

Transforming Non-Readers: The Impact of Remedial Reading Instructions On Literacy Development of Learners

Joanne B. Francisco

St. Louise de Marillac College of Sorsogon, Inc., Sorsogon City, Philippines

Email: joannefrancisco1981@gmail.com

Abstract— This research investigates the transformational effects of remedial reading instructions on the literacy development of non-readers, a data that pose significant challenges within educational systems. Non-readers, often characterized by their inability to decode text or comprehend written material, face substantial barriers to academic success and personal growth. This study explores the efficacy of targeted remedial reading programs designed to enhance reading skills among learners who struggle with literacy.

Utilizing a mixed-methods approach, the research encompasses quantitative and qualitative data collected from diverse sample of non-readers across various educational settings. The quantitative component involves the frequency count and average using the 5-Likert scale to measure the effectiveness of different remedial reading instructions by Grade 3 teachers. The qualitative aspect includes the narratives through questionnaire surveys and focus groups with Grade 3 teachers to gain insights into the personal experiences and perceptions surrounding the remedial reading interventions.

Preliminary findings indicate that structured remedial reading programs significantly improve literacy outcomes for non-readers. The twelve (12) respondents marked different effective remedial reading instructions that help non-readers become readers. Furthermore, the study highlights the importance of individualized instruction, which caters to the unique needs of each learner, fostering a supportive environment that encourages risk-taking and resilience in the face of challenges.

The implications of this research extend beyond academic achievement; they underscore the critical role of literacy in empowering individuals and enhancing their quality of life. By addressing the needs of non-readers through effective remedial strategies, educators can contribute to breaking the cycle of illiteracy and promoting lifelong learning. This study advocates for integrating comprehensive remedial reading programs within educational curricula, emphasizing the necessity of early intervention and sustained support to cultivate a generation of confident, literate individuals. Ultimately, the findings aim to inform policy decisions and instructional practices prioritizing literacy development for all learners, particularly those at risk of falling behind.

Keywords— literacy skills, non-readers, instructional strategies, remedial reading program.

I. INTRODUCTION

Regarding education, the ability to read is the most important skill that each pupil should possess as fundamental skills as the entrance to knowledge and academic success. It can make a person. Everyone will learn anything under the sun if she or he can read. Thus, children's victory lies in the ability to read efficiently and understand what is read. However, some pupils face problems in acquiring this important skill, especially in times of pandemic, and hardness was experienced by the pupils. With the execution of modular distance learning, many pupils were identified as non-readers. This is one of the serious challenges caused by the COVID-19 Pandemic faced by the Department of Education. The

setting for teaching and learning is adaptable and considers the resources available to the pupils. The amenities also involve technology for education because some learning bases must be set up on electric 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).

Addressing the needs of these pupils is essential to ensure they do not drop behind their companions and have the opportunity to reach their full capability. 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).

The objective of the new curriculum is to give Filipino students enough time to master skills and concepts so that they are ready for tertiary education when the time comes.

Educators must use innovative strategies to ensure that the focus in education is on preparing today's children for the future of where they will live and where they will work, not for our current world. If the child has poor reading, chances are his or her performance in any other subjects is poor and eventually will affect learning. (Dacalos, Datulayta, Davis, et al, 2016)

Consequently, reading is a vital resource for children to understand the fundamental aspects of the world around them. 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).

The ability to read from childhood is the foundation that enables life-long education. Millions of children and young adults have low or no reading skills. UNESCO, in 2018, estimated that 258 million children are not literate.

Globally, the research by Hock and Deshler (2003), 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 observation above and reports. Through reading books, magazines, and articles from the internet, the learners will become aware of the latest innovations and discoveries in various fields. (Anonat, 2011).

Therrien (2004), said that to achieve literacy, there are five important skills one must learn: phonemic awareness, phonics, vocabulary instruction, text comprehension strategies, and reading fluency. These important skills, if not mastered by the pupils, difficulty in reading is expected. Reading literacy is not only a foundation for basic learning, but also a prerequisite for successful participation in most areas representing youth and adult life. (Linnakyla et.al, 2004)

Although reading fluency and comprehension are important skills to acquire, as they are essential competencies for achievement in school and later in life, many children do not gain the necessary skills for achieving proficiency. Problems with reading tend to begin at the onset of reading instruction, persist, and become more severe with time. (Graney, 2000)

The world faces a reading crisis. Technology touches the lives in countless ways. To solve the reading problem, all of us must utilize the opportunities of speed and scale that come with the innovation technology can provide.

In the Philippines, the problem of pupils in reading is not a new issue. Certain studies revealed that the reading problems of Filipino students seem to be perennial (Alayon, 2014; Habagat & Rizon, 2012; Lalunio, 1994; Miguel, 2007; Montalban, 2010; Umali, 2016). Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula. Umali (2016) labels that reading instruction in the Philippines can be distinguished into two facets: (1) the regular reading class which is embedded in the standard curriculum, and (2) the remedial reading class which is a separate subject given to those students who need help in correcting and improving this reading difficulty.

One of the problems in our country involves the poor reading comprehension of the students. In December 2019, the nation was thrown into a disruption by the release of the 2018 Program for Student Assessment (PISA) Report which stated that high school students in the Philippines got lower scores in reading comprehension than most of those surveyed in other nations. Based on the findings, over 80 percent of Filipino students around the age of 15 got a rating of 340 points in reading comprehension, a lower average of 487 points. Consequently, in the study, the Philippines ranked last among 79 countries (www.manilatimes.net). Their poor scores in English, Mathematics, and Science are credited to the students' lack of ability in basic reading and comprehension. Reading comprehension in the Philippines is low due to several factors. One factor is the limited reading materials at home and in schools. Another factor is the insufficiency of reading instruction; which affects students' ability to develop strong comprehension skills, socioeconomic factors, lack of reading passion, teachers' ineffectiveness, parental participation, student's health, classroom reading experiences with teachers, reading self-beliefs, attitudes, and experiences and social experiences in the

school environment. These factors add to low reading proficiency and block students' ability to comprehend texts effectively. To address this issue, it is recommended to promote early literacy programs, invest in teacher training, develop culturally relevant and engaging reading materials, conduct constant progress monitoring and reading diagnosis, and implement interventions that cater to the specific needs of struggling readers, providing targeted support to help them overcome challenges in reading comprehension, fluency, and vocabulary procurement.

The DepEd is committed to providing a quality system of public education. It provides teachers with adequate training and functional professional development to help students develop their abilities, attitudes, and skills to function effectively in an environment that is changing quickly in many ways.

To strengthen the reading proficiency of every learner and help cultivate a culture of reading which is considered an essential skill in all content areas, DepEd announces the "Hamon Bawat Bata Bumabasa" (3Bs) initiative. Education Secretary Leonor Briones in DepEd Memorandum No. 173 of 2019 said that the 3Bs initiative will help strengthen the Every Child A Reader Program (ECARP) which primarily aims to equip learners with reading skills to make them proficient and independent readers in their grade level. In support of this initiative of the Secretary, the SDO Sorsogon launched a Division Reading initiative "KADA AKI NA SORSOGANON MABINASAHON".

Thus, it is in this assumption that the researcher decided to conduct this study to evaluate the effectiveness of remedial reading instructions in enhancing the reading ability of non-readers in Grade 3 of selected schools in the municipality of Irosin I District, Division of Sorsogon Province. An Innovative Reading Instruction was formulated based on the results of the study.

This study evaluated the impact of the remedial reading instructions on the literacy development of the non-readers of the Grade 3 pupils in selected schools in the municipality of Irosin I District for School Year 2023-2024. The proof from the research was the basis for the proposed innovative remedial reading instruction.

Statement of the Problem

This study determined the impact of remedial reading instructions on the literacy development of learners to propose innovative remedial reading instructions and

personalized support for struggling readers. Thus, the researcher answered the following problems:

1. What are the different remedial reading instructions provided by the Grade 3 teachers to struggling readers?
2. What is the level of effectiveness of the remedial reading instructions being used by Grade 3 teachers?
3. How do the remedial reading instructions influence the literacy development of struggling readers?
4. What are the challenges in the implementation of the remedial reading instructions?
5. What innovative remedial reading instruction can be proposed?

