



READING ENGAGEMENT STRATEGIES: CHALLENGES ENCOUNTERED BY REMEDIAL READING TEACHERS AS BASIS FOR ENRICHMENT PROGRAM

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ABSTRACT

The qualitative research study using the phenomenological research design aimed to formulate an enrichment program on the challenges encountered by the remedial reading teachers in reading engagement strategies in the Schools District of Banate. A researcher-made interview guide was used to gather data from nineteen remedial reading teachers of the different schools in the district. The data gathering instrument was subjected to face and content validation by a panel of experts. Thematic analysis was utilized for descriptive data. Based on the information gathered during the in-depth interview on remedial reading engagement strategies of remedial reading teachers to learners with reading disability, responses were guided reading through phonics, provided more reading materials, individualized reading instructions, and create graphic organizers chart and pictures. On the challenges encountered they were poor reading comprehensions, lack of interest in reading and absenteeism. For how remedial reading teachers cope with the challenges the responses were sufficient reading materials, more activities within their interest and patience and encouraging.

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Keywords: *Challenges Encountered, Remedial Reading Teachers, Reading Engagement Strategies*

INTRODUCTION

Reading is life. If 80% of man’s activity involves reading, then students be made conscious on what type and how the reading materials be chosen for personal and academic purpose. It is a basic tool for learning across areas of discipline (Villamin, 2004).

Flavel (2007) said that it is a general knowledge that guides the readers in monitoring their comprehension processes by selecting specific strategies to achieve goals. Different kinds of information require different kinds of processing and place different demands on the learner.

Motivation to read can be defined as the likelihood of engaging in reading or choosing to read. In the same study, they added that motivation to read and reading achievement are higher when the classroom environment is rich in reading materials and includes books from an array of genres and text types, magazines, the Internet, resource materials, and real-life documents (Gambrell, 2009).

A remedial reading teacher in the Philippines or a reading specialist in the U.S. and majority of the European countries is a professional teacher who has an adept background and training in honing the reading abilities of students in general and assists struggling readers to improve themselves (International Reading Association (IRA), 2018).

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Although a remedial reading teacher mainly helps struggling readers, they also support other teachers in improving literacy education practices.

Remedial reading teachers are frontrunners in elevating the reading achievement of students in schools. In the Philippines, there has been a continual enrichment of the reading skills of struggling readers through the initiatives of remedial reading teachers rely so much on different factors, some of which are knowledge and the skills that they have (Gatcho, 2019).

It is appropriate for a teacher to observe each student in various situations. This will allow the teachers to draw conclusions about students who fared well or poorly in varied teaching-learning activities. Some prefer reading when motivated. Although, others may love to read, they may also struggle with relating materials to life experiences and other content due to lack of background knowledge.

Research indicates that students perform differently according to combinations of such things as task, passage type, purpose, prior knowledge available (Villamin, et al (2008).

As a teacher assigned to reading, the researcher found difficulty in this present situation. Minimizing risks, dealing with stress, worrying about the implementation of schools' programs and staying COVID-19 free have become her top recurring concerns during the pandemic with no guidelines on how to address problems of teachers as well as learners.

Hence, the researcher is determined and find out the challenges encountered by remedial reading teachers on reading engagement strategies as basis for enrichment activities in the schools District of Banate during the school year 2022-2023.

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MATERIALS AND METHODS

This chapter describes the research method, research design, sampling design, the participants of the study, the data gathering procedure, research instruments, validity of research instrument and the data analysis employed in this study.

Research Method

The research method utilized in the study is a descriptive method using in-depth interview.

According to Boyce & Neale (2006), in-depth interview is a qualitative method. In-depth interviewing is a qualitative research technique that involves conducting interviews with a small number of respondents to explore their perspective on a particular idea, progress or situation.

The interviewer during the interview was allowed to sit and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used qualitative research design using phenomenology.

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

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object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Phenomenology can be considered a philosophical approach undertaking qualitative research. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Qualitative analysis has different steps that start from the bottom up and they range from data transcription, segmenting information into categories using codes, generation of themes or categories, description of themes and interpretation of data (Creswell, 2009).

These steps are critical to check for accuracy and consistency of the findings. In a qualitative study, interviews afford interviewees an opportunity to provide their viewpoint, perception and explanation without predetermination by the researcher (Galanes, 2003).

The findings were supported by the existing literature regarding the practices, challenges and opportunities of integrated schools in management and operations. Findings also led to implications for the discipline and future research.

Participants of the Study

The participants of the study are all remedial reading teachers in all schools teaching learners with difficulty in reading in the Schools District of Banate during the school year 2022-2023. A total of 19 remedial reading teachers were considered as participants of the study. Five remedial reading teachers came from grade 1, four from grade 2, four from grade 3, two from grade 4, two from grade 5, and two from grade 6. The remedial reading teachers were from Banate Central Elementary School, Rufino A Cabangal Memorial

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Elementary School, Libertad Integrated School, Juanico Integrated School, San Salvador Elementary School and Simeon Balladares Memorial Elementary School. These are all complete elementary schools.

