



**TEACHERS' PERCEPTIONS AND EXPERIENCES ON THE USE OF
GUIDED READING APPROACH: BASES FOR
TRAINING-WORKSHOP**

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ABSTRACT

This qualitative-phenomenological study was conducted to find out the teachers' perceptions and experiences on the use of guided reading approach as bases for training-workshop. Findings revealed that English teachers viewed guided reading as a reading comprehension approach through an expert facilitator, strategy for independent and strategic readers, and strategy for developing critical reading skill. Moreover, teachers' experiences revealed that guided reading developed learners' self-confidence and motivation, developed their vocabulary, comprehension, fluency and decoding skills. It is also an approach that supports independent reading. The deterring aspects on the use of guided reading include time constraints due to overlapping schedules, learners' unwillingness to attend remediation classes and learners' lack of foundation in reading. On the other hand, guided reading is enabling when learners reading skills are developed through the years and strong support from immediate and external

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stakeholders is intensified. Retooling teachers' capabilities and skills through training- workshop was formulated on the bases of the result of the study.

Keywords: *Guided Reading Approach, Perceptions, Retooling, Teachers' Capabilities*

INTRODUCTION

Reading skills benefit a child significantly throughout life. According to Holden (2004), "Reading is an important gateway to social, economic, and civic life as well as personal development." The ability is of utmost significance that it has a significant impact on almost all the learning that takes place in the classroom on a daily basis. It can be challenging to provide one-on-one reading sessions with every student every day, especially during a busy school schedule. This is where guided reading comes in, as it is specifically designed to tackle this problem. Through the use of guided reading, a teacher helps small groups of students learn how to understand texts that are progressively harder to understand (Fountas & Pinnell, 2017).

The capacity to read is essential for an individual's quality of life in a culture where literacy is highly valued (Fountas & Pinnell, 2017). The capacity to read in the classroom is a prerequisite for success if the students are to have greater options for a high quality of life. It is well acknowledged that reading proficiency is a prerequisite for academic success in youngsters. Not all of them, though, are proficient readers; many still find it difficult to learn fundamental skills

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like phonemic awareness and letter recognition, and as a result, they are slipping behind in their reading levels.

"Early data show a drop in literacy rates post-pandemic," according to Kay (2018), Chief Executive Officer of the World Literacy Foundation and co-author of the book "The Economic and Social Cost of Illiteracy," which supports the urgent need for literacy programs.

The 2018 Programme for International Student Assessment (PISA) found that the Philippines obtained the lowest score in Reading out of 79 countries. Furthermore, according to the PISA research, just one in five fifteen-year-old Filipino pupils was able to meet the requirements for overall reading literacy.

As a reading teacher for six years, the researcher believes that illiteracy has greatly affected the learning ability of the learners across all subject areas. It has paralyzed their potential to hone their skills and advance academically because of the lack of basic knowledge of reading and comprehension. English teachers must be equipped with the proper tools to deal with struggling learners to mitigate reading problems.

These observations have led the researcher to determine teachers' perceptions and experiences on the use of guided reading approach as bases for training-workshop.

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MATERIALS AND METHODS

This chapter presents the underlying processes of phenomenological research and discusses following: Research Method, Research Design, Participants in the Study, Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

Research Method

The study utilized the descriptive research method using in-depth interview that identified the perceptions and experiences of English teachers on the use of Guided Reading approach.

According to Moore (2022), instead of focusing on how or why something occurs, descriptive research methods are intended to describe or explain what occurs to whom and where. Researchers and psychologists utilize descriptive study methods to acquire data and describe the intricacies of behaviors, patterns, and other phenomena.

Research Design

The study used the qualitative design using phenomenological approach. As explained by Tassone (2017), phenomenology is an in-depth, methodical effort to comprehend the structures of first-person lived experience. Smith (2013) mentioned that Edmund Husserl, the principal founder of phenomenology, describes it as the study of "phenomena" - a variety of experiences,

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including verbal activity as well as perception, thinking, memory, imagination, emotion, desire, and volition, as well as bodily awareness and embodied action.

Moreover, the study used this approach by identifying the perceptions and experiences of English teachers using Guided Reading approach. To get the necessary data, the researcher requested the participants to freely and meaningfully respond to the questions.

Participants of the Study

The participants were a total of 10 teachers from different secondary schools in the District of Barotac Nuevo. The participants were composed of four English teachers from Jose Monfort National Science High School, four English teachers from Barotac Nuevo National Comprehensive High School, and two English teachers from Barotac Nuevo National Comprehensive High School-Tiwi Annex during School Year 2023-2024. In order to preserve the participants' confidentiality, the researcher assigned pseudonyms.

