Best Practices in the Implementation of the Remedial Reading Program

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Abstract — Teaching is the primary concern of every school and the student is the heart of this concern. When the learner does not perform, the teacher applies measures to assist and ensure that no one is left behind. Reading is one of the tasks and measures of a learner's progress at school. In the desire to implement the remedial reading program in response to the great causes of the Department, we cannot eliminate challenges encountered along the way. Best practices though are employed but feedback revealed that across all schools in the Division of Urdaneta as reported by remedial reading coordinators during the conduct of pre-assessment using the Functional Literacy Assessment Tools (FLAT) we still have grade 1 learners who fall under Below Letter Level. In this study, the best practices for the implementation of the remedial reading program are technology orientation, facilitator approach, assessment combination, and class adaptation. From the best practices employed by the teacher respondents, these are the results that teachers saw during their improvement in the remedial reading program. Activation and engagement are the lived experience result from the learners during the remedial reading program. The following conclusions were drawn from the findings and results of the activities conducted; most of the teachers are new to this reading program yet utilize various materials to provide improvement and development of the learners' reading skills; teachers are equipped with best practices that cater the needs of the learners in the reading program; learners had shown improvement from the best practices being practiced by the teachers. From the findings and conclusions of this study, the following are recommendations offered: the administrators must send the teachers to seminars and training related to reading programs to further improve the remedial reading programs; the teachers are encouraged to strengthen the best practices and augment these through training attended; Administrators and teachers must provide more activities, materials, and video clips to retain the interest and improvement of the learners; teachers may use the suggested intervention activities to enhance the reading skills of the learners of this present study; future researchers are encouraged to study further topics related to remedial reading and best practices; future researchers are suggested to conduct research related to resource materials that would strengthen the reading skills of the learners.

Keywords — Technology Orientation, Facilitators Approach, Assessments Combination, Class Adaptation, Activation Engagement

I. Introduction

Teaching is the primary concern of every school and the student is the heart of this concern. When the learner does not perform, the teacher applies measures to assist and ensure that no one is left behind. Reading is one of the tasks and measures of a learner's progress at school. According to Collier (2019), reading has a huge impact on a child's development because of its learning potential and numerous studies have emphasized its advantages. As a result, parents and teachers are in a perfect position to guarantee that reading is a crucial component of kids' daily routines.

Moreover, learning to read is one of the most important educational outcomes of primary education. The ability to read is fundamental to children's learning, including their development of broader literacy skills and to their future successful participation in society, including the workforce.

Reading is a complex process that involves both learning to decode texts and learning to make meaning from the texts.

Following our spiral curriculum along with the implementation of the K to 12 Basic Education Curriculum, the level of difficulty in reading is ascending; that is the challenge among reading teachers. If the child has poor reading, chances are his or her performance in any other subjects is poor and eventually affects learning (Dacalos, Datulayta, Davis, et al, 2016).

The Philippines scored the lowest when it comes to reading comprehension based on the 2018 Programme for International Student Assessment (PISA). According to this study conducted by the Organization for Economic Co-operation and Development (OECD), the Philippines scored 340 in reading comprehension. This is below the OECD average of 487. Students with very basic reading skills highlights the challenge countries, including those in the developed world, face in achieving the United Nations Sustainable Development Goals for 2030 (SDGs), particularly in ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

According to Dr. Guevara (2019), president and CEO of Synergeia Foundation, for the last three years among 91 local government units in the country of Grades 1-6 students, 53 percent of the learners were frustrated and 23 percent were independent readers. Thus, twenty-three percent could not comprehend, and 7 percent could not read at all. In the wake of Phil-IRI's findings, the Department of Education regional office has directed all teachers and school heads to give more emphasis on their reading proficiency program.

Literature Review

Republic Act 10533 also known as the Enhanced Basic Education Act of 2013 declares that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundation for learning throughout life, the competence to engage work and be productive, the

ability to coexist in fruitful harmony with local and global communities, the capacity to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and oneself. Also, it is the mandate of the state to make education learner-oriented and responsive to the needs, cognitive and cultural capacity, circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning.