Sampling Design

Purposive sampling design was used in this 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 also known as judgmental, selective, or subjective sampling is a form of a non-probability sampling in which researchers rely on their judgment when choosing members in their surveys. A purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Fraenkel & Wallen, 2007).

Research Instrument

The research instrument utilized in the study is a researcher-made interview schedule. The interview schedule aims to gather relevant information about the involvement of the stakeholders in the management and operations. An open-ended question was used for the interview. The researcher asked questions to the participants and then follow-up with relevant questions that may arise from the responses of the participants.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

A thematic analysis was used to summarize the results of the study.

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Validity of the Research Instrument

The challenges encountered among remedial reading teachers on reading engagement strategies to learners with reading disability was reviewed for face and content validity by a panel of jurors who were chosen on the basis of their expertise in research and instrumentation. Each item was assessed by the jurors, revised, rejected, and retained. The panel of jurors was composed of experts in the fields of research, tests and measurements, and evaluation.

All comments and suggestions for the finalization of the research instruments were incorporated.

Data Gathering Procedures

Upon approval of the Dean of the Graduate School and adviser to conduct the research, the researcher identified the respondents and those specifically involved in remedial reading program of the school. A letter of request for the conduct of the study was sent to the school heads in the Schools District of Banate through their Public Schools District Supervisor. Upon approval, the researcher set for an individual appointment to the identified participants to conduct the face to face interview. The researcher personally conducted the interview using the interview guide. Face to face in-depth interview, a voice and video recorders were provided to completely capture the interviewee's words.

All the information and answers were recorded, compiled and analysed. For ethical consideration, the respondents were informed that all information and data from the conduct of this study was treated with utmost confidentiality used for the purpose of this study only.

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Data Analyses

The information that was gathered in this study was properly analysed using thematic approach.

Thematic analysis is a method of analysing qualitative data. It is usually applied to a set of texts such as interview transcripts. The researcher closely examined the data to identify common-theme topics, ideas, and patterns of meaning that come repeatedly (Caulfield, 2019).

A theme is a pattern that captures something significant or interesting about the data and/or research question (Braun & Clarke, 2006). They further explain that there are no hard and fast rules about what makes a theme. In this case the researcher examined the codes and some of them clearly filtered together into a theme.

RESULTS AND DISCUSSIONS

The qualitative research study using phenomenological research design aimed to formulate an enrichment program based on the challenges encountered by the remedial reading teachers on reading engagement strategies in the schools District of Banate during the school year 2022-2023. The participants of the study were all nineteen remedial reading teachers of the schools District of Banate. The purposive sampling method was employed in the selection of the participants. The data gathering instruments were subjected to face content validation by a panel of experts. After incorporating the comments and suggestions of the jurors, the instrument was conducted to the stakeholders of the study.

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An interview guide on the reading engagement strategies on the challenges encountered by remedial reading teachers as basis for enrichment program was used. After incorporating the comments and suggestions of the jurors, the instruments were conducted among the remedial reading teachers of the schools District of Banate.

Thematic analysis was used to interpret and analyse the narrative result of the in-depth interview.

The following are the findings of the study:

Based on the information gathered during the in-depth interview on remedial reading engagement strategies of remedial reading teachers to learners with reading disability, responses were guided reading through phonics, provided more reading materials, Individualized reading instructions, and create graphic organizers chart and pictures.

As the information gathered during in-depth interview on challenges encountered by remedial reading teachers on reading engagement strategies to learners with disability in reading, responses were poor reading comprehensions, there was lack of interest in reading, and absenteeism was noted.

On how remedial reading teachers cope with the challenges they encountered on reading engagement strategies, responses were there was sufficient reading materials, there were more activities within learners interest, and to have patience and to be encouraging were noted.

It is essential for teachers to cultivate their full potentials in order to provide quality service and for them to perform well in their work. It is clear that remedial reading teachers

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need to develop the necessary knowledge and skills and strategies in doing remedial reading program.

Remedial reading teachers using new strategies in teaching, learners with reading disability will be motivated to read using various reading materials. Thus, ensuring learners will understand what is being taught in the four corners of the classroom.

Continuous implementation of the school reading program, teachers efficiently and effectively perform their tasks in collaboration of stakeholders especially parents by visiting the school through Parent Teachers Assembly(PTA)and other activities of the school to significantly help in the progress of remedial reading program.

CONCLUSIONS

The following are the recommendations based on the results of the study.

The remedial reading teacher, parents together with the school head may build a strong kind of partnership where both of them are willing to share information as well as the continuous operation of the school reading program aligned to the on-going program of the DepEd Regional Office.

Instructional efforts and preparation of learning materials may focus on the remediation of the common reading miscues by the learners. Seminars, meetings and conferences may help too.

Remedial reading teachers maybe advised to use the developed learning materials as a supplementary material for remedial reading to improve their performance in word recognition and reading comprehension.

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The study may be replicated in other congressional districts in the Schools Division of Iloilo to corroborate the results obtained in the present investigation.



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