



**TEACHERS' REMEDIAL READING STRATEGIES FOR KEY STAGE 1
LEARNERS: BASES FOR ENHANCEMENT PROGRAM**

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ABSTRACT

This study examined Key Stage 1 teachers' remedial reading strategies, difficulties, and coping mechanism as bases for enhancement program. Findings revealed that teachers commonly implemented systematic phonics and phonemic awareness instruction, repetition and guided oral reading fluency, multi-sensory and interactive approaches, small-group or one-on-one sessions and differentiated instruction, and home-school connection. Despite these effective practices, teachers faced persistent difficulties such as time constraints and irregular attendance, limited home support, learner-related challenges and lack of support materials. Teachers overcome the difficulties by adaptation of instruction, creation of materials and resources, strengthening of parent involvement, and building of motivation and confidence. Based on the findings, an enhancement program, entitled the Remedial Engagement, Assessment-Driven — Short, Targeted, Engaging Practice (READ-STEP), was developed to provide a structured, school-wide framework integrating daily remedial routines for the improvement of remedial learners.

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Keywords: Remedial Reading Strategies, Key Stage 1 Learners, Enhancement Program

INTRODUCTION

Reading is a fundamental skill that supports both academic achievement and personal development. It extends beyond the basic decoding of words and functions as a gateway to comprehension, critical thinking, and effective communication. The 3R strategy—Reflect, Rewrite, and Recite—emphasizes the role of reading in enhancing cognitive processes, enabling learners to understand, express, and apply knowledge across subject areas. As such, reading is considered a lifelong skill that empowers individuals in academic, professional, and personal contexts.

Despite its importance, many learners in the early grades continue to struggle with reading proficiency. In one of the schools in the province of Iloilo, Key Stage 1 teachers encounter persistent challenges in helping pupils achieve the expected reading levels. Based on data retrieved from the CRLA Coordinators for School Year 2025–2026, 34 out of 65 pupils, or 52.3%, are not yet at the grade-ready reading level in Grades 1, 2, and 3. Furthermore, data from the past two years indicate that this issue remains unresolved, with reading performance showing minimal improvement despite the implementation of various interventions.

Classroom observations show that many learners struggle with decoding, fluency, and comprehension, leading to low confidence and limited participation. Teachers also face constraints such as limited instructional time, varied learner readiness, and insufficient reading

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materials. Moreover, inadequate reading support at home further widens learning gaps, highlighting the need for effective and context-responsive remedial reading strategies.

To address reading difficulties, teachers use remedial reading strategies—specialized approaches that support struggling readers. These include phonics-based instruction, guided oral reading, vocabulary development, and comprehension activities tailored to learners’ needs. Their effectiveness depends on the teacher’s ability to adapt instruction to diverse learning contexts. In the Philippines, the Department of Education promotes literacy through programs such as Every Child a Reader.

Program (ECARP) and the K to 12 Basic Education Curriculum, both of which emphasize the development of foundational reading skills. Despite these initiatives, many schools, particularly in rural districts like Tubungan, continue to face challenges related to limited resources, large class sizes, and varying levels of teacher preparedness.

The District of Tubungan provides a relevant context for examining these concerns, as it continues to implement literacy programs aligned with national initiatives. Teachers in Grades 1 to 3 play a critical role in establishing foundational literacy; however, there is limited documentation on the specific remedial reading strategies they employ and the extent to which these strategies address the needs of struggling readers. Understanding these practices is essential for improving instructional approaches and strengthening literacy programs within the district.

Given these conditions, this study sought to explore the remedial reading strategies used by Grade 1 to Grade 3 teachers in selected elementary schools in the District of

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Tubungan. By identifying effective practices, challenges, and gaps, the study aimed to provide evidence-based insights that would serve as the basis for the development of an Enhancement Program. This program is intended to support teachers in improving remedial reading instruction, ultimately leading to better reading outcomes, increased learner confidence, and enhanced teaching effectiveness in foundational literacy.

MATERIALS AND METHODS

Research Methodology

The chapter presents the research method, research design, participants in the study, sampling design, research instruments, validity of the research instrument, data gathering procedure, and data analyses.

