



REMEDIAL READING TEACHERS' STRATEGIES IN PUBLIC SECONDARY SCHOOLS: BASES FOR READING ENHANCEMENT PROGRAM

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ABSTRACT

The descriptive-qualitative study determined the remedial reading teachers' strategies such as personalized instruction, diagnostic and formative assessments, scaffolding and gradual release of responsibility, explicit instruction in phonics and decoding, building vocabulary and comprehension, reading engagement and motivation, collaborative learning, culturally responsive teaching, and use of technology and multimedia resources. Teachers used the reading strategies by following organized and research-based remedial reading program, assessing learners' reading ability first, using engaging activities, activating prior knowledge, modelled or shared reading, incorporating technology, involving parents, providing encouraging environment with sufficient reading materials. Challenges were time constraints, diverse learners' needs, assessment and progress monitoring result, professional development, learners' behavior and engagement, integration of technology, and parental involvement. Teachers managed challenges through differentiated instruction, collaboration and teamwork, professional support, resources, and effective time management.

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Keywords: Remedial Reading Teachers' Strategies, Public Secondary Schools, Reading Enhancement Program

INTRODUCTION

Reading suggests fundamental abilities that, when combined, become crucial for developing competent and high-caliber students who can handle both academic assignments and extracurricular activities.

Learners' success then lies in their capacity to read fluently and comprehend what is read with their teacher as their model or guide. Teachers' ability to teach reading and effectively support learners' continued reading development is a complex and multifaceted process (Fraser, 2021).

The Department of Education reiterated through DepEd Memorandum No. 143, s.2012, it was stated that reading is the foundation for all academic learning (Philstar.com). This memorandum is further supported by the country's 10-point agenda that stresses every Child a Reader Program (ECARP) by Grade 1, the policy that all children should be able to read by the third grade and that no student will be promoted to a higher grade level unless they demonstrate a mastery of the fundamental literacy skills (DepEd Memorandum 244, s. 2011).

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Given this, every institution has to design a school-based reading program with assessments of student reading competency, identification of those needing more reading instruction, and application of successful techniques to improve reading comprehension (DepEd, 2011).

With DepEd Order No. 6 s. in 2018, the K-12 Basic Education Program seeks to provide every Filipino child with the knowledge she or he requires to compete internationally. The curriculum aims to provide Filipino students sufficient time to become proficient in ideas and abilities. Teachers then have to apply creative ideas to make sure their lessons center on getting students ready for the challenges of the contemporary society.

Furthermore, the spiral curriculum and K-12 Basic Education Curriculum have made reading more difficult, which presents current challenges for reading educators. Should the youngster find reading difficult, it will impede his capacity for learning in other areas (Dacalos et al., 2016).

In an education summit hosted by the Provincial Government of Iloilo and the Synergeia Foundation Inc., President Milwida Guevara presented the performance data of essential education learners in Iloilo. Data revealed that in Iloilo Province, 73.67 percent of 191,495 learners from Grade 4 to Grade 11 of the school year 2022-2023 were performing below average as frustrated learners and non-readers.

According to a survey, at least one in five students has great trouble acquiring reading skills (Therrien, 2004).

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In response, the Department of Education, Schools Division of Iloilo, pointed out the need for the entire community to address learners' learning gaps, highlight the importance of interventions, and intensify the provincial government's banner program to improve the quality of basic education (Philippine Information Agency Region VI, 2023).

As a result, the way reading intervention programs are implemented in schools is lacking. This significantly affects students who move up a grade level without increasing their reading skills. Furthermore, it can be inferred that the reading instruction methods that seek to improve beginning and struggling readers' word identification and comprehension abilities have not received enough attention or monitoring.

Thus, the researcher determined remedial teachers' different reading strategies to provide critical perspective, contextually situated, and practical approaches to more responsive professional development.

The researcher hoped that the study would also be a potent tool for providing the most objective basis for creating a proposed reading enhancement program, particularly in the place of study.

MATERIALS AND METHODS

Research Methodology

The chapter presents the research method, research design, participants, sampling design, research instrument, data gathering procedure, and data analysis used to analyze and interpret the study's data.

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Research Method

The study applied a qualitative research approach employing in-depth interviews. The interviewee and the interviewer were let to sit together at a distance and consider a set of questions regarding a specific topic.

Through their answers to the questions, the participants' main or required points of view were sought to be acquired in a social setting (B2B International, 2023).

Research Design

The study used a phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what he/she experiences. Phenomenology is done by interviewing the subjects to learn their impressions and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

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Participants of the Study

The study participants were ten (10) remedial reading teachers from the public secondary schools in the Municipality of Dumangas, Province of Iloilo, which covers two school districts: District of Dumangas I and District of Dumangas II.

In the District of Dumangas I, three (3) remedial reading teachers from Dumangas National Science High School and two (2) remedial reading teachers from Cayos National High School served as study participants.

In the District of Dumangas II, three (3) remedial reading teachers from P.D. Monfort National Science High School and two (2) remedial reading teachers from Pagduque National High School served as study participants.

Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Patton, 2015).

Research Instrument

The research employed a custom interview schedule as its primary instrument. The schedule consisted of five questions that specifically addressed the study's objectives. Data gathering and documentation were facilitated using voice and video recorders, contingent upon the participants' consent.

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Validity of the Research Instrument

Consulted to validate each question and review them for possible changes were the adviser, the Dean of the Graduate School, a panel of jurors considered for their knowledge in the fields of research, testing, and assessment. This helped one evaluate the validity of the interview schedule developed by the researcher, adviser, graduate school dean, and panel of jurors.

Validity relates to the suitability, meaningfulness, accuracy, and utility of a researcher's conclusions. Content-related proof of validity depends on the format and content such that they match the definitions of variables and the sample of people to be measured. Validating the items in the questionnaire depends much on this alignment. We duly took into account the comments, corrections, and recommendations the panel of validators sent on the interview schedule (Fraenkel & Wallen, 2007).

Data Gathering Procedures

Permission from the adviser, graduate school dean, office of the school division superintendent, office of the district supervisors, school heads, and individual participants allowed the researcher to conduct the study.

The researcher personally went to other handy sites, neighborhoods, or schools where individuals decided to interview.

Before conducting interviews, the researcher ensured that participants signed a waiver or permission form related to the study.

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Voice and video recorders were used in the in-depth interviews to fully document the answers of the interviewees. After a round of interviews, the researcher summarized the gathered information.

The interviewer and interviewee sat together at a distance during the interview session and carefully considered a series of questions on specific issues. The goal was to gather participants' primary and essential perspectives within a social context through their responses.

The research utilized a researcher-developed interview schedule comprising five questions focused on the study's objectives. Voice and video recorders were also utilized for data collection and documentation, contingent upon participants' consent.

During the epidemic, the researcher rigorously followed minimal health standards set by the Inter-Agency Task Force (IATF), Department of Health (DOH), and DepEd Orders and protocols from Local Government Units and Barangays.

Data Analyses

The gathered material underwent thematic analysis—that is, the identification of trends or themes inside qualitative data.

Maguire and Delahunt (2017) claim that the approach seeks to find significant or intriguing themes and apply them to either solve the research question or highlight a given problem. Thematic analysis is the summation, analysis, and interpretation of the acquired data meant to make sense of it.

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RESULTS AND DISCUSSIONS

The main purpose of the study was to find out the remedial reading teachers' strategies as bases for coming up with an enhancement reading program for the public secondary schools in the school districts of Dumangas (District I and District II), Province of Iloilo during the school year 2022-2023.

The study used an in-depth interview as a qualitative research method. During the interview, the interviewee was allowed to sit and think about the questions about the issue. The aim was to get the participants' main or necessary views on a certain issue in the social context through their responses to the questions.

The study employed phenomenology as an approach under the qualitative research design. The approach was appropriate because the researcher wanted to understand how others view the world, in this case, the learners and teachers, and how their views varied from commonly held views by focusing on a person's subjective interpretations of what he experienced. The phenomenology approach involved personally interviewing the teachers to determine their perceptions, and it was frequently used in psychology, sociology, and social work.

The study's participants were the ten (10) purposively selected Remedial Reading teachers of the Districts of Dumangas I and District of Dumangas II who were willing to participate.

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The research instrument utilized in the study was a researcher-made interview schedule and pen and paper. A panel of experts validated the interview schedule. All comments and suggestions related to the tool's validation were considered and implemented.

The thematic approach was used to analyze the data gathered. Based on the in-depth interview conducted, there were different reading strategies used by remedial reading teachers in Districts of Dumangas I and II, such as personalized instruction, diagnostic and formative assessments, scaffolding and gradual release of responsibility, explicit instruction in phonics and decoding, building vocabulary and comprehension, reading engagement and motivation, collaborative learning, culturally responsive teaching, and use of technology and multimedia resources.

Teachers used the reading strategies by following organized and research-based remedial reading programs, assessing learners' reading ability first, engaging activities, activating prior knowledge, modelled or shared reading, incorporating technology, involving parents, and providing an encouraging environment with sufficient reading materials. Challenges were time constraints, diverse learners' needs, assessment and progress monitoring results, professional development, learners' behavior and engagement, integration of technology, and parental involvement. Teachers managed challenges through differentiated instruction, collaboration and teamwork, professional support, resources, and effective time management.

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Based on the findings, the following insights were drawn:

Remedial reading teachers use strategies to support learner development that focus on personal instruction, such as one-on-one tutoring and adaptive learning technologies, which address individual needs and learning styles. They find reading difficulties and create focused solutions using formative and diagnostic tests. Gradually releasing responsibility and scaffolding helps students develop their confidence and independence.

Teachers explicitly teach phonics and decoding, which are important skills for reading fluency. They also use direct instruction and interactive drills to raise vocabulary and comprehension. They inspire reading involvement and motivation by creating a positive environment, formulating acceptable goals, and including students' interests.