II. METHODS

This study utilized a mixed-method research design to systematically quantify and describe the impact of remedial reading instructions on learners' literacy development. Mixed method research is a methodology that involves collecting and analyzing numerical data (Quantitative) and providing a comprehensive understanding of the data gathered (Qualitative).

Quantitative research in the sense of systematic and numerical exploration to measure the effectiveness of different remedial reading instructions used by Grade 3 teachers in selected schools in the municipality of Irosin for S.Y. 2023-2024. Qualitative research involves conducting interviews to investigate and articulate the different instructional strategies employed by teachers. Patag Integrated School, Mapaso ES, Sto. Domingo ES and Irosin Central School are the main locations of the study. The third-grade teachers are the main respondents. A proposed innovative remedial reading instruction based on the findings of the study is the output.

The researcher used the survey questionnaire as the primary research methodology. This approach showed the systematic collection of data from Grade 3 teachers, different remedial instructions they provided, the level of effectiveness of the remedial reading instructions being used, the influence of remedial reading instructions in the literacy development of the struggling readers, strategies employed, and challenges related to the implementation of remedial reading instructions.

To conduct the survey, the researcher designed a research-made questionnaire fitted to address the specific objectives outlined in the statement of the problem. The combination of the survey method, a

researcher-made questionnaire, and a 5-point Likert scale ensured a strong and efficient research methodology for this investigation.

The respondents of this study were the 12 Grade 3 teachers from Patag Integrated School, Mapaso Elementary School, Sto. Domingo Elementary School and Irosin Central School. One (1) was from Patag Integrated School, one (1) from Mapaso Elementary School, and one (1) from Sto. Domingo Elementary School and nine (9) from Irosin Central School.

III. RESULTS

This chapter deals with the presentation, analysis, and interpretation of data on the impact of remedial reading instructions on the literacy development of learners. Tables and figures are used to have a clear understanding of the analysis. The data presented are grouped according to sequence.

1. Remedial Reading Instructions

Remedial reading instructions play an important role in helping students who struggle with reading skills. By providing individualized support, teachers can help these struggling readers overcome their difficulties and challenges and develop the skills for academic success and lifelong learning.

The data indicate that Phonics-Based and Reading-aloud methods are the most frequently used by twelve (12) Grade 3 teacher respondents, with both methods being employed by 91.66% of the teachers. This high usage suggests these methods are highly favored for their effectiveness in improving phonemic awareness and reading fluency among struggling readers. The high usage of Phonics-Based and Reading-aloud methods by Grade 3 teachers highlights their effectiveness in reading remediation and fluency. Phonics-based instruction helps students understand the relationship between letters and sounds, which is crucial for decoding words. This foundational skill is essential for reading fluency, as it enables students to read words accurately and quickly.

Reading Aloud, on the other hand, provides students with a model of fluent reading. It helps them develop a sense of rhythm, intonation, and expression in reading. Listening to fluent reading also improves their comprehension and vocabulary, as they are exposed to the natural flow of language. Together, these methods address both the technical and expressive aspects of reading, making them highly effective for struggling readers. By improving phonemic awareness and

providing a model for fluent reading, these strategies help students become more confident and proficient readers.

Sight Word Practice, used by 66.66% of the teachers, ranks third, highlighting its importance in helping students recognize common words quickly, which can enhance reading speed and comprehension. Multisensory Learning and Small Group Instruction, each used by 58.33% of the teachers, are equally valued. These methods likely provide engaging, hands-on learning experiences and focused group support, which are beneficial for reading remediation. Sight Word Practice is crucial for reading remediation and fluency as it helps students quickly recognize common words, reducing the cognitive load during reading. This practice enhances reading speed and comprehension by allowing students to focus on understanding the text rather than decoding each word.

Multisensory Learning engages multiple senses, making reading instruction more interactive and memorable. This method supports reading remediation by reinforcing phonemic awareness and decoding skills through visual, auditory, and kinesthetic activities.

Small Group Instruction provides targeted support, allowing teachers to address specific reading challenges faced by students. This focused approach helps improve reading fluency by offering personalized feedback and practice opportunities, ensuring that students receive the attention they need to progress.

One-on-one tutoring, used by 50% of the teachers, indicates a moderate preference for personalized instruction, which can address individual student needs effectively. Reading Mastery, employed by 41.87% of the teachers, shows less frequent use, possibly due to specific program requirements or teacher familiarity. One-on-one tutoring is moderately preferred by teachers for reading remediation and fluency improvement. This personalized approach allows for tailored instruction, addressing each student's unique challenges and promoting significant progress in reading skills.

Reading Mastery, though less frequently used, is a structured program designed to enhance reading fluency and comprehension. Its lower usage might be due to specific program requirements or varying levels of teacher familiarity, but it remains a valuable tool for systematic reading instruction.

Read Naturally, used by 33.77% of the teachers, and Project Read, used by only 2.81%, are the least utilized methods. This limited use may be due to accessibility issues or a lower perceived effectiveness compared to other strategies. The preference for phonics-based and reading-aloud strategies underscore their perceived effectiveness in foundational reading skills, while the variety of methods used reflects a comprehensive approach to addressing diverse learning needs in reading remediation. The limited use of Read Naturally and Project Read suggests that these methods might face accessibility challenges or are perceived as less effective compared to other strategies. Despite their lower usage, they still contribute to reading remediation by offering structured approaches to improve reading fluency and comprehension.

The preference for phonics-based and reading-aloud strategies highlights their effectiveness in building foundational reading skills. This variety in instructional

methods indicates a comprehensive approach to addressing diverse learning needs, ensuring that different aspects of reading remediation and fluency are effectively targeted.

The data reveal that Grade 3 teachers predominantly use Phonics-Based and Reading-aloud methods due to their effectiveness in enhancing phonemic awareness and reading fluency. These strategies, along with Sight Word Practice, Multisensory Learning, and Small Group Instruction, provide a comprehensive approach to reading remediation by addressing both technical and expressive aspects of reading. One-on-one tutoring and Reading Mastery are also utilized, though less frequently, to offer personalized and structured support. Despite lower usage, methods like Read Naturally and Project Read still contribute to improving reading skills, highlighting the importance of diverse instructional approaches to meet the varied needs of struggling readers.

Table 1.1 Remedial Reading Instructions

	Frequency	Percentage
Phonics-Based	11	92.3%
Reading Aloud	11	92.3%
Sight Word Practice	8	88.4%
Multisensory Learning	7	84.6%
Small Group Instruction	7	42.3%
One-On-One Tutoring	6	38.4%
Reading Mastery	5	38.4%
Read Naturally	4	30.7%
Project Read	1	19.2%

2. Effectiveness of Remedial Reading Instruction

Remedial reading instructions are made to help struggling readers improve their reading ability. The effectiveness of these processes can vary based on

several factors, like the specific methods used, the individual needs of the learners, and the instruction that takes place. Ongoing assessment and engagement are also parts of successful interventions.

Table 2.1 Effectiveness of Phonics-Based Instruction

Indicators	Mean	Descriptive Rating
1. Recognize the letter name of the alphabet both uppercase and lowercase using auditory and visual aids.	4.4	Very Effective
2. Identify the letters and their corresponding sounds through direct instructions, songs, or games.	4.5	Very Effective
3. Blend sounds to form words using simple CVC(consonant-vowel-consonant).	4.5	Very Effective
4. Break down words into their sounds by listening to a word and identifying its sound.	4.2	Very Effective
5. Read common word families (e.g., -at, -an) to build words using letter tiles or cards.	4.1	Effective
Average	4.34	Very Effective

The data from Table 2.1 indicate that phonics-based instruction is highly effective in enhancing reading skills, particularly in reading remediation and fluency. The weighted mean scores for the indicators range from 4.1 to 4.5, with most indicators rated as “Very Effective.” This suggests that students are proficient in recognizing letters, identifying sounds, blending sounds to form words, and breaking down words into their

constituent sounds. These skills are fundamental for developing reading fluency, as they enable students to decode words quickly and accurately, leading to better comprehension and overall reading success. The high effectiveness ratings underscore the importance of phonics-based instruction in a comprehensive reading program.

