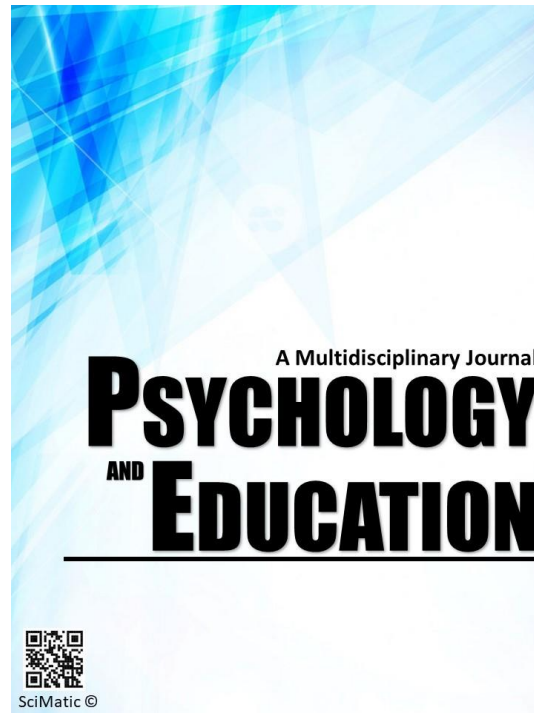


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Challenges, Difficulties, and Effective Enactment of Remedial Reading Programs: A Qualitative-Phenomenological Approach

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Abstract

Reading is a process that helps you understand, feel, and know what the book is about. When people read, they have the opportunity to learn a great deal about the subject matter. This study aimed to evaluate and determine the challenges, difficulties, and effective enactment of the remedial reading program in San Luis National High School in the Division of Agusan del Sur. The study used a qualitative research design, also having a phenomenological approach. The participants of the study were the teachers of the aforementioned school handling the remedial reading program activity from the school year 2021 to 2022. This enables the researchers to collect more reliable information and data on the challenges, difficulties, and effective enactment of the teachers in the remedial reading program. Based on the findings, a significant theme was revealed that related to the objectives and purpose of the study. According to the study's findings, students who are strong at learning languages may readily absorb English lessons from students who are less intellectual, and non-readers have the chance not to properly interact in the discussion. Therefore, the teacher's approach needs to be effective, and the teachers who were the participants in the study had the teaching strategies applied to the remedial reading program followed by the school.

Keywords: *remedial reading program, challenges, phenomenological approach*

Introduction

The school's face-to-face education was switched to home study during the COVID-19 epidemic. The World Health Organization (WHO) said on May 8, 2020 that because the coronavirus spreads quickly from person to person, it is exceedingly dangerous to congregate a large number of people in one location. Because teacher-student and student-student contact happens often, the likelihood of the virus spreading in the learning streams of the classroom is highest. The amount of time spent learning in a classroom can significantly raise the chance of virus transmission. The assurance of preventing the coronavirus at home, in their environment, and even on the way to school is inaccessible to pupils who come from different locations (Setiawati & Budiasih, 2021). The setting for teaching and learning is flexible and can take into account the resources available to the pupils. The facilities also involve the use of technology for education because some learning platforms must be installed on electronic devices like computers, tablets, and mobile phones. The evolution of teaching techniques from in-person instruction to online learning and even modular education should be understood by both teachers and students (Anjulo, 2017).

The K-12 Basic Education Program aims to provide every Filipino child with the education she/he needs to compete in the global context (DepEd Order No. 6

series 2018). Herein, one of the macroskills that should be taught and developed to students is reading. It is a fundamental learning tool and the starting point for all other learning. It makes it easier for a person to reason things out, think critically, make judgments about what they've read, and solve analytical difficulties. More so, teachers constantly look forward to realizing their greatest wish for their learners, which is to gain the knowledge, abilities, and understanding necessary to meet the demands of the modern world. It is possible to determine knowledge in a variety of subjects through the teaching of reading.

By giving Filipino students enough time to grasp concepts and abilities, the new curriculum hopes to prepare them for tertiary education when the time comes. To make sure that the emphasis in education is on preparing today's youth for the future of where they will live and work, rather than for our current world, educators must adopt cutting-edge tactics. This brings about the realization of the institution's success, which is dependent on the Department of Education's vision, mission, and core values. Therefore, reading is a very important instrument in a child's life to use to learn the fundamentals about the world he lives in. Reading is not merely a skill that comes naturally to children. It is a collection of abilities that the child gradually acquires while they undergo formal education provided by the school, which serves as the institution in charge of the child's formal education (Calhoon, 2005; Cristobal, 2015).

