniques aids the teacher and gives benefit to struggling learners, it caters the needs of the learners in terms of their reading proficiency levels.

The implementation of the remedial reading program did not only present the opportunities it also created challenges upon its establishment. Teachers were faced with various obstacles as they provide this type of instruction among learners who are struggling with their reading skills.

The challenges lived by the participants that we have gathered were categorized into four sub themes namely: pupil's absenteeism, lack of reinforcement at home, and attitude of learners towards reading, these were the most common factors considered as the ones that creates setbacks upon the implementation of the remedial reading program.

With the challenges on rise upon the implementation of the remedial reading program, teachers find or create alternative ways in addressing the challenges that they have dealt with, mostly they call up the attention of the pupil's parents to the school to provide monitoring and promote reinforcement of reading instruction at home, and do home visitations.

Recommendations

Resting on the findings and discussion drawn in this study, recommendations were made for future research or for future researchers who aspires to research this topic to greater extents

1. The implementation of the Remedial Reading Program needs to be revisited and lived experiences of teachers relevant to this program should be considered.
2. Parental involvement is vital in realizing the goals of the remedial reading instruction
3. Reading remediation instruction through use of various reading strategies caters the needs of struggling learners in terms of their reading proficiency levels.
4. Home visitations aids struggling learners as it provides reinforcement at home.
5. Teaching students how to read is one of the most challenging yet fulfilling duties that educators must take on in able to provide quality education
6. Educators should develop personal qualities such as adaptability and flexibility that will serve as their defense to the challenges that they will encounter upon implementation of the remedial reading program.

FURTHER STUDY

This study has explored the strategies implemented in reading remedial programs and identified key techniques that support learners struggling with reading. However, further research is needed to deepen understanding and improve practice. Future studies could examine the long-term impact of these strategies through longitudinal analyses, compare their effectiveness across

different educational levels, and explore the integration of technology-based tools to enhance engagement and learning outcomes.

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