Table 2.2 Effectiveness of Sight Word Practice

INDICATORS	Mean	Descriptive Rating
1. Recognize flashcards with sight words written on them and play games like “Memory game” or “Go Fish” using the flashcards.	4.27	Very Effective
2. Add new words learned to the word wall.	4.09	Effective
3. Practice writing sight words by tracing them and then writing them independently.	4.18	Effective
4. Use educational apps and websites like YouTube Kids focusing on sight word practice.	4.27	Very Effective
5. Write sentences using a set of sight words.	4.0	Effective

The data from Table 2.2 indicate that sight word practice is generally effective in enhancing reading skills, particularly in reading remediation and fluency. The weighted mean scores for the indicators range from 4.0 to 4.27, with most indicators rated as “Effective” or “Very Effective.”

The highest-rated activities, such as recognizing flashcards with sight words and using educational apps, both scored a mean of 4.27, indicating they are “Very Effective.” These activities likely contribute significantly to reading fluency by helping students

quickly recognize and recall sight words, which is crucial for smooth and efficient reading.

Other activities, like adding new words to the word wall (mean of 4.09) and practicing writing sight words (mean of 4.18), are rated as “Effective.” These practices support reading remediation by reinforcing word recognition and spelling, which are essential for students struggling with reading. The high effectiveness ratings across all indicators underscore the importance of incorporating varied sight word practices in a comprehensive reading program to enhance both reading remediation and fluency.

Table 2.3 Effectiveness of Reading aloud

INDICATORS	Mean	Descriptive Rating
1. Develop the listening abilities of pupils for understanding and processing information.	4.58	Very Effective
2. Enhance their vocabulary skills and improve their language skills.	4.41	Very Effective
3. Focus on understanding the content of the story listened.	4.25	Very Effective
4. Encourage collaboration and shared experiences among others through Group read-aloud sessions	4.25	Very Effective
5. Think critically about the text and its themes.	4.08	Effective
Average	4.31	Very Effective

The data in Table 2.3 indicate that reading aloud is highly effective across various educational aspects. The highest mean score of 4.58 shows that it is particularly effective in developing pupils’ listening abilities. Enhancing vocabulary and language skills also scores highly with a mean of 4.41, indicating significant

effectiveness. Both understanding story content and encouraging collaboration through group sessions share a mean of 4.25, reflecting strong effectiveness in these areas. The lowest mean score of 4.08, while still effective, suggests that reading aloud is slightly less impactful in fostering critical thinking about the text and

its themes. The mean scores, ranging from 4.08 to 4.58, demonstrate that reading aloud is a beneficial practice,

with the most notable impact on listening and language skills.

Table 2.4 Effectiveness of Multisensory learning (e.g., using sight, sound, movement)

INDICATORS	Mean	Descriptive Rating
1. Create letters, words, or sentences using clay, playdough, fabric, or paper.	4.16	Effective
2. Show actions to different words or phrases in a story (e.g., dancing for “dance”, running for “run”).	4.33	Very Effective
3. Clap out the syllables of their names or other words.	4.08	Effective
4. Find objects around the classroom that start with a specific letter or fit a certain category (e.g., nouns, verbs, etc.)	4.16	Effective
5. Use picture cards to create their own experiences or stories.	4.25	Very Effective
Average	4.19	Effective

The data in Table 2.4 show that multisensory learning is generally effective, with mean scores ranging from 4.08 to 4.33. The highest mean score of 4.33 indicates that showing actions to different words or phrases in a story is particularly effective. Using picture cards to create experiences or stories also scores highly with a mean of 4.25, reflecting strong effectiveness. Creating letters, words, or sentences using various materials and finding

objects around the classroom both have a mean of 4.16, indicating they are effective methods. Clapping out syllables has the lowest mean score of 4.08, but it is still considered effective. The data suggests that multisensory learning techniques are beneficial, with the most notable impact seen in activities that involve physical actions and visual aids.

Table 2.5 Effectiveness of Small Group Instruction

INDICATORS	Mean	Descriptive Rating
1. Actively participating in games like phonics bingo, word building with letter tiles, or online phonics games to reinforce sound-letter relationships.	4.41	Very Effective
2. Build comprehension skills and foster a love for reading through reading a text together as a group, discussing vocabulary, and answering comprehension questions.	4.0	Effective
3. Create a story map that includes elements like characters, setting, problem, and resolution.	4.08	Effective
4. Engage in activities like sorting words, creating sentences, or using the words in context.	4.0	Effective
5. Pair with classmates to teach each other in reinforcing learning through teaching and collaboration.	3.91	Effective
Average	4.08	Effective

The data in Table 2.5 indicate that small-group instruction is generally effective, with mean scores ranging from 3.91 to 4.41. The highest mean score of 4.41 suggests that participating in interactive games like phonics bingo and word building is particularly effective. Activities that involve creating a story map and engaging in word sorting or sentence creation also show strong effectiveness with mean scores of 4.08 and

4.0, respectively. Reading together as a group and discussing vocabulary, as well as pairing with classmates for collaborative learning, are effective but have slightly lower mean scores of 4.0 and 3.91. The data suggest that small group instruction methods are beneficial, with the most notable impact seen in interactive and collaborative activities.

Table 2.6 Effectiveness of One-on-one Tutoring

INDICATORS	Mean	Descriptive Rating
1. Recognize and manipulate sounds in words through rhyming segmenting and blending sounds.	4.27	Very Effective

2. Express thoughts through writing.	3.81	Effective
3. Use words in speaking and writing.	3.72	Effective
4. Understand, interpret, and analyze texts.	4.27	Very Effective
5. Read aloud with appropriate speed, accuracy, and expression.	4.18	Effective
Average	4.05	Effective

The data in Table 2.6 show that one-on-one tutoring is highly effective, particularly in helping students recognize and manipulate sounds in words, and in understanding, interpreting, and analyzing texts, both with a mean score of 4.27. Reading aloud with appropriate speed, accuracy, and expression also shows strong effectiveness with a mean score of 4.18.

Expressing thoughts through writing and using words in speaking and writing are effective but have slightly lower mean scores of 3.81 and 3.72, respectively. The data indicate that one-on-one tutoring is particularly beneficial for phonemic awareness and text comprehension, while still being effective in other areas of literacy development.

Table 2.7 Effectiveness of Reading Mastery

INDICATORS	Mean	Descriptive Rating
1. Identify individual sounds (phonemes) in spoken words.	4.08	Effective
2. Read and spell words.	3.91	Effective
3. Understand, interpret, and analyze texts through guided reading and discussion.	3.75	Effective
4. Practice reading daily.	3.83	Effective
5. Repeat readings of texts to improve fluency and comprehension.	3.91	Effective
Average	3.89	Effective

The data in Table 2.7 indicate that Reading Mastery is generally effective across various literacy skills. The highest mean score of 4.08 suggests that identifying individual sounds (phonemes) in spoken words is particularly effective. Reading and spelling words, as well as repeating readings to improve fluency and comprehension, both have a mean score of 3.91, indicating consistent effectiveness in these areas. Daily

reading practice, with a mean score of 3.83, also shows solid effectiveness. Understanding, interpreting, and analyzing texts through guided reading and discussion has the lowest mean score of 3.75, but it still falls within the effective range. The data indicate that Reading Mastery is a reliable method for enhancing various aspects of literacy, with phonemic awareness being the most effective area.

Table 2.8 Effectiveness of Read Naturally

INDICATORS	Mean	Descriptive Rating
1. Read the same passage multiple times.	3.81	Effective
2. Pair up to read passages to each other.	3.54	Effective
3. Listen to a recording of a fluent reader reading the passage.	3.72	Effective
4. Retell the story in their own words.	3.63	Effective
5. Answer questions about the story they read.	3.63	Effective
Average	3.66	Effective

The data in Table 2.8 suggest that the Read Naturally program is generally effective across various reading strategies. The highest mean score of 3.81 indicates that reading the same passage multiple times is particularly effective. Listening to a recording of a fluent reader also shows strong effectiveness with a mean score of 3.72. Retelling the story in their own words and answering

questions about the story both have a mean score of 3.63, indicating consistent effectiveness in these areas. Pairing up to read passages to each other has the lowest mean score of 3.54, but it still falls within the effective range. The data proposes that Read Naturally is a reliable method for enhancing reading skills, with repeated reading being the most effective strategy.

