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CHALLENGES IN TEACHING REMEDIAL READING TO GRADE FIVE STUDENTS: TEACHER INPUT, STUDENT OUTPUT ROUTINE

Clarence Dale B. Mosqueda[1]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc.*

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ABSTRACT

This study aimed to discover the teacher input and student out in remedial reading program. Thus, the study demonstrated how additional reading practice opportunities could be created by using different forms of reading outside class, as teachers provided the input and students benefited from the output. All of the participants were 18 years old and above and were teachers in selected public schools in Sultan Kudarat division. These participants were currently teaching in the school year 2023-2024, with more than two years of experience in teaching reading. A total of 10 participants were considered for this study, and they joined either in-depth interviews (IDI) or a focused group discussion (FGD). Analysis of the data revealed three themes; namely, the significance of the learning environment, designing effort and objectives in reading, and the dedication of teachers in teaching reading. The study revealed the values, beliefs, and insights of elementary teachers in implementing remedial reading initiatives as part of their teaching profession. The findings indicated that although the experiences of the teacher participants varied as they conducted online remedial reading, commonalities were evident in terms of the significance of the learning environment, design efforts, and objectives in reading, as well as the dedication of teachers in supporting the conceptual framework of the Department of Education in implementing remedial reading initiatives, particularly for elementary students.

KEYWORDS- *Challenges, Teaching, Remedial Reading, Grade Five Students, Teacher Input, Students' Output, Routine*

INTRODUCTION

A significant research gap exists in understanding the specific needs and effective strategies for remedial reading programs tailored to Grade 5 students. While numerous studies focus on early literacy development, there is limited research exploring how remedial reading interventions can be optimized for upper elementary students who are still struggling with foundational reading skills. This gap includes a lack of focus on the diverse cognitive, social, and emotional factors that influence reading progress at this developmental stage. Additionally, few studies examine the long-term impact of targeted remedial reading programs on Grade 5 students' overall academic performance and self-confidence, suggesting a need for more comprehensive, age-appropriate interventions and evaluations in this area.

Remedial reading teachers performed various roles in schools and that the cultivation of the roles and duties of remedial reading teachers rely so much on different factors, some of which are knowledge and the skills that they have, philosophical views in education and the whole school community, the rapport that remedial reading teachers have with their colleagues, the support of the administrators to their personal and career developments, and provisions of the local government. It was also evident in the review that there is a scarcity of literature and studies regarding remedial reading teachers in the Philippines, thus, suggesting to explore on the what's and the how's of remedial reading teachers in a hope of creating clear policies that will strengthen their identities and support their professional developments (Alves & Romig, 2021).

The pandemic has touched many students and teachers with heightened stress, disruptions, and remote learning hurdles, but experts say it may have the greatest impact on the youngest learners, those in the formative years of learning to read. Creating a language-rich environment on Zoom has been hard for teachers, and that may impact reluctant readers, who may not spend enough time reading at home (Bacher, 2020).

Competencies and requirements of being a remedial reading teacher in Australia are set by the publication Standards for Reading Professionals (IRA, 2020). These standards are bases for differentiating remedial reading teachers from regular reading classroom teachers. Since they are considered education professionals, it is clear in the Standards that those without appropriate credentials, degrees, training, and backgrounds and those who cannot show advanced skills in literacy education are not legible to be remedial reading teachers.

If classroom teachers cultivate their skills in teaching reading, a remedial reading teacher needs a serious, systematic, and meticulous groundwork to become one. Furthermore, the Standards require remedial reading teachers to possess graduate degrees in literacy education to preserve and enhance their professional integrity. They

need to have affluent classroom experiences to exude flexibility in handling different students with reading difficulties and must have the strong credibility to maintain professionalism at all times. Because of the important roles vested to a remedial reading teacher, every school makes it a point to have one or two remedial reading teachers, and therefore, they have available allocations for such positions (Attwell, 2020).

In the Philippines, the problem of students in reading is not a new issue. Certain studies reveal that the reading problems of Filipino students seemed to be perennial (Alayon, 2023; Habagat & Rizon, 2022; Lalunio, 2023; Miguel, 2020; Montalban, 2020; Umali, 2019). Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula. Umali (2019) labels that reading instruction in the Philippines can be distinguished into two facets: the regular reading class which is embedded in the standard curriculum, and the remedial reading class which is a separate subject given to those students who need help in correcting and improving their reading difficulties. The remedial reading class in the Philippines is a pull-out type since it is not integrated into the regular reading class of the students.