Additionally, the K–12 Basic Education Curriculum and our spiral curriculum have both led to an increase in reading difficulty, which presents a challenge for reading teachers. If a youngster struggles with reading, it's likely that this will also impair their performance in other subjects, which will ultimately hinder their ability to learn (Dacalos et al., 2016). Hence, it is critical to back up students' reading abilities while also demonstrating the effectiveness of these initiatives. Establishing evidence-based programs would encourage the continuation of these activities for school counselors because it is usual for them to be requested to help with administrative tasks rather than offer counseling programs to improve student performance. Additionally, as revenue for education decreases, it is crucial for school counselors to be able to back up their programs with data from program evaluations that show how their initiatives have improved student performance.

According to Snow (2002), reading comprehension is a process where meanings are looked into and created while interacting with written language. Reading comprehension is one of the most important reading abilities that must be taught, claims Woolley (2011). To successfully complete each exercise, students must be able to have a strong understanding of the meaning of the text they read. According to Klingner, Vaughn, and Boardman (2007), reading comprehension is a complicated process that includes readers' motivation to read the text, their opinions about the text, the information they learn from reading other texts, and their comprehension of the genre of the text. The ability of a student to comprehend the entirety of a text, including understanding implicit and implied meanings, different types of reading texts, the knowledge or information present in the text, the purposes of reading, and the student's ability to employ strategies for reading comprehension, is another definition of reading comprehension. Reading comprehension is a difficult task that requires a number of cognitive abilities and skills, including word recognition, decoding, and text-specific language proficiency, according to Oakhill, Chain, and Elbro (2015). Cracking the author's codes, which are frequently employed in texts by the author through the use of idioms, synonyms, and antonyms, is the reader's task. It implies that in order to comprehend the text and be able to identify words and decode the text, readers must be fluent in the language.

A survey conducted on functional literacy, education, and mass media (FLEMMS) (2020) found that 20.1 million Filipinos between the ages of 10 and 64 do not comprehend what they read. Additionally, the

proportion of children who achieved reading competency dropped from 27 to 34 percent (Cristobal, 2015). Globally, the research by Hock & Deshler (2003), which was cited in the study by Nichols (2014), showed that more than 5 million high school students lack the necessary grade-level literacy skills to understand their textbooks or other written materials, supports the aforementioned observations and reports. The Alliance for Excellent Education (2003) identified reading proficiency as a significant risk factor for dropping out of school. The likelihood of dropping out of school is twice as high for students who read below grade level as for those who can. The Alliance for Excellent Education published a report assessing the severity of teenage reading impairments in the country (Biancarosa & Snow, 2004).

The Department of Education (DepEd) is launching programs to encourage reading and literacy among pupils and students, inspire our youth to learn from the lives and works of eminent Filipinos, uphold one's own heritage and values, and make reading a shared physical experience, particularly among the youth, in support of the Ten-Point Basic Education Agenda of the Aquino Administration and the institutionalization of the "Every Child a Reader" Program (ECARP) (DepEd Memorandum No. 244, series of 2011). Policies and directives were set forth in order to enhance these DepEd programs that had already been started to satisfy the reading requirements of Filipino students. A school-based remedial reading program was put into place, and November was designated as National Reading Month. Despite the implemented programs and interventions, teachers note that many of our students are still enrolled in grade 7 as slow readers, if not non-readers, and thus still reach secondary level. According to this policy, no student will be advanced to the next grade level unless they can demonstrate that they have mastered the fundamental reading abilities for that grade level. To help the youngster learn to read, every encouragement and support mechanism at our disposal must be used. In light of this, all schools are mandated to create a school-based reading program that includes assessing students' reading proficiency, identifying those who require further reading instruction, and implementing effective strategies to increase reading comprehension (DepEd, 2011).

In the Philippine educational community, remedial reading has long been in the spotlight. In fact, Genero's (1976) study demonstrates how local elementary and high schools created their own remedial reading programs to help struggling readers. He argues that in order to give pupils the appropriate interventions,

school administrators push teachers to evaluate their students' reading levels. Although the Philippines has long performed remediation for struggling readers, it wasn't until the Department Order (DO) 45, series of 2002 - Reading Literacy Program in the Elementary Schools and DO 27, s. that this technique was optimized. Programs for Remedial Instruction in High Schools of the Philippine Department of Education, 2005.