Sampling Design

Purposive sampling used in choosing the participants was based on a set of criteria which were: English Teachers; teaching English for at least 3 years and; using Guided Reading approach in reading remediation.

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The purpose of purposive sampling is to select respondents who are likely to provide relevant and valuable information (Kelly, 2010) and is a way of identifying and selecting cases that will use limited research resources effectively (Palinkas, et al., 2015).

Research Instrument

The researcher used an in-depth interview guide as research instrument in order to get comprehensive and in-depth information during the interview process.

The interview guide questions had two parts. Part I was the participant's short profile. Part II contained the major questions related to the study, focusing only on the teachers' perception and experiences in using Guided Reading approach. Participants were encouraged to freely and meaningfully respond to the questions presented.

Validity of Research Instrument

Britannica (2008) stated that the validity of the interview guide refers to whether or not it measures what it is supposed to measure.

The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

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The researcher-made interview guide was submitted to the adviser for review and revision, Then, submitted to a panel of experts for content-and-face validation. Revisions were carefully noted and suggestions and corrections were thoroughly incorporated.

Data-gathering Procedures

The data-gathering procedure began after the study was approved by the panel of experts. Thereafter, the researcher secured permits to conduct the study from the Dean of Graduate School and the School Heads of Jose Monfort National Science High School, Barotac Nuevo National Comprehensive High School, and Barotac Nuevo National Comprehensive High School-Tiwi Annex.

The researcher set a convenient schedule with the participants, gathered them in one classroom, and asked them to answer the provided interview-guide questions. The researcher assured the participants that their answers would be treated with utmost confidentiality.

After the interview, the researcher transcribed, interpreted, and analyzed all the comprehensive and in-depth information which were collected.

Data Analyses

The data gathered was transcribed, interpreted, and analyzed through the use of thematic analysis. According to Braun and Clarke (2006; in Blanza, 2022), thematic analysis is a qualitative

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method of analyzing, identifying, and reporting patterns or themes within the data set. This method primarily aims to organize and describe the data set in rich detail.

Therefore, the researcher followed the six-step thematic analysis as it is considered as the most influential and widely-accepted approach (Maguire & Delahunt, 2017). These steps include getting to know the data, generating preliminary codes, searching for themes, examining the themes, creating names for the themes, and ultimately producing a report.

RESULTS AND DISCUSSION

This study aimed at determining the teachers' perceptions and experiences in the use of Guided Reading approach as bases for training-workshop.

This qualitative research involved ten Secondary English teachers from the District of Barotac Nuevo, Province of Iloilo, during the School Year 2023-2024.

The instrument used was a researcher-made in-depth interview guide to ascertain the teachers' perceptions and experiences on the use of Guided Reading approach as bases for training-workshop. This instrument underwent validation from qualified experts in the field.

To analyze the responses of the participants, the researcher used thematic analysis. Data were organized and relevant themes were selected and coded.

The study came up with the following findings:

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Secondary English school teachers had diverse views and experiences about the use of Guided Reading approach in their classes. The findings further revealed that the English teachers viewed Guided Reading approach as an approach to help readers comprehend the text through guidance of an expert facilitator, a strategy to help learners become independent and strategic readers, and strategy for developing critical reading skill.

Moreover, teachers shared their experiences on the use of Guided Reading approach. Teachers stated that guided reading developed the self-confidence and motivation of the learners to read, developed learners' vocabulary, comprehension, fluency, and decoding skills; and served as an approach for independent reading.

Teachers also found that the use of guided reading approach is hindered by time constraints due to overlapping schedules, learners' unwillingness to attend remediation classes and learners' lack of foundation in reading has a crucial importance in the conduct of the approach.

On the other hand, the participants revealed that Guided Reading is further facilitated when learners have good foundation in reading skills and if there is strong support from school administration and other stakeholders. A training-workshop was proposed as result of the study.

Based on the findings, the following insights were drawn:

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Teachers have positive notions in the use of Guided Reading approach for reading in their English classes and its positive effect on the development of the learners' reading skill. Through the guidance of an expert facilitator, learners' reading skill improved. This approach will yield significant results given that teachers' skills in the use of this approach be enhanced through exposure to quality trainings and provision of materials and facilities to be utilized in the classroom.

The utilization of this approach is most vital in the development of learners' intrinsic drive to read. Subsequently, as learners navigate their newfound autonomy in exploring a text in a Guided Reading session, a more improved comprehension and self-driven development in reading result.