Moreover, DepEd Memorandum 173, s.2019 explicates DepEd Hamon: Bawat Bata Bumabasa (3Bs Initiative) which provides a framework for the implementation of reading literacy initiatives in the public schools. The initiative is grounded on the needs of learners and shall develop subsequent interventions for the learners. Likewise, DepEd RO1 launched its Reading First for Region 1 Program as the region's response to the 3Bs initiative challenge. It aims to contribute to DepEd's goal of developing holistic learners with 21st century skills by improving the reading ability of learners across key stages. It also aims to capacitate teachers across grade levels and learning areas to become effective reading teachers; strengthen the implementation of reading intervention programs in the SDOs through research development and policy formulation; and bridge the gap in the reading ability or proficiency of learners to meet the reading standards of their grade level.

Feleo (2012) emphasizes that it is a must that every school should have a reading program. He further emphasizes that a reading program is a "follow-up or remediation" to address reading problems and reading comprehension levels of learners at the same time Teachers should adopt a systematic and well-defined approach in remedial teaching to achieve the goal of the Department of Education which is "Every Child a Reader, Every Reader a Learner."

In the Schools Division of Urdaneta City, results of the most reading assessment using the Functional Literacy Assessment Tool (FLAT) in the elementary and the division-based reading assessment tool in high school revealed that out of 14,138 elementary learners, only 4,281 can both read and understand what they read while in the junior and senior high school levels, only 5,469 out of 13,629 learners are considered independent readers. Nevertheless, there are only 18 or 0.13% noted under below letter level readers in the elementary and zero non-reader in the high school level. This means that most of the learners can read letters, words, paragraphs, and some even short stories but there are a relatively high number of learners who need to develop their reading comprehension skills to meet the standards of literacy. Therefore, an much-organized system must be explicated for clarification of existing and updated processes in the implementation of the division reading program. (Division Memorandum No. 295 s.2022)

In the desire to implement the remedial reading program in response to the great causes of the Department, we cannot eliminate challenges encountered along the way. Best practices though are employed but feedback revealed that across all schools in the Division of Urdaneta as reported by remedial reading coordinators during the conduct of pre-assessment using the Functional Literacy Assessment Tools (FLAT) we still have grade 1 learners who fall under Below Letter Level.

The researcher decided to conduct this study to find out if the different best practices implemented in remedial reading programs are effective in improving reading fluency and reading comprehension of Grade 1 pupils in Urdaneta City, Pangasinan for the school year 2022-2023. The result of this study might help to improve the reading skills of learners in the Division of Urdaneta City, Pangasinan.

Assess student needs: Before starting a remedial reading program, it's important to assess the needs of each student. This can help you determine which students need additional support and what specific areas they need help with (Coyne, Kame'enui, & Carnine, 2011).

Individualized instruction: Since each student has different needs, it's important to individualize instruction to meet those needs. This can include modifying the pace or intensity of instruction, providing additional support or resources, or adjusting the curriculum (Hudson & Lane, 2013).

Monitor progress: Regularly monitor each student's progress to ensure that the intervention is effective. This can include using formative assessments, progress monitoring tools, or other data collection methods (Fuchs & Fuchs, 2006).

Involve families and caregivers: Encourage families and caregivers to support their child's reading development by providing reading materials at home, setting aside time for reading, and reinforcing reading skills (Torgesen et al., 2001).

Provide professional development: Teachers who are implementing a remedial reading program should receive ongoing professional development to ensure that they have the knowledge and skills necessary to provide effective instruction (Gersten, Fuchs, Williams, & Baker, 2001).

Collaborate with colleagues: Collaborate with other teachers and specialists who may be working with the same students to ensure that instruction is coordinated and aligned (Vaughn & Fuchs, 2003).

Early intervention: Remedial reading programs should start early to address reading difficulties before they become more severe and have a greater impact on academic achievement (Torgesen, 2004).