Research Method

In this study, the descriptive research method using in-depth interviews was employed to determine and interpret the practices of Key Stage 1 teachers in their remedial reading classes, which served as the bases for Enhancement Program.

Descriptive research seeks to methodically and accurately represent a specific population, occurrence, or situation. It focuses on answering questions about characteristics of what, where, when, and how (McCombes 2020). Furthermore, she explained that the descriptive research approach examines one or more factors in detail.

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Research Design

This study utilized a qualitative research design with phenomenological approach. The interviewer allowed the participants to freely respond to questions to gather necessary information.

Qualitative research is a method of exploration aimed at gaining insights and understanding by employing established approaches tailored to studying human or social phenomena. This process involves developing innovative questions and methods, gathering information directly from participants' context, and performing an inductive analysis that moves from detailed observations to broader patterns. The findings are then interpreted for their deeper meaning, with the final report written in an adaptable and flexible structure, as highlighted by Creswell and Creswell (2022).

Participants of the Study

The study involved ten (10) Key Stage 1 teachers from a public elementary school in Iloilo, purposively selected for their active participation in remedial reading activities. Inclusion criteria required participants to be full-time teachers, have at least one year of remedial reading experience, and conduct sessions for learners performing below grade-level reading proficiency.

The participants represented Grades 1 to 3 and one Kindergarten teacher to capture early literacy practices: six (6) Grade 1 teachers, two (2) Grade 2 teachers, one (1) Grade 3 teacher, and one (1) Kindergarten teacher. This range ensured coverage of varying learner

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development stages and classroom contexts. For confidentiality, the participants in this study were identified as: Participant 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Sampling Design

This study employed purposive sampling to select participants who possessed the relevant knowledge and experience in remedial reading. Ten (10) Key Stage 1 teachers from a public elementary school in Iloilo were chosen based on their active involvement in remedial reading activities, full-time teaching status, and a minimum of one year of experience conducting sessions for learners performing below grade-level reading proficiency.

Purposive sampling was deemed appropriate as it allowed the researcher to gather rich, meaningful insights from teachers who could provide detailed accounts of instructional strategies, challenges, and best practices in supporting struggling readers (Palinkas et al., 2022; Etikan et al., 2021).

Research Instrument

The researcher utilized in-depth interview guide questions as a research tool to gather comprehensive and in-depth information during the interview procedure.

The interview guide questions consisted of two sections. Part I is a demographic profile. Part II comprises the study's primary questions, with a focus on *remedial reading strategies of Key Stage 1 teachers*. Respondents are invited to answer openly and constructively to the question posed.

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Validity of the Research Instrument

To ensure the credibility and accuracy of the data collected, the research instruments used in this study—namely the interview guide and observation checklist—underwent content validation by a panel of experts. The panel consisted of experienced reading specialists, Key Stage 1 educators, and academic researchers with expertise in remedial reading instruction.

The instruments were evaluated in terms of clarity, relevance, coherence, and alignment with the study’s objectives. Based on the experts’ feedback, necessary revisions were incorporated to enhance the instruments’ capacity to elicit meaningful, accurate, and reliable data. This process ensured that the tools adequately captured the essential constructs related to teachers’ remedial reading strategies.

Content validity is achieved when an instrument sufficiently represents the domain of interest and reflects the key components of the concept being measured. Recent studies emphasize that expert judgment, often supported by indices such as the Content Validity Index (CVI), is a critical procedure in establishing the adequacy and relevance of research instruments (Baharuddin et al., 2020; Masuwai et al., 2024).

Data Gathering Procedures

Prior to the conduct of the study, permission was secured from the adviser, the Dean of the Graduate School, the Schools Division Superintendent, the district supervisor, and the school heads of the selected participants from the Tubungan District. In addition, informed consent was obtained from each participant before their involvement in the study. Each

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respondent was provided with a formal letter requesting participation, ensuring that all ethical considerations were observed.