Table 2.9 Effectiveness of Project Read

INDICATORS	Mean	Descriptive Rating
1. Write or present reports on stories they have read.	3.63	Effective
2. Create their own stories or alternate endings to existing stories.	3.63	Effective
3. Engage in games that focus on vocabulary, spelling, and comprehension.	3.81	Effective
4. Read the same story and discuss it in small groups.	3.54	Effective
5. Write journals to reflect on their reading experience.	3.72	Effective
Average	3.66	Effective

The data in Table 2.9 indicate that the Project Read program is generally effective across various activities. Engaging in games that focus on vocabulary, spelling, and comprehension has the highest mean score of 3.81, suggesting it is the most effective strategy. Writing journals to reflect on their reading experience also shows strong effectiveness with a mean score of 3.72. Writing or presenting reports on stories and creating their own stories or alternate endings both have a mean score of 3.63, indicating consistent effectiveness in these areas. Reading the same story and discussing it in small groups has the lowest mean score of 3.54, but it still falls within the effective range.

Overall, the data suggests that Project Read is a reliable method for enhancing reading skills, with vocabulary and comprehension games being the most effective strategy.

The data from various tables indicate that phonics-based instruction, sight word practice, and reading aloud are highly effective methods for enhancing reading skills, particularly in reading remediation and fluency. Multisensory learning and small-group instruction also show strong effectiveness, providing engaging and interactive ways to support reading development. One-on-one tutoring and Reading Mastery offer personalized and structured support, while programs like Read Naturally and Project Read, though used less frequently, still contribute positively to reading improvement. These methods collectively address different aspects of reading, ensuring a comprehensive approach to supporting struggling readers.

III. INFLUENCE OF REMEDIAL READING INSTRUCTIONS ON LITERACY DEVELOPMENT

Personalized and Engaging Multisensory Learning for Struggling Readers

The narratives of teachers regarding remedial reading instructions can be classified into several themes and subthemes. One prominent theme is Engagement

through Repetition and Practice. A teacher mentioned, “using repetition and practice songs as remedial reading instruction, noting that the pupils stayed engaged in reading the words because the lively tune made the repetition enjoyable.” This approach features the importance of making learning enjoyable and engaging for students, especially those who may struggle with traditional methods.

Another significant theme is Multisensory Learning and Phonics-Based Instructions. Teachers emphasize “the use of various senses to enhance learning and focus on phonemic awareness. This approach often targets phonemic awareness and other skills such as number sense, identifying, and using numbers.” By incorporating multiple senses, teachers aim to create a more comprehensive learning experience that can cater to different learning styles and needs.

Individualized Attention through One-on-One Tutoring is also a crucial theme. Teachers provide individualized attention to immediately teach and correct mistakes. One teacher described “letting pupils write some reading materials and then read them one by one, while another emphasized mastering the sounds of each letter in the alphabet through one-on-one sessions.” This personalized approach allows teachers to address specific areas of difficulty for each student, providing targeted support that can lead to more effective learning outcomes.

Explicit Phonics Instruction is another common theme. This involves phonemic awareness that focuses on the ability to hear, identify, and manipulate sounds in words. According to one teacher, “activities might include rhyming, blending sounds, segmenting words, and teaching letter-sound relationships in a sequential, structured way, such as introducing consonant-vowel-consonant (CVC) words before moving to more complex patterns. This systematic approach helps build a strong foundation in phonics, which is crucial for developing reading skills.”

Lastly, the theme of Mastery of the Alphabet and Phonetic Sounds is highlighted. Teachers mentioned that “focus on familiarization and memorization of basic sight words, using methods like the Fuller method, and teaching all phonetic sounds of vowels and consonant blends in English.” These narratives collectively illustrate a comprehensive approach to remedial reading instruction, combining engagement, multisensory learning, individualized attention, and systematic phonics instruction to support struggling readers. The narratives of teachers regarding tailoring remedial reading instructions to meet individual student needs can be classified into several themes and subthemes.

Personalized and Adaptive Remedial Reading Instruction

Assessment and Adaptation is a key theme. Teachers assess each student’s reading level and specific difficulties to tailor instruction. For phonemic awareness, activities are adjusted based on the student’s ability to manipulate sounds, using simpler or more complex words as needed. In systematic phonics, pacing is adapted, introducing new patterns only when the student master’s current ones. This approach ensures that instruction is personalized and responsive to each student’s progress.

Targeted Practice and Engagement is another significant theme. Teachers provide targeted practice based on the student’s errors, using games and hands-on activities to keep them engaged. Regular progress monitoring helps modify lessons, ensuring that each student gets personalized support, whether they need more time with CVC words or are ready for more advanced patterns. This method keeps students motivated and helps address specific areas of difficulty.

Regular Monitoring and Feedback are crucial for identifying and addressing reading skills that need remediation. “By regularly monitoring how pupils read varied texts, teachers can pinpoint the skills that still require attention.” This ongoing assessment allows for timely interventions and adjustments to instruction, ensuring that students receive the support they need to improve their reading abilities.

Repetition and Reinforcement are emphasized through repeated sounds and actions. Teachers use repeated instructions and activities to meet the needs of each pupil. “This repetition helps reinforce learning and ensures that students have multiple opportunities to practice and master new skills.”

Clear Goals and Multiple Pathways highlight the importance of setting clear learning goals and offering multiple learning pathways. This approach allows teachers to provide differentiated instruction that caters to the diverse needs of their students. By setting clear objectives and offering various ways to achieve them, teachers can ensure that all students can succeed.

Visual and Hands-On Materials are used to support individualized learning. Teachers “post visual materials for students to write and read individually, then call them one by one to provide personalized feedback”. This method combines visual and hands-on learning, making it easier for students to grasp new concepts and apply them in practice.

Varied Reading Activities based on students’ reading levels ensure that instruction is appropriately challenging and engaging. By using varied reading activities, teachers can cater to different skill levels and keep students interested in the learning process. “This variety helps maintain student engagement and supports the development of a range of reading skills.”

These narratives collectively illustrate a comprehensive approach to tailoring remedial reading instruction, combining assessment, targeted practice, regular monitoring, repetition, clear goals, visual materials, and varied activities to meet the individual needs of each student.

The narratives of teachers regarding the changes observed in students’ reading abilities since implementing remedial instructions can be classified into several themes and subthemes.

Progression in Reading Skills is a prominent theme. Teachers have observed that students’ reading abilities have progressed from simple CVCV and CVC words to more complex structures like CVCC, diphthongs, digraphs, sentences, and paragraphs. This progression indicates a significant improvement in their phonemic awareness and decoding skills.” The ability to recognize and read more complex patterns shows that students are building a solid foundation in reading.”

Phonemic Awareness and Decoding is another key theme. “Explicit phonics instruction has led to significant improvements in students’ reading abilities. They develop stronger phonemic awareness, becoming more confident in blending and segmenting sounds. Their decoding skills improve as they recognize letter-sound relationships, leading to better fluency in reading

CVC words and progressing to more complex patterns.” This improvement in phonemic awareness and decoding is crucial for developing proficient reading skills.

Parental Involvement and Continuous Improvement highlight the role of parents in supporting their children’s reading development. Teachers note that “students are improving little by little because parents are asked to follow up on reading at home.” This collaboration between teachers and parents ensures that students receive consistent support, reinforcing the skills learned in the classroom.

Engagement and Motivation are emphasized through the increased engagement and motivation observed in students. “As students gain confidence in their ability to read independently, they become more motivated to practice and improve their reading skills.” This increased engagement is a positive outcome of the remedial instructions, as it encourages students to take an active role in their learning.