Guided Reading approach is an effective method to use when there is ample time in planning and execution. Therefore, there should be a carefully planned time schedule for teachers so as to avoid overload and for the teachers to focus on the instruction itself. Furthermore, learners must feel safe in the learning environment during the conduct of the class for them to fully participate and engage in the activities.

There is a need for strengthening the basic reading skill of learners for it is an important and basic requirement in the quest for enhancing learners' reading skill.

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Moreover, support in the provision of instructional materials and facilities is encouraged as it deemed essential in the delivery of quality instruction.

Effective and quality instruction is easily achieved through stakeholders' support and provision of instructional materials.

CONCLUSIONS

In light of the findings and insights arrived at in the study, the following recommendations are forwarded:

Teachers must be inventive, flexible and innovative in implementing the Guided Reading approach to the classroom situation since they are the primary determinants of the success of this method.

The Department of Education should provide trainings and seminars which focus on the development of instruction, specifically on the use of Guided Reading approach and other viable approaches deemed appropriate for the enhancement of reading skills of learners. The curriculum implementing and integrating the use of sustained strategies should follow up the training through quarterly monitoring.

The training-workshop drawn out from this study should be taken into consideration in order to come up with the best method on reading enhancement.

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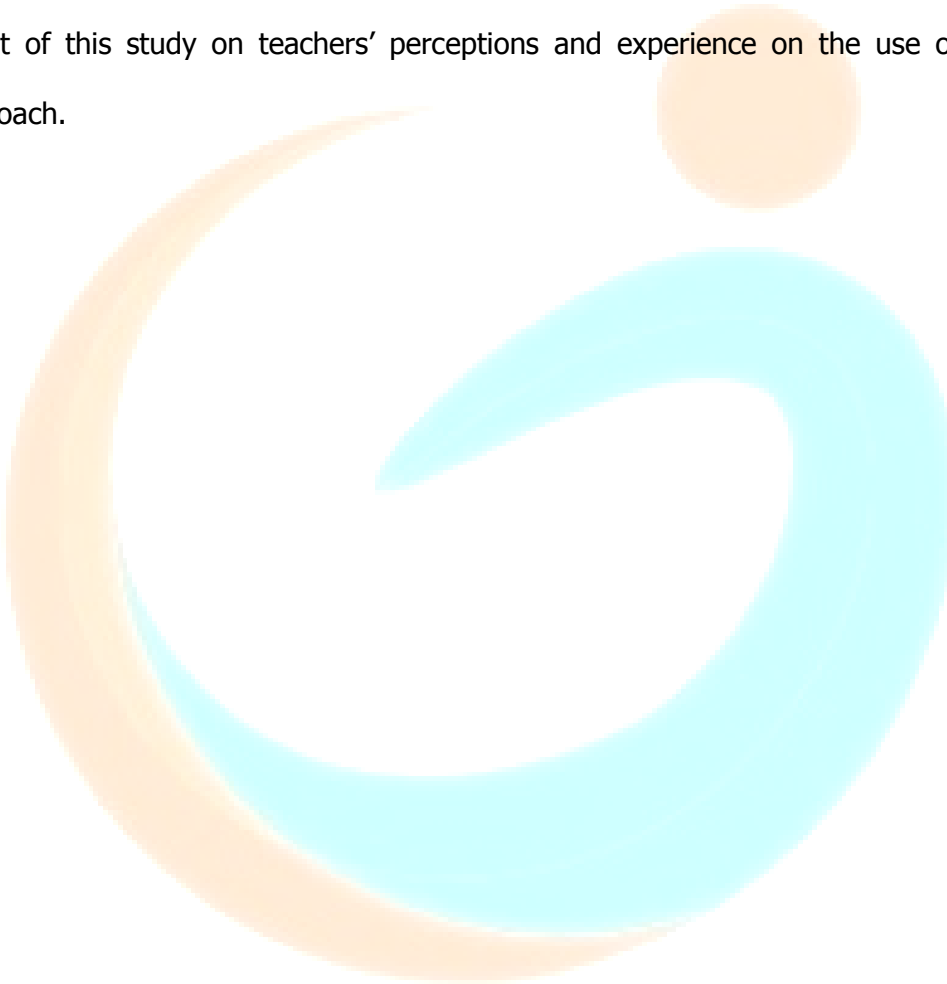
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Support from stakeholders must be realized through the provision of all the instructional materials and facilities needed for effective and engaging instruction. Continuous assessment and monitoring of results must be implemented.

Similar studies may be conducted in other subject areas and grade levels to validate the result of this study on teachers' perceptions and experience on the use of Guided Reading approach.



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