Systematic and explicit instruction: Remedial reading programs should use a systematic and explicit approach to teach reading skills, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000).

Progress monitoring: Remedial reading programs should include ongoing progress monitoring to assess student progress and adjust instruction as needed (Deno, 2003)

II. Methodology

Research Design and Strategy

The quantitative approach was used to gather data on the reading proficiency levels of struggling readers before and after participating in the remedial reading program, as well as to collect data on the number of teachers and pupils registered in the program, the number of years the program had been implemented, and the types of reading programs adopted. This data was analyzed using statistical tools, such as tables and graphs, to validate hypotheses and theories and ultimately achieve the study's goals (Fraenkel & Wallen, 2019).

Furthermore, the research design used in this study was descriptive, as it aimed to describe the best practices in the implementation of the remedial reading program and evaluate its effectiveness in improving student outcomes (Fraenkel & Wallen, 2019). Descriptive research design is commonly used in education research to gain a better understanding of a particular phenomenon or to answer specific research questions.

The mixed research design used in this study allowed for a comprehensive understanding of the remedial reading program's effectiveness and the best practices for its implementation, while the descriptive research design helped describe and evaluate the program's outcomes (Creswell & Creswell, 2018; Fraenkel & Wallen, 2019).

Population and Locale of the Study

The public elementary schools in Urdaneta City are the study's target respondents. Thirteen (13) Teachers who are assigned to the remedial reading program made the responses. To identify the sample, the non-probability sampling method was utilized. More particularly, the convenient sampling method only permits people who were available to participate voluntarily.

Data Gathering Tools

The researcher used a survey questionnaire instrument specifically made for the study; primary data was gathered to answer the particular statement of the problem. With respondents who have already been identified, the survey was conducted through face-to-face interviews. In almost a month, the data were gathered or collected.

The survey questionnaire was structured to consist of closed-ended questions that were used to measure the variables that have been identified. An instrument typically had two components, where Part 1 established the respondents' school profile, including the no. of teachers in grade 1, no. of pupils registered in the remedial reading program, types of reading programs adopted, and available resources related to reading. Part II is on the best practices in the implementation of the remedial reading program through written and face-to-face interviews.

Additionally, face validation and pilot testing were done to make sure the survey questionnaire was reliable. More specifically, the dummy research questionnaires were sent to

thirteen (13) respondents who shared the same characteristics as the real respondents to conduct the pilot testing. Other than the local research participants, these respondents are also teachers. The data set obtained during the pilot testing was subjected to certain statistical calculations to determine the Cronbach alpha value, which was used to assess the survey's reliability. To be considered reliable, survey questionnaires must have a Cronbach alpha score of 0.05, meaning their content was internally consistent. After the reliability test, the survey questionnaire was validated with the researcher's supervisor and the assistance of a language expert.

Data Gathering Procedure

This study aimed to address three statements of the problem. To achieve Statement of the Problem 1, the study required secondary data, which were used to gather information on the profile of public elementary schools in Urdaneta City with best practices in implementing the remedial reading program in terms of the number of teachers in grade 1, the number of pupils registered in the remedial reading program, the number of years in implementing the remedial reading program, types of reading programs adopted, and available resources related to reading. This secondary data was collected through existing records of each elementary school to be studied, and prior approval was sought from the management of the school district of Pangasinan.

For Statements of Problems 2 and 3, primary data will be collected using a questionnaire and validated by interview. The instrument was designed to elicit responses relative to the questions of what the best practices in are implementing the remedial reading program among public elementary schools in Urdaneta City Pangasinan, and how applicable is the remedial reading program in terms of teachers' qualification, teaching resources, and approach. This primary data was collected directly from teachers, administrators, and parents through interviews or focus groups, depending on the preferred method of the respondent.

The study required both primary and secondary data to address the advanced statement of the problem effectively. The use of secondary data provided information on the profile of public elementary schools in Urdaneta City, while primary data provided insights into best practices for the implementation of remedial reading programs and the applicability of the program in terms of teachers' qualifications, teaching resources, and approach.