In accordance with directives from the Department of Education, the Agusan del Sur Schools Division will set up a remedial reading program in all secondary schools to address reading issues, diagnose reading levels using the 2018 Revised Philippine Informal Reading Inventory (PHIL-IRI) (DepEd Order 14, s. 2018), and provide reading strategies appropriate to learners' reading needs, which will help remedial reading teachers create an appropriate response to intervention plan. In connection, the difficulties they face along the route cannot be eliminated in their goal to create remedial reading programs in response to the Department's major causes. Best practices are used, but feedback from remedial reading coordinators in San Luis National High in the Division of Agusan del Sur revealed that teachers in that school still had slow readers and nonreaders in grades 8 and 9. It is obvious that there is a gap in the implementation of such programs just based on these factors. Due to this urgent circumstance, school administrators were under even more pressure to improve and develop instructors in order to raise reading achievement levels among students, in line with the idea of accountability. Principal leadership and teacher effectiveness may be toned down in relation to student achievement. The researcher sees the necessity to perform a study that attempts to highlight the challenges, difficulties, effective enactment and of the remedial reading program in the said school for the aforementioned reasons.

Research Questions

This study aimed to evaluate and determine the challenges, difficulties, and effective enactment of the remedial reading program in San Luis National High School in the Division of Agusan del Sur. Specifically, it answered the following questions:

1. What are the challenges and difficulties encountered in the remedial reading program at San Luis National High School?
2. What are the effective enactments and processes in the remedial reading program at San Luis National High School?

Literature Review

In the Philippines, a remedial reading teacher is a qualified educator with experience and training in enhancing students' reading skills generally and helping struggling readers become better readers (International Reading Association [IRA], 2018). A remedial reading teacher's primary responsibility is to teach struggling readers, but he or she also has the responsibility of acting as a focal point for other teachers as they continue to develop their pedagogical strategies for teaching literacy.

The difficulty with student reading is not a recent phenomenon in the Philippines. In fact, several research show that Filipino students' reading difficulties appear to be enduring (Alayon, 2014; Habagat & Rizon, 2012; Lalunio, 1994; Miguel, 2007; Montalban, 2010; Umali, 2016). Reading and literacy teaching have always been given top priority in all Philippine curricula as a result of these issues. According to Umali (2016), there are two types of reading instruction in the Philippines: (1) the regular reading class, which is a part of the core curriculum, and (2) the remedial reading class, which is a separate subject offered to students who require assistance with their reading issues. Since it is not included in the students' normal reading lesson, the Philippines' remedial reading program is a pull-out model.

In the Philippine educational system, remedial reading has long been a controversial practice. In fact, the research of Genero (1976) demonstrates how high schools and elementary schools in the nation created their own remedial reading programs to help struggling readers. He argues that in order to give pupils the appropriate interventions, school principals encourage instructors to assess the reading levels of their students. Even while remediation for struggling readers has been done in the Philippines for years, it wasn't until the Department Order (DO) 45, series of 2002 - Reading Literacy Program in the Elementary Schools and DO 27, s. that it was optimized to its full potential. Remedial Instruction Programs in Philippine DepEd High Schools, 2005.

According to Almutairi (2018), one strategy for helping students achieve the goals and standards of education is to help them become proficient readers who can successfully run the class on their own. Understanding the concepts contained in a paragraph and how they connect to one another is comprehension, according to McNamara's definition from 2007. Comprehension is the act of fully

understanding a word, a sentence, or a body of related text. The ability to study and comprehend a text, notice implicit and explicit information within a text, and draw links between the reader's understanding of what the author is saying and their own, according to McKee (2012), are all examples of comprehension.

Reading is an active activity where readers engage with the text to rebuild the author's meaning and apply it to their own lives (Alcantara et al., 2001). Reading is one strand of literacy, according to the Professional Development Service for Teachers (PDST). Wolf (2007) counters that the foundational reading skills required to become literate do not naturally emerge; rather, we have to learn to adapt the area of our brains that detects images in order to be able to distinguish written letters and words. According to Cao (2010), findings from a Save the Children survey in the Philippines show substantial geographical inequalities, with a relatively small percentage of kids not being able to read in either English or Filipino in Manila (1% and 2%, respectively), compared to 24% and 30% of students in Mindanao.