Success and Confidence is a recurring theme in the narratives. Teachers report “successful results in using remedial reading, with students who previously struggled now able to tackle unfamiliar words.” This success boosts students’ confidence, leading to further improvements in their reading accuracy and comprehension skills. The ability to recognize simple sight words and read simple sentences demonstrates the tangible progress students are making.

Repetition and Reinforcement are also highlighted. Teachers use repeated sounds and actions to reinforce learning. “This repetition helps students internalize the skills they are learning, making it easier for them to apply these skills in different reading contexts. The consistent practice of sounds and actions ensures that students have multiple opportunities to master new skills.”

These narratives collectively illustrate the positive impact of tailored remedial reading instructions on students’ reading abilities. The combination of explicit phonics instruction, parental involvement, engagement, and consistent practice has led to significant improvements in students’ reading skills, confidence, and motivation. The narratives of teachers regarding the assessment of students receiving remedial reading instruction can be classified into several themes and subthemes.

Comprehensive and Adaptive Remedial Reading Strategies

Formative and Summative Assessments are a key theme. Teachers use a combination of formative and summative assessments to gauge students’ progress. “Regular phonemic awareness tasks, such as sound blending and segmentation, help track students’ ability to manipulate sounds. Timed decoding exercises and fluency checks measure improvements in reading speed and accuracy.” Additionally, “comprehension questions after reading passages gauge understanding.” These assessments provide a comprehensive view of students’ reading abilities and help identify areas needing further instruction.

Informal Observations and Anecdotal Notes highlight the importance of daily, informal assessments. Teachers monitor progress “through direct observation during reading activities, making records and anecdotal notes.” This approach allows teachers to adjust instruction based on each student’s development, ensuring that the remedial reading instruction is tailored to individual needs. Informal observations provide real-time insights into students’ reading behaviors and challenges.

Weekly Assessments and Constant Remediation emphasize the regularity and consistency of assessments. According to the narratives of teachers, “weekly assessments are conducted to track progress and identify areas for improvement. Constant remediation and helping reading activities monitor if students have improved.” This consistent assessment and remediation cycle ensures that students receive ongoing support and opportunities to practice and refine their reading skills.

Repetition, Familiarization, Memorization, and Mastery focus on the methods used to reinforce learning. “Students’ progress manifests through repetition, familiarization, memorization, and mastery.” By repeatedly practicing sounds, words, and reading passages, students become more familiar with the material, leading to improved reading skills. This repetitive practice helps solidify their understanding and ability to apply reading strategies independently.

These narratives collectively illustrate the multifaceted approach teachers use to assess the progress of students receiving remedial reading instruction. The combination of formal assessments, informal observations, regular assessments, and repetitive practice ensures that

students' reading abilities are continuously monitored and supported, leading to significant improvements in their reading skills.

The narratives provided by the teachers can be classified into several themes that highlight the successful outcomes of using remedial reading strategies. One prominent theme is the progress in phonics and basic reading skills. For instance, "pupils who initially struggled to correctly sound out the alphabet progressed to becoming readers in English, as noted by Grade 4 teachers when they assessed the reading skills of Grade 3 repeaters." This demonstrates the foundational improvement in phonics, where students who had difficulty with basic letter sounds and phonemic awareness showed significant progress, eventually mastering the alphabet and basic reading skills.

Another theme is the mastery of CVC words and improved fluency. "One student, initially struggling with basic letter sounds, mastered CVC words after consistent phonics instruction." Another, "who had difficulty blending sounds, improved fluency and reading confidence through targeted practice." Both showed marked progress, moving from frustration to successfully reading simple texts independently and with greater comprehension. This highlights the specific achievements in reading fluency and confidence, showing how targeted phonics instruction can lead to significant improvements.

The ability to read consonant blends and digraphs is another important theme. "Struggling readers were able to read consonant blend words and digraphs, indicating a deeper understanding of phonics and improved decoding skills." This advancement in reading more complex phonetic structures showcases the effectiveness of the remedial strategies in enhancing students' reading abilities.

Effective and Structured Remedial Reading Interventions

Provision and mastery of reading materials also emerged as a key theme. One teacher said that "Providing students with reading materials and then later on mastering them underscores the importance of access to appropriate resources." This demonstrates how tailored reading materials can significantly aid in the student's reading development.

The reduction in reading difficulties is another significant theme. "The strategies helped reduce the number of pupils who have difficulty learning to read,

showcasing the broad effectiveness of these interventions." This overall impact highlights the success of the remedial reading strategies in addressing and mitigating reading challenges among students.

The use of specific methods, such as the Marungko Method, is also noteworthy. "Using the Marungko Method but with the mastery of the alphabet shows how specific instructional methods can be particularly effective in helping students improve their reading skills." This theme emphasizes the success of structured and methodical approaches in reading instruction.

Lastly, the progression from reading simple words to more complex sentences and paragraphs is a crucial theme. "Struggling readers can read simple words, sentences, and even paragraphs, indicating significant improvement in reading comprehension and fluency." This progression showcases the overall development of students' reading abilities, moving from basic to more advanced levels of reading.

Overcoming Resource and Engagement Barriers in Remedial Reading

The narratives provided by the teachers reveal several key themes regarding the challenges faced when implementing remedial reading instructions. One prominent theme is the lack of resources. Teachers frequently mention "limited teaching materials and resources, which hinder their ability to provide effective instruction." This scarcity of resources makes it difficult to address the diverse needs of struggling readers adequately.

Another significant theme is poor reading habits and lack of discipline among students. Teachers note that "many pupils have poor reading habits and lack the discipline necessary for consistent practice. Some students are very forgetful, which further complicates the learning process." This lack of discipline and poor habits can impede progress and make it challenging for teachers to maintain a structured learning environment.

Absenteeism and lack of focus also emerge as critical challenges. Teachers report that "habitual absenteeism among pupils is a major issue, making it difficult to maintain continuity in instruction." Additionally, "students often lack focus, which can be attributed to various factors, including a lack of interest or external distractions." This lack of focus and regular attendance significantly impacts the effectiveness of remedial reading programs.

Addressing varying levels of reading deficits is another theme. Teachers face the challenge of catering to students who progress at different rates, requiring more individualized attention. "Limited time for one-on-one instruction can hinder the ability to focus deeply on specific needs." This variability in student progress necessitates a more tailored approach, which can be difficult to implement with limited resources and time.

Motivation and engagement are also highlighted as challenges. "Keeping struggling readers motivated and engaged, especially when progress is slow, is a significant hurdle." Teachers must find ways to maintain students' interest and encourage persistence, which can be particularly challenging when students face repeated difficulties.

The behavior and support from parents is another theme. "Some pupils lack the eagerness to learn, and teachers note that parental support is often lacking." This lack of enthusiasm and support from home can negatively affect students' attitudes towards reading and their overall progress.

Finally, the initial lack of foundational skills is a critical challenge. Teachers encounter "students with zero background in the alphabet and the sounds of each letter, making it difficult to build upon non-existent foundational skills." This lack of basic knowledge requires teachers to start from the very beginning, which can be time-consuming and challenging without adequate support and resources.

Interactive and Supportive Remedial Reading Practices

The narratives provided by the teachers reveal several key themes regarding how they engage and motivate struggling readers during remedial sessions. One prominent theme is the use of technology and interactive tools. Teachers mention "using reading applications on tablets and educational games to make learning more engaging and fun." These tools help capture students' attention and make the learning process more interactive.

Another significant theme is positive reinforcement and rewards. Teachers motivate students "by giving small rewards such as candies, chocolates, meals, or snacks." They also "use praise and positive reinforcement to celebrate small successes, which helps boost students' confidence and encourages them to keep trying."

Interactive and multisensory activities are also highlighted as effective strategies. Teachers "use hands-on materials, games, and songs to make learning more engaging." These activities cater to different learning styles and help students stay interested and motivated.

Personalized and interest-based learning is another theme. "Selecting books that match students' interests helps foster a love for reading and keeps them motivated." Teachers also "give students more time to read and engage in activities that are tailored to their individual needs."