Treatment of Data

The treatment of data in this study involved both quantitative and qualitative analysis. For the quantitative data, statement of the problem 1 used frequency and percentage. This answered teachers in grade 1, registered pupils in remedial reading programs, years of implementation, types of reading program, and available reading resources.

For the qualitative data, thematic analysis was used to identify common themes and patterns in the responses regarding best practices for the implementation of remedial reading programs to the statement of problem 2. Finally, qualitative research is also applied to lived

experiences as a result of the remedial reading program and the applicability of the program in the statement of problem 3. Thematic analysis is also applied to the written interview and face-to-face interviews. The qualitative data findings were presented using direct statements in the discussions under themes created to represent the scholarly results of this study.

The combination of quantitative and qualitative analysis allowed the researcher for a comprehensive understanding of the remedial reading program and the best practices for its implementation, providing a more complete picture of the program's impact on student outcomes in Urdaneta City public schools.

III. Results and Discussion

Profile of the Respondents

The profile of the public elementary schools in Urdaneta City with best practices in implementing remedial reading programs. There are 5 domains present in the table.

The 13 teacher respondents in this study from various schools. From the registered pupils in the remedial reading program most of the learners belong to 20 below (9 or 69.23%) while the remaining 4 belong to 41 above (3 or 23.08%) and 21-40 (1 or 7.69%). About years of implementation, most of the schools had implemented it for one year only (6 or 46.15%). The 7 remaining schools had implemented in 5 years (4 or 30.77%) and 3 years (3 or 23.08%). The types of reading programs utilized by these schools are 5 types which are 5Bs (9 or 69.23%). The rest were projected DEAR (2 or 15.39%), Guided Reading, and 12 O'clock habit garnered 1 each with 7.69%. From the available reading resources, all of the teacher respondents answered books, charts, flashcards and worksheets (100%). While LED TV, laptop, and PowerPoint presentations garnered 11 or 84.62%. Videos garnered 10 or 76.92, dictionary and portable speaker had 5 or 38.46 and finally, magazines and graphic organizer garnered the least frequency of 4 or 30.77%.

Psychological research has shown that school engagement is important. With regards to interest and participation in activities, effort, and social connections (Woolley & Bowen, 2007). This income distribution underscores the need for educational equity, ensuring that all students have equal opportunities to succeed. Addressing this disparity requires targeted support, policies, and interventions to mitigate the impact of financial limitations, promote socioeconomic mobility, and provide accessible and affordable education for economically disadvantaged students.

Educational systems often prioritize reading and writing skills, making them essential for academic success. Through the reading programs and available resources, these will improve the learning competencies of the learners. Additionally, cultural influences that value literacy and written communication contribute to the prevalence of this learning style. Learning styles are viewed as distinctive cognitive, affective, and psychological patterns of behavior that work as comparatively stable indications of how students view, engage with, and react to their learning

environment. Numerous student characteristics and differences have been addressed by the concept of learning styles (Felder and Brent, 2005).

Best Practices Employed by Public Elementary School Teachers

The best practices of the implementation for the remedial reading program are technology orientation, facilitator approach, assessment combination, and class adaptation. From the teacher respondents, this study explained the themes unleashed from the interview conducted. This part, explained the themes.

Tabular Form for Best Practices Employed by Public Elementary School Teachers

Table 1 presents the number of respondents per school together with their best practices. It also presents the teachers' best practices employed in their classrooms.