According to Zunguze (2011), factors that may contribute to low level reading include parent education levels, the child's entry into school, home reading habits, family socioeconomic status, preschool experience, and similarity between the language of initial instruction and the language spoken at home. The latter appears to be in conflict with Chapman's (2003) claim that there isn't just one reason of reading difficulties. Language development, not phonemic awareness, is the skill that most strongly correlates with literacy success. The best indicator of success in learning to read, in accordance with Scalon & Velluntino (2003), is a child's knowledge of written language at the time of enrollment in school, not phonemic awareness. Alcantara, Villamin, and Cabanilla (2006) cite a number of important variables that influence reading ability, including interest, language proficiency, auditory discrimination, intelligence, motivation, visual discrimination, motorocular, home background teaching strategies, attitudes, and motivation.

According to Kinberg (2006), scaffolds offer pupils assistance with their learning. Additionally, he notes that the purpose of these supports is to help students until they are able to accomplish the work on their own. Scaffolds can come in a variety of formats, including handouts, wall charts, graphic organizers, and vocal reminders. According to Boom (1991), who is cited by Alumbro (2001), good reading does not develop overnight. It can only come about as a result

of a thoroughly thought-out instructional program with evaluation as a crucial element. The Goal of Reading Despite the fact that reading is taught throughout the school years, it appears that there is a crucial turning point in reading development that occurs between the third and fourth grades. This is contrary to Jeanne Chall's (1983) Reading for Purpose Theory. Between third and fourth grade, there seems to be a transitional period where pupils are no longer expected to read for enjoyment but are instead expected to start reading for purpose (Bowen, 1999).

This study aims to fill in any gaps about the underappreciation of the crucial professional tasks remedial reading teachers play in Philippine schools. Every school must encourage its teachers to work as remedial reading instructors given the Philippines' significant emphasis on reading and literacy instruction. To provide readers a solid understanding of what remedial reading teachers deal with, this review aims to make clear all issues related to the nature of their profession. Finally, it is hoped that by discussing this pertinent literature, more research will be done to concretely identify remedial reading teachers in the Philippines. Therefore, specific policies.

Methodology

Research Design

This study used a qualitative type of research design, also having a phenomenological approach. In Berg (2007), he defines that a phenomenological approach refers to the exact meaning, ideas, and qualities of certain objects involved in the study. The phenomenological study, which employs characterization and shared experiences of the participants, in continuation, the researcher utilized this method of research to examine remedial reading program challenges, difficulties, and effective enactment of the involved school.

Participants and Research Locale of the Study

This study is confined to the San Luis National High School, San Luis District I, Division of Agusan del Sur, DepEd. The participants of the study were the teachers of the aforementioned school handling the remedial reading program activity from the school year 2021 to 2022. This enables the researchers to collect more reliable information and data on the challenges, difficulties, and effective enactment of the teachers in the remedial reading program.

Research Instruments and Sampling

The researchers specified the study of questions from a phenomenological perspective on the difficulties, challenges, and successful execution of the teachers in the remedial reading program at San Luis National High School. It would first go through the evaluation and affirmation process, which was carried out by the experts and validators. After the validation enactment, the pilot study would be approved. Consequently, the qualitative phenomenological study was consulted, and the instrument that the researchers used has been clearly recorded and acknowledged for authenticity functions. This approach focuses on using interviews to get information on the teachers' perspectives on the remedial reading program administered at the Agusan del Sur Division, which is the study's main goal. The materials that will be used in this study include the following: an informed consent form that will be given to the involved teachers before the actual interview; an interview guide and interview questions that will be used in the interview session with the participants; and, finally, a personal data sheet that the participants have the option of filling out or not if they want to maintain their anonymity. The participants' comments will be taped and typed up for use in later procedures, like data gathering and analysis.

Purposive sampling was used at the study's inception. Selecting people to represent some specified, established qualities or conditions is known as purposeful sampling. In probability-based techniques, stratified samples are comparable to this. In order to explore and describe the conditions and meanings present in each of the research conditions, it was important to allow for a roughly equal number of various elements or individuals. The participants were chosen using a technique known as "purposeful selection" in which specific environments, individuals, or activities were chosen consciously in order to offer information that could not be obtained from other options (Lumauag, 2015).

Data Gathering Procedure

The researchers sent a letter to the indicated school or the study sample site asking for permission to conduct the study there. The purpose of this examination will also be discussed by the researchers. The researchers will decide on the sample that is needed to support the data required for this study. A consent form will be sent to the teachers in charge of a remedial reading program so they are aware of the research project in which they will participate. They must read and understand the consent form before completing it and

giving it to the researchers. Following that, the participants will be given a list of interview questions, to which they must respond completely truthfully and sincerely. After selecting a time and day that works for them, the interview will be performed physically between the researchers and the respondents. Once all respondents have done responding to the interview questions, the researchers will also compile the data. The interviewees' responses will be interpreted objectively by the researchers. The findings need to give teachers' thoughts and experiences on a particular school's remedial reading program a strong foundation.