The practice of remedial reading has been in the limelight for a long time in the Philippine education sector. The study of Gener (2019) presents how elementary schools and high schools in the country devised their remedial reading programs to assist struggling readers. He explains that the principals of the schools encourage their teachers to assess their students reading levels so that they can provide the proper interventions for them. Although remediation for struggling readers has been practiced in the Philippines for decades, its optimization has reached its prime only through Reading Literacy Program.

Rio (2020) enumerates the typical duties of remedial teachers in the Philippines: First, they work very closely with the principal, students' teachers, and the rest of the staff. Second, they assess the students' levels of functioning in reading. Third, they provide remediation for students who are struggling in reading their first or second language. Fourth, they conduct the pre-tests and post-tests to see where the students' strengths and weaknesses. Fifth, they work one-on-one with any of the students who are struggling in those two main areas of academia.

Additionally, she added outside-the-classroom duties of remedial reading teachers such as working cooperatively with the staff, especially during staff development and training, and creating activities based on the curriculum that will help the remedial students, maintain the data collection for the classroom teachers, manage students' records in a timely and appropriate way, assist the staff in any other way, and counsel children with special needs and work closely with their parents. The duties of the teachers will not end inside the classroom but rather will continue outside classroom settings.

Although Rio (2020) was able to enumerate the typical roles of a remedial reading teacher, its status as a professional position in schools is still unrecognized in the Philippines. Although there are teachers who provide assistance and support to students with reading difficulties, there are no existing allocations for such positions. Hence, being a remedial reading teacher is considered an extra workload for teachers, and are not compensated for doing the roles and responsibilities entrusted to them as opposed to the recognition given to this job in the US and other foreign counties.

Not only this, the qualifications of a remedial reading teacher are not even concrete and clear. The usual practice of local schools is that the classroom reading teachers are also the remedial reading teachers of identified students with reading difficulties. Even though the DepEd provides training for remedial reading teachers, the agency doesn't have any uniform, clear and organized guidelines as to how remedial reading instruction should be done in schools (Batan, 2018).

Another review seeks to unravel the gaps in the lack of recognition for the essential roles played by remedial reading teachers as professionals in the Philippine schools. With the strong emphasis given to reading and literacy education in the Philippines, there is a need for every school to encourage their teachers to serve as remedial reading teachers (Rio, 2020).

This review seeks to clarify all aspects that refer to the nature of the work of a remedial reading teacher to provide a foundational understanding of what they are going through. Lastly, it is hoped that through the discussion of this relevant literature, there will be more studies that seek to concretize the identities of remedial reading teachers in the Philippines will be explored. Hence, this leads to concrete policies and guidelines regarding the requirements and preparation for those teachers who wish to become one (Batan, 2018).

In the Davao City division, the Department of Education (DepEd) launched recently its campaign on reading proficiency with the unveiling of the Hamon: Bawat Bata Bumabasa (3Bs) initiative to address literacy gaps among learners.

Improving reading programs would be a priority as the department starts to focus on globalizing the quality of basic education in the Philippines. "This is our priority because we can never pursue quality education if the kids do not know how to read. This is the basic tool for lifelong learning. We will never expect a Filipino or any human being to continue to learn without actually being equipped with the fundamental reading skill (Batan, 2018). According to DepEd Memorandum 173, series of 2019, the 3Bs initiative encourages all DepEd offices and schools to intensify

their advocacies for reading to make every learner a reader at their grade level and capacitate teachers to become effective reading instructors

LITERATURE REVIEW

The practice of remedial reading has been in the limelight for a long time in the Philippine education sector. In fact, the study of Gener (2018) presents how elementary schools and high schools in the country devised their own remedial reading programs to assist struggling readers. He explains that the principals of the schools encourage their teachers to assess their students reading level so that they can provide the proper interventions for them. Although, remediation for struggling readers has been practiced in the Philippines for decades, its optimization has reached its prime only through the Department Order (DO) 45, series of 2019 in High School of the Philippine Department of Education (DepEd).

Reading literacy is defined as "understanding, using, and reflecting on written texts, to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (Therrien, 2020). According to Therrien, to achieve literacy, there are five important skills one must learn: phonemic awareness, phonics, vocabulary instruction, text comprehension strategies, and reading fluency. A review of the literature has shown that literacy is not simply a basic skill but rather a goal and a functional means in education and individual development, both within and outside school, today and later in life, in further education, at work, and in leisure activities. Reading literacy is not only a foundation for basic learning but also a prerequisite for successful participation in most areas of youth or adult life (Linnakyla et al., 2023).