Visual aids and colorful materials are used to make reading more appealing. Teachers "use colorful visual reading materials and give rewards such as appreciation or "star" stamps to acknowledge students' progress." These visual aids help make the learning process more enjoyable and visually stimulating.

Finally, building foundational skills is crucial. Teachers "focus on mastering words, correct pronunciation, vocabulary building, and storytelling to develop more skills." This foundational work is essential for helping students improve their reading abilities and gain confidence in their skills.

The narratives provided by the teachers reveal several key themes regarding how they involve parents or guardians in the remedial reading process. One prominent theme is the use of communication through social media and technology. Teachers mention "creating group chats for parents, sending reading materials, and asking for videos of children reading. They also use messaging and phone calls to keep parents informed and engaged." This approach ensures that parents are continuously updated and can actively participate in their child's reading progress.

Enhanced Engagement and Support through Technology and Parental Involvement

Another significant theme is providing resources and support. Teachers provide reading books and facilities to support the learning process at home. They also offer moral and emotional support to both parents and students, helping to create a positive and encouraging environment for reading.

Parental involvement in follow-up activities is also highlighted. Teachers emphasize the importance of parents conducting follow-up reading activities at home to reinforce what is learned during remedial sessions. This hands-on involvement helps solidify the

child's reading skills and fosters a collaborative effort between home and school.

Educational meetings and training for parents are another key theme. During meetings, such as HPTA meetings, teachers educate parents on simple reading strategies they can use at home. This empowers parents with the knowledge and tools needed to support their child's reading development effectively.

Lastly, direct communication and reminders are used to ensure parental involvement. Teachers send letters and call parents to attend meetings and follow up on their child's reading level. This direct approach helps maintain a strong connection between the school and home, ensuring that parents are actively engaged in their child's reading journey.

The narratives provided by the teachers reveal several key themes regarding the integration of technology into remedial reading instruction. One prominent theme is the use of educational apps and software. Teachers utilize interactive phonics practice, reading comprehension activities, and fluency drills through various apps and software, making learning more engaging and personalized for students. This approach helps reinforce skills and provides a dynamic learning experience.

Another significant theme is the use of multimedia tools. Teachers incorporate laptops, televisions, and PowerPoint presentations to create interactive lessons. For example, one teacher uses the favorite songs of pupils to create karaoke sessions, typing out lyrics for students to read and sing along. This method not only makes reading fun but also helps in improving reading fluency and comprehension.

Assistive technology is also highlighted as a crucial element. Devices such as augmentative communication tools and digital portfolios are used to support students with specific needs, ensuring that all students have access to effective reading instruction. This technology aids in providing tailored support to enhance learning outcomes.

The provision of devices is another key theme. Some teachers buy tablets for students to borrow and use daily, and televisions are used for displaying reading materials and lessons. This ensures that students have access to necessary technological resources, facilitating continuous learning both in and out of the classroom.

Lastly, the use of visual and auditory aids is emphasized. Teachers show short films, and video presentations of sight words, and ask students to describe their favorite cartoon characters. These visual and auditory stimuli help in making reading activities more relatable and interesting, thereby improving student engagement and retention. These themes collectively illustrate how technology is being effectively integrated into remedial reading instruction, enhancing the learning experience and supporting diverse student needs.

The narratives provided by the teachers highlight several key themes regarding additional resources and support that would enhance the effectiveness of remedial reading programs. One prominent theme is the need for interactive and engaging materials. Teachers emphasize the importance of having games, educational songs, and phonics programs to make learning more enjoyable and effective. These resources help in reinforcing reading skills through interactive and playful methods.

Another significant theme is the provision of physical and digital resources. Teachers mention the need for leveled books, storybooks, activity books, and printed reading materials that students can take home. Additionally, they highlight the importance of having tablets, reading apps, software, interactive whiteboards, magnetic boards, and other manipulatives. These tools provide diverse and accessible ways for students to engage with reading materials.

Specialized programs and professional support are also crucial. Teachers suggest implementing specialized reading programs, such as an 8-week curriculum, and having access to trained reading specialists. This professional support would enhance the quality of instruction and provide targeted interventions for students who need additional help. Extra time for individualized instruction and small-group sessions is also mentioned as a way to significantly improve student outcomes.

The theme of technological and multimedia aids is evident as well. Teachers express the need for video lessons, colored storybooks, flashcards showing sight words, and other visual aids. These resources help in making reading activities more visually appealing and engaging for students.

Lastly, the development of teaching skills and human resources is highlighted. Teachers recognize the

importance of exploring and expanding human resources intelligence and developing skills in teaching reading. This professional development would ensure that teachers are well-equipped to deliver effective reading instruction and support their students' learning needs. These themes collectively illustrate the diverse range of resources and support that teachers believe would enhance the effectiveness of remedial reading programs, ultimately leading to better student outcomes.

Sustained Progress through Consistent Practice and Parental Involvement

The narratives provided by the teachers reveal several key themes on how to ensure that progress made during remedial reading sessions is sustained over time. One prominent theme is the importance of consistent follow-up and communication with parents. Teachers emphasize the need for regular communication with parents to ensure that learning continues at home. They believe that if parents take the initiative to teach their children how to read, it significantly contributes to sustained progress.

Another significant theme is the effectiveness of the reading process and feedback. Teachers highlight that positive feedback from parents and students is a crucial indicator of the effectiveness of the reading process. This feedback helps in assessing the progress and making necessary adjustments to the teaching methods.

Consistent practice and review are also a crucial theme. Teachers ensure that progress is sustained by providing consistent practice, reviewing previously learned skills, and encouraging independent reading. Regular monitoring and ongoing reinforcement in class and at home are essential strategies to maintain growth over time.

The theme of parent education and involvement is evident as well. Educating parents and maintaining regular communication with them is seen as vital. This involvement helps in creating a supportive environment for the students, both at school and at home.

The provision of diverse reading materials and interactive tools is another important theme. Teachers mention the need for diverse reading materials and interactive tools provided by the school to keep the pupils engaged and motivated. This variety helps in catering to different learning styles and maintaining student interest.

Assessment and monitoring are also highlighted. Teachers use interviews and assessments to monitor the student's progress. They make lists to track improvements and use reports like CRLA to implement necessary changes. This systematic approach ensures that progress is continuously monitored and sustained.

These themes collectively illustrate the comprehensive strategies that teachers believe are essential to ensure that the progress made during remedial reading sessions is sustained over time.

The feedback from students and parents regarding the remedial reading instructions can be classified into several themes. One prominent theme is the increased interest and engagement in reading. Parents have noticed that their children suddenly become interested in reading at home, although this interest varies among students. This increased engagement is crucial for sustaining progress over time.

Collaborative and Continuous Professional Growth for Effective Remedial Reading Instruction

Another significant theme is the improvement in reading and comprehension skills. Both students and parents have reported that learners can read and comprehend better. Students express that they can perform better academically when they can read well, and parents are happy to see their children reading stories given by their teachers, especially in higher grades like Grade 4.

Enhanced confidence and enjoyment in reading is also a key theme. Feedback from students often includes increased confidence and enjoyment in reading, with many appreciating the interactive and personalized approach of the remedial sessions. This positive attitude towards reading helps in maintaining their interest and motivation.

The theme of collaborative efforts between teachers and parents is evident as well. Parents frequently note significant improvement in their children's reading abilities and enthusiasm, highlighting the positive impact on their overall academic performance. They are thankful for the collaborative efforts of teachers and parents, which have shown progress in their children's reading skills.

The effectiveness of continual instruction and follow-up is another important theme. Continual reading instruction and follow-up reading at home are seen as more effective in facilitating the reading process for non-readers and slow readers. This ongoing support

ensures that students do not fall behind and continue to improve.

Lastly, the theme of progress in identifying words and sentences is highlighted. Students can already identify words and sentences, which is a significant milestone in their reading journey. This progress is a result of the consistent and focused efforts of both teachers and parents.

The professional development opportunities that teachers have found most helpful in improving their remedial reading instruction can be classified into several themes.