Research Ethics and Considerations

Bryan and Bell (2007), researchers will abide by the following ethical considerations while handling the ethical concerns portion of a research dissertation, thesis, or any other research effort. To begin with, the subjects must never suffer any kind of pain or damage at the hands of the researchers. The replies will also be informed about the study, and before being selected as a participant, they will be requested for their full consent. Additionally, the research participants' privacy and identities would be maintained. There must never be any exaggeration or misrepresentation of the research's intentions or goals. Any kind of affiliation will also be avoided in order to eliminate any potential ethical problems. Researchers will act transparently and will not tolerate bias. Last but not least, researchers must constantly respect the worth of their subjects.

Results and Discussion

The findings, implications, and significant themes that emerged after a detailed assessment of the interviewees' comments are presented in this section. The answers from a hypothetical interview with teachers conducting a remedial reading program at San Luis National High School during the academic year 2021–2022, together with other responses, are principally used to address the study questions in this section. It specifically addressed the following questions: What are the challenges and difficulties encountered in San Luis National High School's remedial reading program? What are the effective enactments and processes in the remedial reading program at San Luis National High School? This chapter will also discuss the relevance and interpretation of the results that follow.

Theme 1: Remedial Reading Program: Teacher's Challenges and Difficulties

Since teachers constantly strive to realize their ultimate goals and vision for their students, which are to acquire knowledge, skills, understanding, and comprehension of a specified attribute, the teacher's role as facilitator in remedial reading is extremely crucial. The demands of the world are met by the challenges of being a teacher. Reading is a fundamental learning skill and the foundation for all other learning. It makes it easier to reason things out, think critically, make judgments about what has been read, and solve analytical difficulties. In relation to the former Department of Education Secretary, Bro. Armin A. Luistro (2016), he stressed and indicated that in assessing and evaluating the reading capability and comprehension of the students is the basic foundation of all the academic learning activities. Therein, if the learners fail to master the reading skills at the outset, then it will be a constant struggle and challenging part of their lives through other disciplines in reading.

Subtheme 1.1: Lack of Learning Resources for Reading

Teacher 2 mentioned that,

"As a teacher who is having this remedial reading activity with my students, it is very difficult for me to teach and guide them without an advanced learning resource for reading. I think that in our school there are some learning materials we might use for the reading session with my students. But I suggest that the department of education would provide more learning materials that something important and has a great impact in innovating learning outcomes at the school and for the students to have the ability to be more competent in reading undertakings."

Teacher 5 mentioned that,

"In our school, which is the San Luis National High School, we provide more encouragement and, aside from that, it imposes more school-based training at the school, particularly in reading, which is something important for the students' learning. However, as a teacher and a facilitator in a remedial reading program, we demand to have more updated learning materials in reading for us teachers to be motivated in helping our young minds."

The study by Part et al. (2021) found that reading on various technologically advanced devices was the most efficient method for improving students' comprehension of reading or their ability to think critically about what they have read. Reading books is a common way for teachers and students to learn

English on a daily basis. For reading comprehension based on inference, the opposite was found. Although the improvement was equivalent to the control group, extended reading with printed books enhanced students' deep reading comprehension substantially more than extended reading with tablets. Renandya and Jacobs (2016) claim that reading frequently encourages readers to consistently consume language and understand its context, which improves their familiarity with sentence structures in everyday situations. Learning the target language naturally differs greatly from traditional grammar training, which consists of presenting, practicing, and creating the target rules.

School districts are finding it difficult to raise the necessary funds to invest in the resources their schools need in various parts of the world. The majority of the time, schools struggle in communities with high rates of poverty. Less school taxes are paid by those who live close to the school. Schools in communities with significant levels of poverty are struggling to locate resources. The students are impacted by the lack of resources in various ways. It implies that they are not maximizing the value of their education (Maffea, 2020). According to the study by Brozo, which Conde (2008) mentioned, there is some correlation between bad reading and the issues with our schools, the rise of poverty, and the decline in family values. A growing amount of research, according to Goldenberg (2004), indicates that reading issues can be avoided for the vast majority of pupils who struggle with reading if they receive additional assistance in the form of an early intervention program. According to Zunguze (2011), factors that may contribute to low test scores include parents' educational levels, children's entry into school, reading habits at home, family socioeconomic status, preschool experience, and similarity between the language of initial instruction and the language spoken at home.