Table 1
Best Practices Employed by Public Elementary School Teachers

School	Respondent	Total Number of Teachers (13)	Best Practices Employed			
			Technology Orientation	Facilitators Approach	Assessments Combination	Class Adaption
DAPSMECS Main	1	3	√	√	√	√
	2		√	√	√	√
	3		√	√	√	√
Vicente Taaca Ms	4	1	√	√	√	√
San Jose Leet IS	5	2	X	√	√	√
	6		√	√	√	√
Sta.Lucia ES	7	2	√	√	√	√
	8		√	√	√	√
Bactad East ES	9	1	√	√	√	√
Bolaoen ES	10	1	√	√	√	√
Consolacion ES	11	1	√	√	√	√
Lazaga ES	12	1	X	√	√	√
Nanbacuran ES	13	1	√	√	√	√

Legend: √ = Commonly Practice

X = Not Practice

Shows in the Table 2, most of the respondents belong to the DAPSMECS Main, San Jose Leet IS and Sta Lucia ES. This means that these schools have the greatest number of learners dealing with remedial reading. However, almost all of the teacher respondents are applying various best practices in their classrooms when dealing with remedial reading to their learners.

The following are the best practices for the implementation of the remedial reading program: technology orientation, facilitators approach, assessments combination, and class adaptation.

Technology Orientation

Technology orientation is the exposure of teachers to various technologies in transferring learning to learners. This further discusses the topics indicated in the textbooks. Teachers are exposed to technology due to previous modalities of learning where topics were found online. Also, discussions on various topics were downloaded online. With technology, teachers can easily provide a teaching-learning process during reading discussions. Respondents 2, 3, 6 and 8 stated that computer programs and related technology can aid in the development of the learners' fluency in reading. This expands the learners' vocabulary and understanding of the meaning of the words being read. This gives effective practice because it shows more of audio and animation of moving images that catch their attention and improve their learning retentions.

Technology is very vital in the teaching process among dedicated teachers. Learners nowadays are mostly virtual learners. Teachers reinforced their teaching through various technologies. From the various trainings and seminars related to technology, teachers are very equipped to use technology in transferring the learning experience to heterogeneous learners targeting various essential learning's during class discussions. Teachers are technology savvy because of the 2-year pandemic where technologies are the means of educating themselves and to battle the learning process of the learners. However, respondents 5 and 12 didn't use the same practice. They mentioned that they had a lack of knowledge or training on how to use the technology effectively. Teachers must know technology first because teachers are the best instructional materials who can teach using technology to the learners.

This is also in consonance with the Philippine Professional Standard for Teachers (PPST) highlighting seven (7) domains that refer to more specific dimensions of teacher practices. One of the domains deals with the positive use of ICT and classroom communication strategies. In specific, to select, develop, organize and use appropriate teaching and learning resources to address learning goals, which in this study, refers to the use of polymedia materials Along with the emergence of 21st-century skills, the modern classroom has also enhanced its methods through the engagement of different learning modes that cater to the different needs of millennial learners. Whereas a decade before, students were limited to printed materials, nowadays, they can just lounge in an armchair and learn with the use of simple technological devices (Tacpal, 2019). As indicated by Nurpahmi (2017), the modification of the instruction method from traditional to modern gives a premium on the instructional language used by teachers in carrying out the objectives of the lesson and giving students attainment and familiarization of content.

Facilitators Approach

The facilitator's approach is utilized by teachers in reading especially to learners with below reading results. This may reinforce the learners' development process. Various approaches helped teachers meet the target essential learning's during class discussions. The teachers are considered facilitators in the essence that they guide learners to understand and retain the skills being met. Teachers handled classes by merely providing knowledge to learners. However, needed most of their assistance, especially in reinforcing learner's needs, teachers are rendering this approach. This may be traditional yet very useful in the learning process. The following approaches were mentioned and utilized by the teachers namely: Marungko approach, game-based approach- kahoot, activity cards, the like, scaffolding, phonic activities as sound recognition for the learners, and Meta cards. Respondents 2, 10, and 6 made mentioned the marungko approach especially when the learners need guidance in the remedial classesThrough phonemes, the sounds were inculcated in the learners when they start reading letters to words to sentences. As supported by respondents 4, 7, 9, and 11 with activities such as partner reading and reading by group, the learners are encouraged to participate and go along with their peers.