Research indicates at least one out of five students has significant difficulty in reading acquisition (Therrien, 2020). Although reading fluency and comprehension are important skills to acquire, as they are essential skills for success both in school and later in life, many children do not acquire the necessary skills for achieving proficiency. According to a recent study, 40 percent of fourth-graders do not have the skills and knowledge to adequately perform the necessary grade-level work (Bursuck, 2023). Similarly, Calhoon (2020) found that 59 percent of fourth-grade students are performing below a basic literacy level on standardized reading tests. In addition, as children age, data shows proficiency levels are still a concern. Thirty-one percent of boys and 21 percent of girls in eighth grade did not reach a basic literacy level when given a standardized test.

Problems with reading tend to begin at the onset of reading instruction, persist, and become more severe with time (Graney, 2020). Furthermore, most schools do not detect fluency or comprehension difficulties until the second or third grade (McCardle et al, 2021) because the reading skills focused on until the fourth grade are phonemic, and not based on fluency and comprehension. As students reach high school age, research shows fluency does not increase, although comprehension does improve (Calhoon, 2020). Research also indicates gender differences in the risk for difficulties in reading comprehension with male students experiencing more difficulty than female students (Linnakyla, 2023).

To increase the reading fluency and comprehension of students who encounter such problems, various strategies, such as assisted reading, reading while listening, and paired reading have been implemented. Research addressing the effectiveness of these strategies implemented individually, however, shows mixed results. In contrast, programs incorporating the three previously mentioned strategies into one technique increase reading fluency and comprehension (Therrien, 2020). Additional factors that help improve reading skills include appropriate grouping practices, instructional strategy, extended practice opportunities with feedback, and breaking down tasks into smaller components (Calhoon, 2020). The findings show all factors are associated with substantial improvements in reading.

The previous school year has completely changed education in many countries around the world (Reimer et al., 2021). Students had face-to-face instruction interrupted during the 2019–2020 school year due to the pandemic (Kuhfeld et al., 2020). The majority of schools provided some virtual instruction during the last months of school in 2019 (Lake, 2020), and the same scenario reoccurred at the beginning of 2021. Throughout this time, both educators and parents have been actively seeking the best way to continue formal education through remote or virtual learning (Daniel, 2020; Hodges, 2020; Reich, 2020). Nonetheless, it remains unclear how effective remote or virtual learning is (Viner et al., 2020).

Longer-term economic and societal implications of remote or virtual learning seem likely to be severe. Consequently, it will also have a direct impact on both short- and long-term school experiences and trajectories. For example, in the short-term, school closures will generate substantial learning losses, particularly for the lowest-achieving students (Bacher, 2020; Chetty, 2020; Kuhfeld et al., 2020) and this can have long-term implications, since impairments in reading and writing acquisition skills have the potential to seriously limit personal aspirations (Jamshidifarsani, 2019).

Furthermore, research anticipates that virtual learning will emphasize social inequality in student learning due to differences in children's opportunities to learn at home (Bol, 2020), as many working parents were struggling to work and take care of their children at the same time. Parents identify personal, technical, logistical, and financial barriers regarding the challenges of distance learning (Abuhammad, 2020). Parents generally had negative beliefs

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about the benefits of online learning and preferred traditional learning in early childhood settings (Dong, 2020). Parents tended to resist online learning for four main reasons: the shortcomings of online learning, young children's inadequate self-regulation, and lack of time and professional knowledge for supporting children's online learning.

Summing up, research reports a close association between parental level of education and the ability to support children's remote learning (Azubuike et al., 2021). Children from disadvantaged families received much less academic support from their parents and were less likely to have access to necessary physical resources such as a computer or a tablet (Andrew, et al., 2020; Bol, 2020).

In Portugal, a report from the Court of Auditors (Machado & Arantes, 2021) states that four in every five students did not have access to technological equipment and had difficulties with internet access. The Portuguese Ministry of Education acquired 100 thousand pieces of equipment, in March 2020, to be delivered to schools and then distributed to needy students. However, authorization for the acquisition and distribution of technological equipment was late.

In January 2021, only 27% of the 100 thousand pieces of equipment had been delivered to the students. The Portuguese government's answer did not come on time to strike the inequalities in digital literacy and access to technological equipment that the Pandemic imposed. Additional research based on the borrowing of children's books from libraries shows that social inequality visibly increased during the lockdown (Jæger and Blaabæk, 2020; Reimer et al., 2021). Even though reading books to children does not substitute the critical role of formal education in teaching children how to read, the literature shows that children whose parents read to them daily during the pandemic had less loss compared to those whose parents did not read to them (Bao et al., 2020). Consequently, differences in children's reading activities during the pandemic might accelerate pre-existing social differences in children's cognitive skills.