Subtheme 1.2: Problem in Identifying the Purpose of Reading

Teacher 4 mentioned that,

"Based on my observation, there are some or few of my students who have a problem with reading since they do not have the understanding of why they need to focus or find the purpose of reading. The pandemic caused some changes in how lessons are delivered; as a result, many students are unable to be guided by their teachers as a result of the pandemic's barriers. Reading is usually used everywhere, so as a teacher I need to inculcate in the minds of my students the

purpose and importance of reading. "

A variety of reading-related activities should be required at school so that pupils understand the importance of reading and the advantages of understanding the words and phrases they have read. According to the study's findings, students who are strong at learning languages may readily absorb English lessons from students who are less intellectual, thus the teacher's approach needs to be effective. Anjulo (2017) has studied reading comprehension teaching methods and put particular emphasis on the application of an extensive reading strategy. As a result, students frequently employ an intensive reading strategy, whereas an extensive reading method has a significant favorable impact on students' reading comprehension. Additionally, Kung and Aziz (2020) carried out research while utilizing metacognitive reading techniques. As a result, metacognitive reading techniques can increase students' reading comprehension and give them lots of chances to read independently. The emphasis of this study is on reading comprehension instruction during the COVID-19 epidemic.

Subtheme 1.3: Challenges based on Unfamiliarity with Letters, Sounds, Words, and Correct Pronunciation

Teacher 3 mentioned that,

"During the remedial reading program at the school, I have noticed that some students are hesitant to read. And then we found out that the reasons why they are hesitant to read are because they are unable to deliver the words or they are worried about pronouncing the words incorrectly since they are not familiar with the sounds of the letters. As we go along with the remedial reading program, we teachers conclude that we need to be more active in guiding our students since some of them at junior high school level still cannot read. Maybe it was the effect of the pandemic that happened that is why students nowadays are unable to read or do not have any confidence to read and write their thoughts.

Teacher 1 mentioned that,

"I really started my lesson from the very basics, which was all about the English alphabet and its sounds, for almost two years of handling the remedial program and facing these immeasurable learners who struggled a lot in reading and found out that many of them were non-readers. Therefore, the school must find a better way to help the students who do not know how to read

so they can catch up with the lessons and be motivated enough.

Teacher 6 mentioned that,

"We all know the fact that this pandemic contributed a lot to why some students or several of the learners are not able to read and even the sounds of the letters; they are quite hesitant about it due to lack of knowledge or lack of guidance when they are at elementary level. For almost 2 years of the pandemic, teachers have been just sending out a module as a learning resource that their students could continue learning from. However, it has a disadvantage since there are no teachers at their side to help them, particularly for those who are non-readers.

Numerous students were identified as being nonreaders. In order to implement the proper intervention and satisfy the needs of the learners, it is crucial for every reading program to have identified the learners' reading levels. This is supported by a study by Alcantara, Villamin, and Cabanilla (2006), which demonstrates that a variety of factors, including interest, language proficiency, auditory discrimination, intelligence, motivation, visual discrimination, motorocular, home background, teaching strategies, and attitudes of parents, siblings, teachers, and peers, influence the acquisition of reading ability.

According to Alcantara, Villamin, and Cabanilla (2006), there are several ways to identify a child who is not ready, including readiness tests, physical examinations, and observation. They advise teachers to develop a child's readiness to read by giving them a variety of experiences, exposing them to reading tools and strategies, helping them learn to distinguish between similar and dissimilar words, word forms, and other forms, and teaching them to pay close attention as they form work habits.

The preliminary investigation that produced the data on the students' reading comprehension challenges served as the basis for this study. In the classroom, where many students have more trouble grasping the reading comprehension content than in online learning, the teacher also faces a challenge. Additionally, the students' desire to read literature wanes. It is a challenge for English teachers to implement novel and creative reading comprehension teaching methods so that students will like learning (Setiawati et al., 2021). Renandya and Jacobs (2016) claim that reading frequently encourages readers to consistently consume language and understand its context, which improves their familiarity with sentence structures in everyday

situations. Learning the target language naturally differs greatly from traditional grammar training, which consists of presenting, practicing, and creating the target rules.

Subtheme 1.4: Problems and Difficulties in the Strategy of Analyzing Vocabulary

Teacher 8 mentioned that,

"Yesterday, I asked the students to prepare a list of words that they thought were unfamiliar or whose meanings they were unsure of. They should then discover their purpose after that. They write extensively. Because they are unfamiliar with the majority of the vocabulary, it suggests that they do not comprehend the text's meaning. They don't strive to memorize the terms' meanings, despite my requests that they do."