Teachers are vital in the reading process among the learners. The scaffolding technique is continuously helping the teachers in the facilitating process. These were mentioned during the interviews of respondents 3, 5, 8, 10 and 13. Teachers are guiding these learners to meet the reading skills in the given span of a term in the school. Facilitating can be a special role of the teachers. Through the various activities being mentioned and suggested by the central office, they must manage and understand so that they can also facilitate these activities to their learners.

Assessment Combination

Assessments Combination is combined tools used by teachers. These were utilized to assist and assess the needs of the learners. Teachers have numerous assessment tools for conducting remedial reading to their learners. However, few tools can only be effective to the learners. Teachers are provided with the skills to identify the needs of the learners but treating them must be differentiated. There are tools that they can use to accommodate the heterogeneity of the learners in the class. Many assessment tools but few can be effective and be combined in the development of reading skills of the learners. Some of the assessment tools that is common to most of the respondents of this study, namely: pre-progress-post reading assessment, formal and informal assessment, individual reading assessment, PhilIRI, and functional literary assessment tool (FLAT). These catered to the learners to their remedial reading classes.

According to respondents 6, 7, and 13, understanding the strengths and weaknesses of the learners is the top priority in the application of assessment tools.

Teachers' love for teaching must be intense so that the learners will be trained in developing their reading skills. The learners at this level need to be highly skilled in the reading process. Communication, technically, is learned in the classroom setting- a community of students

with different backgrounds and experiences as a result of several factors that contribute to their development. Communication courses then serve the purpose of teaching students to value the discipline of communication, understand communication content, and practice communication skills effectively (Campbell et al., 2016). Communication skills are important for all academic, professional, and social experiences and, consequently, play a major role in a student's academic success (Simonds et al., 2012). As Brown (2016) also stated, observations of students and their academic performance and engagement indicate that there may be something to be gained from understanding individual communication styles and communication in a group context.

Class Adaptation

Class Adaptation is an avenue for learners from the teachers' pedagogies from merely reinforcement the reading skills. This integrated learning from the framework of teachers may assist the needs of their learners in remedial reading activities. Teachers are flexible with the pedagogies that are available from the central office to cater learners in the remedial reading programs. Adaptation is the versatility of the teachers to treat the needs of the learners especially in the remedial reading program.

In the classroom setting, students can learn different kinds of literature that help them grow and develop. Teaching literature may be used as a way to understand the target culture, language, and personal growth. Further, he states that it is also one way to educate, promote critical awareness, imposing values among students, and it opens the horizon for people to have exposure to different variety of languages (Simon, 2021).

According to the pre-reading assessment result, there is a need to improve on the reading performance of learners in grade 1, where 20% of learners fall under below letter level and 59% in the letter level.

After the post-reading assessment, the result shows an improved reading performance of learners, where 0.86% fall under below letter level and 26.86% in the letter level.

Schools are advised to continuously plan and provide appropriate reading activities to learners especially to those who fall under below letter and letter level to achieve even better performance.

IV. Conclusion

Most of the teachers are new to this reading program yet utilize various materials to provide improvement and development of the learners' reading skills. Teachers are equipped with best practices that cater the needs of the learners in the reading program and learners had shown improvement from the best practices being practiced by the teachers.

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Dr. Russel V. Santos is a Licensed Professional Teacher. She is a graduate of Bachelor of Secondary Education, major in General Science, graduated With Honors at University of Luzon and took her Master of Arts in Education major in Educational Management and Doctor of Philosophy major in Development Education in the same institution and graduated with Meritus Award. Currently, she is an Assistant Professor III and designated as Program Head in the College of Teacher Education at Urdaneta City University and Part Time Professor in the Institute of Graduate School and Advance Studies and served as a Head Teacher III for 7 years and a classroom teacher for 13 years in the Department of Education. She is also the author of the articles New-Normal-Secondary-School-Management-And-ItsCorrelates-The-Public-Educational-Institutions found @ https://www.ijstr.org/finalprint/oct2021 and Stakeholders' Participation of the Implementation of Senior High School Program found in https://www.ijams-bbp.net/archive/vol-2-issue-9-september/ .