One prominent theme is collaborative learning and sharing. Teachers have benefited greatly from collaborative sessions with school heads and co-teachers, where they share strategies and techniques for dealing with struggling readers. SLACS (School Learning Action Cells) also facilitate the sharing of challenges and solutions among teachers, enhancing their collective ability to support struggling readers.

Another significant theme is practical workshops and training. Workshops on explicit phonics methods, multisensory instruction, and strategies for differentiated learning have been particularly beneficial. These workshops provide teachers with hands-on experience and specific reading interventions that they can apply in their classrooms to support diverse learners.

Research and self-initiated learning is also a key theme. Some teachers engage in action research within their teaching profession, allowing them to explore and implement new methods and strategies based on their findings. This self-driven approach to professional development helps them stay current with best practices and continuously improve their instructional techniques.

Benchmarking and self-fulfillment are additional themes. Benchmarking against other schools or programs provides teachers with insights into effective practices and standards. Meanwhile, some teachers find personal fulfillment in their work, focusing on the joy of helping pupils learn rather than seeking formal professional development for promotion. This intrinsic motivation drives them to continually seek ways to improve their teaching methods.

These themes highlight the diverse approaches teachers take to enhance their remedial reading instruction,

emphasizing the importance of collaboration, practical training, research, and personal dedication.

The narratives of teachers on how they collaborate with others to support struggling readers can be classified into several themes.

Seeking Advice and Support is a common theme where teachers ask for advice and help, particularly in terms of discipline. They also seek support for resources, getting advice and suggestions from their colleagues and specialists. This collaborative approach ensures that teachers are well-equipped with the necessary tools and strategies to handle various challenges.

Sharing Resources and Materials is another significant theme. Teachers frequently share instructional materials, reading materials, and their experiences with each other. This exchange of resources helps in providing diverse and effective materials tailored to the needs of struggling readers. By sharing successful strategies, resources, and materials that have worked well, teachers can tailor interventions to better support their students.

Collaborative Planning and Communication is also crucial. Teachers collaborate with other teachers and specialists by sharing insights and strategies specifically tailored to struggling readers. They coordinate individualized plans, exchange resources, and align interventions to ensure consistent support. Regular meetings and open communication help integrate approaches and address specific needs effectively.

Demonstrating Effective Techniques is another theme where teachers show and share their techniques that could also be effective for the struggling readers their colleagues are handling. By telling others about the effectiveness of their strategies or techniques in the reading process, they contribute to a collective pool of knowledge and practices that benefit all students.

These themes highlight the importance of collaboration, resource sharing, and open communication among teachers and specialists to effectively support struggling readers.

The narratives of teachers regarding future improvements or changes in remedial reading programs can be classified into several themes.

Innovative Approaches and Resources: Teachers express “a desire for innovations that help struggling

readers easily group and understand words”. They also emphasize “the need for additional teachers to handle remediation, allowing the primary teacher to focus on instruction.” This approach aims to provide more personalized attention to struggling readers, ensuring they receive the support they need.

Personalized Learning and Technology Integration: There is a strong call for more personalized learning tools and greater integration of technology to engage students. Teachers believe that “using technology can make learning more interactive and motivating for students.” They also highlight “the importance of having access to professional development to stay updated with the latest teaching strategies and tools.”

Collaboration and Professional Support: Enhanced collaboration among teachers and specialists is seen as crucial for the success of remedial reading programs. Teachers suggest that “regular assessments by developmental doctors could help evaluate learning behaviors and difficulties, allowing for more effective grouping and tailored interventions based on student’s abilities and needs.”

Improved Learning Environment and Resources: Teachers envision a better learning environment with ICT support, complete reading materials, and a lesser number of learners per class. They believe that “a better classroom ambiance can significantly impact students’ learning experiences.” Additionally, there is a call for “more support from the school in providing materials like TVs and gadgets to motivate students.”

Outcome-Oriented Goals: Setting SMART (Specific, Measurable, Achievable, Relevant, and Timely) learning outcomes is emphasized to ensure that the goals of remedial reading programs are clear and attainable. Teachers also express a desire “to see zero non-readers in their programs, aiming to produce quality learning outcomes for all students.”

These themes highlight the need for a multifaceted approach to improving remedial reading programs, focusing on innovation, personalized learning, collaboration, resource availability, and clear, outcome-oriented goals.

The narratives provided by teachers highlight the multifaceted approach to remedial reading instruction, emphasizing the importance of engagement through repetition and practice, multisensory learning, and individualized attention.

Teachers “use explicit phonics instruction and focus on mastery of the alphabet and phonetic sounds to support struggling readers.” They tailor instruction to meet individual needs through assessment, targeted practice, and regular monitoring.

The positive impact of these strategies is evident in the progression of students’ reading skills, increased engagement and motivation, and the crucial role of parental involvement. Despite challenges such as lack of resources and varying levels of reading deficits, teachers employ innovative and supportive practices to enhance literacy development.

Table 3. Challenges Encountered in the Implementation of Remedial Reading

	Frequency Count	Percentage (%)
Lack of resources	9	75.00
Lack of support from parents or guardians	9	75.00
Lack of teachers’ training on appropriate remedial instruction strategies	8	66.66
Time constraints / Time limitations	7	58.33
Learner’s poor motivation towards reading	7	58.33
Large class size	7	58.33
Diverse learning needs	6	50.00

The data from Table 3 reveal several critical challenges in the implementation of remedial reading programs. The most significant issues, each affecting 75% of the respondents, with a frequency of 9 are the lack of resources and insufficient support from parents or guardians. These challenges are crucial as they directly impact the availability of necessary materials and the

reinforcement of reading skills at home, both of which are essential for the success of remedial programs.

Another major challenge, affecting 66.66% and with the frequency of 8 of the respondents, is the lack of teachers’ training on appropriate remedial instruction strategies. This indicates a need for professional development to

equip teachers with the skills and knowledge required to effectively support struggling readers. Time constraints and large class sizes, each affecting 58.33% of the respondents, further complicate the delivery of personalized and effective remedial instruction. These issues suggest that teachers are often stretched too thin, making it difficult to provide the individual attention that struggling readers need.

Additionally, learner's poor motivation towards reading and diverse learning needs, each affecting 58.33% and 50% of the respondents respectively, highlight the importance of engaging and differentiated instruction. These challenges underscore the necessity for innovative and tailored approaches to meet the varied needs of students and to foster a positive attitude towards reading.

The data from Table 3 highlight several critical challenges in implementing remedial reading programs, including a lack of resources and insufficient parental support, both affecting 75% of respondents. Additionally, 66.66% of respondents cite inadequate teacher training on remedial strategies, indicating a need for professional development. Time constraints and large class sizes, each affecting 58.33% of respondents, further hinder personalized instruction. Poor student motivation and diverse learning needs, affecting 58.33% and 50% of respondents respectively, underscore the necessity for engaging, differentiated approaches to foster a positive reading attitude and meet varied student needs.

Innovative and Personalized Support for Struggling Readers

Providing actions to these challenges requires a multifaceted approach, including increased resources, enhanced parental involvement, targeted professional development for teachers, and strategies to manage class sizes and time effectively. By tackling these issues, remedial reading programs can become more effective in supporting struggling readers and improving overall literacy outcomes.

For future improvements, integrating technology to create more engaging and personalized learning experiences could be highly beneficial. Innovations that help struggling readers easily group and understand words, as well as additional teachers dedicated to remediation, can allow primary instructors to focus on delivering core instruction. Moreover, involving developmental doctors to assess and tailor approaches

based on individual learning behaviors and difficulties can ensure that each student's needs are met more precisely. Enhanced collaboration among teachers, specialists, and parents, along with better access to professional development, can further strengthen the support system for struggling readers.

The narratives provided can be classified into several key themes: innovative instructional strategies, personalized learning and technology integration, professional development and collaboration, early intervention and assessment, and resource allocation and classroom management.

Firstly, there is a strong emphasis on innovative instructional strategies. This includes the desire for "tools that help struggling readers group and understand words more easily, and the addition of teachers specifically for remediation." These innovations aim to ensure that primary instructors can focus on delivering core instruction while specialized teachers handle remediation, thereby improving the overall effectiveness of the program.