Students' lack of vocabulary mastery was the issue with vocabulary analysis. Additionally, it might be challenging for the teacher to ensure that the language that the class is studying is actually known, understood, and retained by the students. The way the teacher encourages the pupils to analyze terminology is diminished by online learning.

The teacher has a problem when the students don't comprehend the subject because they don't want to read. Emergent literacy, word recognition accuracy, reading fluency, understanding, and language meaning vocabulary are issues with teaching reading comprehension, according to Jennings, Caldwell, and Lerner (2014). By making the students complete more exercises, the teacher fosters their earnestness. The instructor is also demonstrating how to scan a manuscript for the main ideas. Teachers sometimes have difficulties while analyzing vocabulary because students occasionally do not know the words. The COVID-19 pandemic has changed the way that teachers approach teaching reading, and some teachers believe that online learning sometimes makes students' commitment to learning lessened.

Theme 2: Effective Implementation of the Remedial Reading Program at the School

To better meet the needs of the reading learner and to enhance the learner's ability to read and comprehend, remedial reading programs need creative teaching tactics and approaches. To pique students' interest in reading, teachers must innovate in their techniques and methods for teaching reading. Each student is different, and they all require remedial reading

strategies that are distinctive and cutting-edge. The main individuals required for the implementation of any reading program are teachers. The teacher's creativity and strong initiative are highly useful in ensuring the program is implemented consistently.

Reading is a crucial talent to master because it is essential for one to function in society today, including carrying out daily tasks and responsibilities. Reading fosters the development of critical thinking since it enables the learner to use their imagination, deduce, predict, conclude, and make judgments, among other abilities. The learner can also learn new things thanks to it. The students will learn about the most recent advancements and discoveries in a variety of subjects through reading books, magazines, and articles from the internet (Anonot, 2011).

Subtheme 2.1: Innovation for Remedial Reading Program

Teacher 4 mentioned that,

"As the participant in this study, I therefore conclude that there is a lack of support from the parents and other stakeholders. For the remedial reading program to be successful and to be innovative, it needs the heart-kind support by the parents, including the LGU, for the said activity to be activated and to continue its purpose, because it is very useless to initiate a certain activity with regards to an educational project without the help of the parents, stakeholders, and local government. For the purpose of helping our students or learners, we should work hand in hand to improve and innovate our learning processes."

Once shared values have been established, interested parties should work together to solve problems within a framework of data-based decision-making. In other words, the relevant interdisciplinary team members must collaborate on the process of connecting evaluation to intervention. Determine student ability levels, identify instructional environment characteristics, target suitable interventions, track student progress as a result of interventions, and evaluate outcomes are all responsibilities that must be shared by team members. Data-based intervention strategies are used to carry out these duties. This is corroborated by the Nicholls (2000) study, which underlines that it might be difficult to get pupils excited about reading, especially in upper elementary and secondary schools. Children in kindergarten and first grade are more inclined to attempt reading even if they fail, according to study. According to Jacobson, Lowery, and Ducette (2001), older pupils, particularly

those who have learning issues, are less motivated to work hard if they don't succeed.

Subtheme 2.2: Effective and Innovative Strategies, Approaches, and Styles

Teacher 7 mentioned that,

“As the teacher who guided my students and the facilitator of this remedial reading program, I must be able to explore more strategies to be an effective teacher and to find teaching styles that suit the level of my students. The school would encourage us to be manually adaptable approach that we can share with our fellow teachers since the purpose of this is to help the learners in their reading career so that, as a result, all the non-readers would be great readers soon.”

Teacher 9 mentioned that,

“I was able to collect donations for the students from teachers and other community members, and they were given school supplies like paper, ballpoint pens, notebooks, and envelopes for their assignments. Additionally free and paid for by the administration were all worksheets. I always draw the parents' attention to the situation and let them know how their child is doing academically. For these students, I also visited them at home. I did everything because I needed to be creative in my teaching methods, such as looking for the best learning resources that would be excellent in my class or in a remedial session.”

Teacher 2 mentioned that,

“The school has good facilities for the library; there are many different kinds of books there. They can borrow the book and return it within a week, giving them the opportunity to practice how to read longer selections of texts. I give exercises and send texts to the students; the title of the text is different for each meeting. It is a short text that aims to encourage student engagement.”