As part of the data gathering process, a structured interview procedure was followed. The researcher conducted face-to-face, in-depth interviews using a researcher-developed interview guide. Before the interview commenced, participants were asked to sign a consent form indicating their voluntary participation. With their full consent, the interviews were audio-recorded to ensure accuracy of data collection while strictly maintaining confidentiality and privacy protocols.

During the interview, the researcher and the participant engaged in a guided discussion focusing on key topics related to the study. Each session was conducted in a conducive and mutually agreed-upon setting to facilitate open and honest responses. The researcher ensured that all questions were clearly explained and that participants were given sufficient time to elaborate on their answers.

After all interviews were conducted, the recorded data were transcribed, organized, and prepared for analysis.

Data Analyses

The data collected from interviews were analyzed using thematic analysis, following the procedures outlined by Braun and Clarke (2021). The analysis involved multiple stages: first, the researcher became thoroughly familiar with the data by transcribing and reading the interview recordings several times. Next, initial codes were generated to identify significant statements related to remedial reading strategies, teacher challenges, and instructional

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adaptations. These codes were then grouped into broader themes, such as instructional adaptation, resourcefulness, parental involvement, and motivation, to capture recurring patterns across participants' responses.

To ensure rigor and credibility, the study employed triangulation by cross-verifying data from interviews, observations, and remedial reading materials. Member checking was also conducted, allowing participants to review and validate the accuracy of the transcribed data and interpretations (Nowell et al., 2021; Lincoln & Guba, 2022). Thematic analysis provided a systematic framework for interpreting the teachers' experiences, enabling the identification of effective remedial reading strategies that can inform the design of an enhancement program.

RESULTS AND DISCUSSIONS

The study aimed to determine the strategies of the teachers in the conduct of remedial reading in the District of Tubungan for the School Year 2025-2026 as bases for the formulation of an Enhancement Program.

The researcher used the qualitative method to determine the Kindergarten to Grade 3 teachers' responses. Ten (10) remedial reading teachers were purposively chosen.

The instrument used was the researcher-made in-depth interview guide validated by the panel of experts in the field of Reading and research. This panel of experts determined the face and content validity of the questions.

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Thematic analyses was done on the teachers' responses to determine themes that came out of the analyses.

The study found that teachers employ a range of evidence-based remedial strategies, including systematic phonics awareness instruction, repetition and guided oral reading for fluency, multisensory and interactive approaches, small-group, one-on-one and differentiated instruction, and home-school connection.

However, several challenges were identified such as: time constraints and irregular attendance, limited home support, learner-related challenges (skill gaps, attention, motivation/confidence), and lack of instructional materials.

Despite these challenges, teachers demonstrated creativity and resilience. Teachers employed adaptation of instruction such as short, focused lessons, games, and differentiated activities to meet learners' needs. They also employed the creation of materials and resources. Strengthening of parent involvement and building motivation and confidence were also heightened.

An enhancement program who proposed as a result of the study.

CONCLUSION

The findings suggest that teachers possess a solid understanding of effective literacy instruction, particularly in foundational reading skills. Their reliance on systematic phonics and guided oral reading demonstrates familiarity with practices aligned with literacy research.

However, the effectiveness of these strategies is influenced by contextual factors such

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as time, class size, individual learner needs, and home literacy environments. This indicates the need for structured time allocation and materials that better support a continuity of learning, especially for learners who require more intensive intervention.

The challenges encountered reveal underlying systemic gaps that extend beyond the classroom. Teachers' limited access to leveled texts and reading materials highlights the necessity for schools to strengthen resource management and procurement systems. Likewise, the inconsistency in parent involvement underscores the crucial role that broader community literacy awareness must play. Teachers cannot sustain remedial reading efforts alone; they require a coordinated program that aligns school resources, community partnerships, and administrative support.

Lastly, the study highlighted the significant influence of parental involvement on learner outcomes. Inconsistent support at home worsened learning gaps and reduced the progress made during school-based remediation. Parents often lacked the time, knowledge, or confidence to help their children with reading tasks. This insight suggests that schools must play an active role in equipping parents with simple, practical reading routines and strengthening communication channels. A strong home-school partnership emerged as a crucial factor in ensuring sustained reading progress.

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