Personalized learning and technology integration are also highlighted as crucial improvements. "The use of personalized learning tools and greater integration of technology can significantly enhance student engagement and cater to individual learning needs." This approach not only makes learning more interactive but also allows for tailored instruction that can address specific difficulties faced by struggling readers.

Professional development and collaboration among teachers, specialists, and parents are seen as vital for the success of remedial reading programs. Enhanced access to professional development ensures that teachers are well-equipped with the latest strategies and techniques for effective remediation. "Stronger collaboration fosters a supportive environment where all stakeholders work together to support the student's learning journey" one of the teacher respondent said.

According to other teacher, "Early intervention and assessment are critical for identifying and addressing reading difficulties before they become more severe." The involvement of developmental doctors in conducting assessments can help in understanding the learning behaviors and difficulties of students, allowing for more effective grouping and targeted interventions based on individual needs.

Lastly, resource allocation and classroom management are essential for creating an optimal learning environment. “Adequate resources, such as reading materials and workbooks, are necessary for effective instruction.” “Smaller class sizes and better classroom ambiance can significantly improve the teacher’s ability to monitor and support each student.” Additionally, “providing motivational tools like TVs and gadgets can enhance student engagement and motivation.” These themes underscore the need for a comprehensive and multifaceted approach to improving remedial reading programs. By addressing these areas, schools can create a more supportive and effective learning environment for struggling readers, ultimately aiming for the goal of zero non-readers and producing quality learning outcomes.

Attending to the challenges in remedial reading programs requires a multifaceted approach, including increased resources, enhanced parental involvement, targeted professional development, and effective classroom management. Integrating technology for personalized learning, involving developmental doctors for tailored assessments, and fostering collaboration among teachers, specialists, and parents are crucial. Emphasizing innovative instructional strategies and early intervention can significantly improve literacy outcomes. By creating a supportive and engaging learning environment, schools can better support struggling readers and aim for the goal of zero non-readers, ultimately enhancing overall literacy and academic performance.

IV. DISCUSSIONS

Effective remedial reading instructions are important in transforming non-readers into proficient readers, highlighting the need for tailored approaches, skilled educators, and supportive environments to foster literacy development. This study was designed to find out the impact of remedial reading instructions on the literacy development of learners in selected schools in the municipality of Irosin.

There are different remedial reading instructions provided by the Grade 3 teachers to support struggling readers. These are the phonics-based instructions, which focus on the relationship between letters and sounds, and reading aloud, which helps improve fluency and comprehension. Additionally, sight word practice is utilized to enhance recognition of common words, while multisensory learning engages multiple senses to reinforce reading skills. Teachers also implement small

group instructions to foster collaboration among students, alongside one-on-one tutoring for personalized attention. Other effective remedial reading instructions such as reading mastery, read naturally, and project read are also incorporated to further assist students in their reading development.

The finding showed that out of 9, there were 2 very effective which are the Phonics-based instructions and Reading Aloud, and for the remaining 6 were effective. Phonics-Based Instruction with a rating of 4.34, stands out as the very effective remedial reading instructions among the options evaluated. Closely following phonics, Reading Aloud received a rating of 4.31, indicating it is also considered very effective. Rated at 4.16, the Sight Words is deemed effective as well. With a rating of 4.19, Multi-sensory learning is recognized as effective. Scoring 4.08, Small Group instruction is also viewed as effective. Rated at 4.05, one-on-one tutoring is effective, though slightly less so than small-group instruction. With a rating of 3.89, reading mastery is still considered effective, though it ranks lower than the previously mentioned remedial reading instructions. Both Read Naturally and Project Read received a rating of 3.66, indicating they are effective but less favored compared to the other remedial reading instructions.

The remedial reading instructions have significantly influenced the literacy development of struggling readers through various themes and sub-themes. The key themes identified include personalized and engaging multisensory learning, which emphasizes engagement through repetition, practice, and phonics-based instructions, along with individualized attention and mastery of phonetic sounds. Personalized and adaptive remedial reading instruction focuses on assessment, targeted practice, and regular monitoring, while comprehensive and adaptive strategies highlight formative assessments, repetition, and improvement in fluency. Effective and structured interventions involve mastering reading materials and using specific methods like the Marungko method. Overcoming resource and engagement barriers addresses challenges like lack of resources, poor reading habits, and absenteeism, while interactive and supportive practices utilize technology and positive reinforcement. Enhanced engagement is achieved through technology and parental involvement, providing resources, educational meetings, and the use of multimedia tools. Sustained progress is ensured through consistent practice, parental involvement, and varied reading materials. Lastly, collaborative and continuous professional growth focuses on improving

reading skills, confidence, and enjoyment in reading, along with collaborative efforts between teachers and parents, practical workshops, and research initiatives.

The most pressing challenges, each reported by 9 out of 12 respondents or 75% of respondents, are lack of resources and insufficient support from parents.

A frequency of 8 and 66.66% of respondents highlighted the lack of teacher training on appropriate remedial reading instructions. Time constraints/ Time limitations, Learner's poor motivation towards reading, and Large class size obtained a frequency of 7, and 58.33 respondents encountered those challenges. While a frequency of 6 respondents or 50% noted diverse learning needs as one of the challenges they encountered.

Among the various approaches to remedial reading instruction, phonics-based methods are the most effective. Phonics instruction is a powerful tool for teaching reading, especially when integrated with other instructional strategies and an emphasis on comprehension and engagement. From this, innovative remedial reading instructions and personalized support for struggling readers using Phonics-based methods are proposed.

This study used a mix of quantitative and qualitative methods and data from the participants were collected through a survey using a questionnaire and Likert-scaling. Involved in these studies were 12 Grade 3 teachers from selected schools in District I in the municipality of Irosin. The statistical measures used in treating data included rank mean, and percentage. Themes and categories were determined based on the participants' shared ideas which facilitated the narrative analysis of the qualitative data.

V. CONCLUSIONS AND RECOMMENDATION

Based on the findings of this study, the researcher concludes that:

1. A variety of remedial reading instructions are valued and frequently used by teachers due to their effectiveness in enhancing different aspects of reading skills.
2. The Phonics-Based instructions and Reading Aloud are considered very effective remedial reading instructions, and the remaining remedial reading instructions such as Sight word practice, Multi-sensory learning, Small group instruction, One-on-one tutoring, Read Naturally, Project Read and Read Naturally belonging as effective.
3. Remedial reading instructions highlight the significant positive impact on the literacy development of struggling readers through personalized, adaptive, structured, interactive, collaborative and consistency of practice. These process collectively contribute to significant improvements in student's reading skills, confidence, and motivation.
4. There are challenges in implementing remedial reading instructions such as lack of resources, insufficient support from parents and guardians, lack of teachers' training on appropriate remedial instruction strategies, time constraints/time limitations, learner's poor motivation towards reading, large class size and diverse learning needs.
5. The development of innovative remedial reading instructions that incorporate personalized support and phonics-based techniques is essential for helping struggling readers achieve success.

Based on the findings and conclusions, the following recommendations are given:

1. By continuing to use effective methods and integrating a variety of instructional approaches, teachers can better meet the diverse needs of their students and enhance overall reading proficiency.
2. Integrate Phonics-Based Instruction into the core curriculum, focus on remediation program and professional development for teachers, expand the word wall, use technology, and incorporate questions and discussions that promote critical thinking about the text and its themes to enhance deeper understanding.
3. Schools implement personalized learning plans, utilize adaptive technologies, establish structured reading programs, create interactive learning environments, foster collaborative learning, ensure consistency of practice, provide ongoing professional development, engage families, monitor progress regularly and promote a positive learning culture.
4. Allocate more resources, involve parents and guardians, provide ongoing teacher training, adopt flexible scheduling, use engaging reading materials, reduce class sizes, offer tailored instructions, encourage teacher collaboration, conduct regular monitoring and assessments, and promote community involvement.
5. Create comprehensive and effective remedial reading instruction that supports struggling readers in developing their skills and confidence be an advocacy of teachers.

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