The English teacher needs to put in more effort if she wants to implement ways to teach reading comprehension during the COVID-19 pandemic. The best way to improve pupils' capacity to recognize the goal of reading is to give them more practice. Feedback from the teacher should be included with each new text and exercise that is sent to the students. Students will understand that their teacher is paying attention to them when the teacher goes over their work and provides comments. Another crucial factor for grabbing students' interest and increasing their

familiarity with the texts is the range of topic choices.

The major factor in the success of the execution of the remedial reading program is the school, which consists of teachers and a school head, the parents, stakeholders, and donors. These individuals ought to cooperate with one another. The clear assistance of these individuals surprisingly indicates significant improvement in the students' overall performance and reading proficiency. It not only encourages students to learn to read, but also provides them with the chance to develop, learn, and boost their self-esteem. Since kids can read and generally understand what is being taught in school, it boosts their self-esteem. Innovations are the product of innovative teaching. The most effective teaching methods are those that result from the creative thinking of the educators who actually carry out the reading program. Since they are the ones who know the remedial reading customers better than anyone else, teachers are extremely important in the execution of any program. Effective and cutting-edge learning strategies should take learners' progress into consideration. While older students who struggle with reading frequently blame variables like task difficulty and false teacher views for their failures, young children are more inclined to blame insufficient effort (e.g., the student feels the teacher does not like him or thinks he is incapable). According to Ross (2012), learners are extremely driven when they realize they are supported, and when their progress is tracked, applauded, and valued, they often grow in self-confidence and desire to learn more.

In terms of similarities, high school students serve as the sample in the bulk of the evaluated research, including Acheaw (2014), Cekiso (2012), Chenge (2012), Fealy (2013), Vogel (2013), and the current study. While Tizon (2013) employed sixth-grade children and Fajardo (2015) used college freshmen, none of the studies used experimental research methodologies; instead, most of them were descriptive, similar like the current study. Remedial reading instruction is a shared duty. When those involved in the implementation cooperate toward a single objective, it becomes more effective. Any reading program's main objective is to increase the number of students who can read and eventually comprehend what they have read. The implementation of the curriculum might be significantly impacted by the remedial reading teachers' lack of sufficient training and seminars. The teachers who are directly participating in the program are key to its sustainability. To properly fulfill the learner's demands, training and seminars on practical tactics are essential.

According to Almutairi (2018), one strategy for helping students achieve the goals and standards of education is to help them become proficient readers who can successfully run the class on their own. Understanding the concepts contained in a paragraph and how they connect to one another is comprehension, according to McNamara's definition from 2007. Comprehension is the act of fully understanding a word, a sentence, or a body of related text. The ability to study and comprehend a text, notice implicit and explicit information within a text, and draw links between the reader's understanding of what the author is saying and their own, according to McKee (2012), are all examples of comprehension. For instance, when students can absorb textual material, find information related to the text, and identify important information that was offered in the text.

The result is comparable to the study of Baron et al. (2017), which found that a reader could find various contents on a digital screen and read them straight away. In contrast, a reader of hardcopy must set aside time to read. One of the most shocking results from the open-ended questions was the degree to which young persons in all of the nation's being polled expressed a love for conventional print features. Students praised reading onscreen as "real reading" and said they could not do so with print because they could search (for words, for information). For some reading duties, such as checking word definitions or getting information when conducting research, online access may undoubtedly be very helpful.

Conclusion

The primary duty of a remedial reading teacher is to instruct struggling readers, but he or she also has the duty of serving as a focal point for other teachers as they develop their pedagogical approaches to teaching literacy. The teacher's role as a facilitator in remedial reading is incredibly important since teachers always work to achieve their ultimate goals and vision for their pupils, which are to acquire knowledge, skills, understanding, and comprehension of a defined attribute. It is challenging for school districts to raise the money required to invest in the resources their schools in diverse parts of the world require. Schools frequently have trouble in areas where poverty rates are high. People who reside close to the school pay less in school taxes. A variety of reading-related activities should be required at school so that pupils understand the importance of reading and the advantages of understanding the words and phrases

they have read. According to the study's findings, students who are strong at learning languages may readily absorb English lessons from students who are less intellectual, thus the teacher's approach needs to be effective. Students will understand that their teacher is paying attention to them when the teacher goes over their work and provides comments. Another crucial factor for grabbing students' interest and increasing their familiarity with the texts is the range of topic choices.

The English teacher should examine the contributing elements to the issues in order to find solutions. Giving the pupils more practice and guiding them to discover exercises online utilizing technology can help them develop into autonomous learners who can study at home. Another crucial strategy for solving the issue is choosing themes that excite the students' age groups. The pupils' knowledge with the subjects will aid in their comprehension of the material.

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