Collaborative learning strategies like peer tutoring and small group activities promote social interaction and cooperative learning. By including students' histories in classes, culturally sensitive teaching gives reading additional significance. Multimedia tools and technology help to better customize and improve educational opportunities.

Even with good plans, teachers still face many difficulties. Time limits the efficacy of instruction, and students' different demands call for different strategies. Managing assessments and progress monitoring is difficult; access to professional development and support can vary as well. Students' conduct, involvement, and technological integration call for tools and instruction.

Achieving consistent parental involvement is also challenging.

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Teachers manage the challenges by using differentiated instruction with varied activities and materials and collaborating with colleagues, specialists, and parents to provide comprehensive support.

Ongoing professional development helps teachers stay updated on effective strategies and tools. Creativity with little resources—including community and internet resources—supplies direction. Good time management techniques, including peer tutoring and small group training, maximize teaching time. Rigorous evaluation and progress tracking guarantee focused interventions and instructional changes.

Teaching remedial reading requires understanding the student's individual needs and background knowledge. Good intervention depends on using several remedial reading techniques. Teacher effectiveness and learner success depend on using difficult work and guaranteeing sufficient training through seminars.

Improved reading skill performance of the students results from more support from stakeholders—most especially from parents.

CONCLUSION

The following suggestions are offered in view of the results and insights gained throughout the research:

Teachers should extend one-on-one tutoring to improve remedial reading education and use personal instruction along with advanced adaptive technologies. Interventions should be tailored depending on regular diagnosis and formative assessments. Learners' confidence

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and independence should be developed through methods including scaffolding and progressive release of responsibility. Still fundamental should be explicit phonics and decoding teaching. Direct training and engaging exercises help to enhance comprehension and vocabulary.

Supporting students' reading development and improving general instruction and efficacy depends on motivating parental involvement.

The proposed enhancement program prepared by the researcher should be implemented in districts or schools so that remedial reading can be enhanced and ensured effectively and successfully.

The research encourages all key stakeholders, including teachers, parents, and school principals, to use multiple strategies and consider the resources required to implement remedial reading programs, empowering children to become successful learners.

Teachers' training and seminars should be provided to enhance reading programs in schools and better facilitate learners' reading skills.

Moreover, parent-teacher sessions help parents and teachers build close contact between both environments and closely monitor and facilitate reading interventions at home.

Further research must be conducted using more variables, such as the type of school where the participants are teaching. A similar study should be conducted on implementing and sustaining an effective reading program.

In order to validate the results of the present investigation, parallel studies must be conducted in a wider scope not only in the District of Dumangas I and District of Dumangas II,

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Municipality of Dumangas, Province of Iloilo, but also in other districts in the Schools Division of Iloilo.



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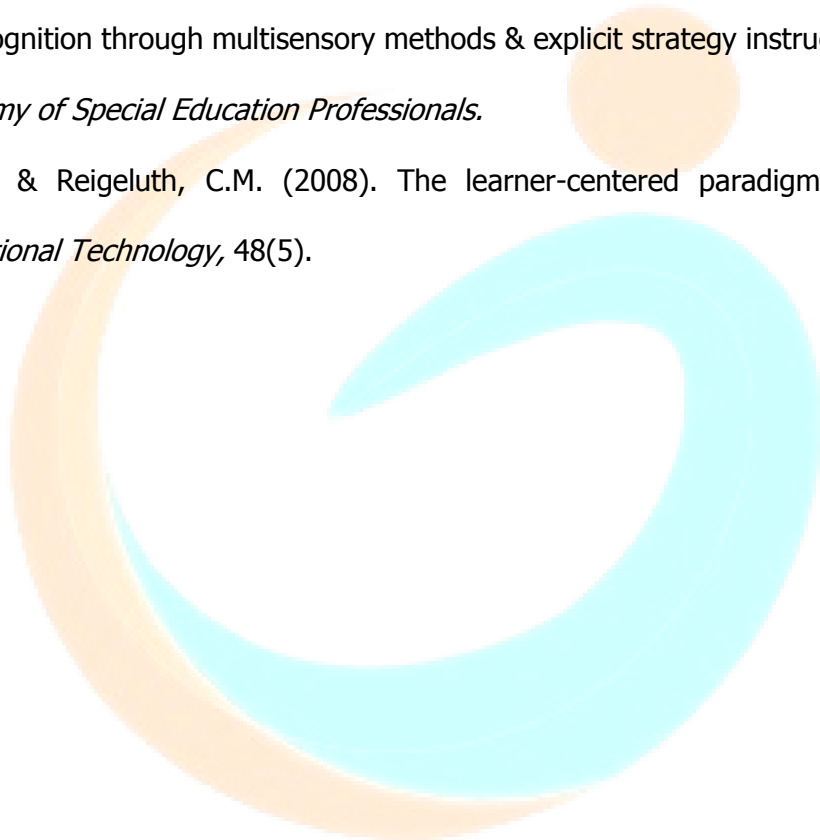


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