Research Questions

Therefore, this study on the challenges in teaching remedial reading to grade five students will help elementary students to become more aggressive in reading outside the classroom. Finally, this study will seek to answer the following questions:

1. What are the challenges encountered by elementary teachers in implementing remedial reading to elementary students inside and outside the classroom?
2. How do they cope with those challenges encountered in the implementation of remedial reading to elementary students inside and outside the classroom?
3. What are the educational insights, values, and beliefs of Elementary teachers to improve the implementation of remedial reading in their classrooms?

METHODOLOGY

Research Design

In the next section, I provided specific details of the research procedures to ensure that future researchers can generalize the results of this study to other contexts. I will offer comprehensive descriptions of the time, place, context, and culture of the study to help establish transferability, which serves as the qualitative parallel to external validity in postpositivist research (Mertens, 2020). By thoroughly discussing these aspects, I aim to enable others to understand the conditions under which the study was conducted and assess whether the findings can be applied to different situations or populations.

This section also addressed key elements of the research process: (a) the interview approach I used to collect data, (b) my role as the researcher throughout the study, and (c) the sampling method and ethical considerations I followed. I explained how I conducted the interviews, my efforts to maintain objectivity, and the ethical steps I took to ensure the privacy and well-being of the participants. These details provided clarity on the research design and methodology, allowing future researchers to replicate or build upon this study in similar contexts.

Research Participants

All of the participants were 18 years old and above and were teachers in selected public schools in Tacurong City, Sultan Kudarat. These participants were currently teaching in the school year 2023-2024, with more than two years of experience in teaching reading. A total of 10 participants were considered for this study, and they joined either in-depth interviews (IDI) or a focused group discussion (FGD). Five participants participated in the in-depth interviews, while the remaining five took part in the focus group discussion. All data gathered during the IDI and FGD were recorded and transcribed to summarize the responses of the participants in an orderly manner. Below are the inclusion criteria for the participants.

Participant 1 was a licensed teacher in a public school, teaching reading subjects to grade five learners for almost seven years.

Participant 2 was an English teacher for 3 years. As a grade 5 teacher, she focused more on the reading and writing skills of her students.

Participant 3 had been in the academe for 5 years. She passed the licensure examination for teachers in 2016 and taught English in the grade 5 class.

Participant 4 was an orator and an English teacher since 2017. His experience as an orator helped him feel more confident in teaching reading to elementary pupils in a public school in the Davao del Sur division.
Participant 5 was an English teacher for 3 years. She served as the focal person in the language area of her school during the pandemic.
Participant 6 had been a licensed professional teacher since 2015. She was in charge of the speech laboratory in one of the public schools in the Davao del Sur division.
Participant 7 had been teaching for 31 years and was teaching all subjects in the elementary program at that time.
Participant 8 had been teaching for 29 years. She was a Master Teacher I and the research & Filipino reading coordinator at her school.
Participant 9 was a licensed English major teacher. She had been teaching grade 3 learners for almost 3 years and was the English reading coordinator at her school.
Participant 10 had been teaching for 2 years in one of the public schools in the Davao del Sur division. He taught reading comprehension subjects to grade five elementary students.

Research Instruments

Patton (2020) proposed that researchers conduct interviews to learn things they cannot directly observe. Qualitative interviewing was not used to get answers to questions, but to understand the experiences of the participants and the meaning they made of those experiences (Seidman, 2018). Generally, qualitative studies used unstructured, open-ended interviews because they allowed for the most flexibility and responsiveness to emerging issues for both the participants and the interviewer; however, the use of semi-structured interviews was not uncommon and was used when I sought to obtain specific, more focused information (Schwandt, 2021).

Semi-structured interviews combined the flexibility of unstructured, open-ended interviews with directionality and an agenda to produce focused, qualitative, textual data (Schensul, et al, 2019). I collected data using semi-structured interviews to explore how elementary teachers improved the quality of teaching reading to indigenous learners and to describe their experiences, strategies, and outcomes when attending classes aimed at promoting reading comprehension skills.

To ensure that the same information was collected from all participants, I used an interview guide. The interview guide included open-ended questions and topics to help structure the interview, but when needed, I also explored, probed, and asked additional questions to clarify and expand on a particular topic. The interview guide helped make interviewing several different participants more systematic and comprehensive by defining in advance the issues to be explored (Patton, 2020). The open-ended questions were framed in a way that allowed the participants to represent their views and perspectives in their own words and terms, in addition to taking the questions in any direction they chose.

Since qualitative research studies subjects in their natural setting, all interviews were conducted through virtual meetings using Google Meet at times convenient for the participants. All interview sessions were tape-recorded for transcription purposes. When needed, I used follow-up interviews after transcription to clarify meaning or explore areas in more depth.

Data Analysis

The data analysis was conducted using a qualitative method. To answer the first and second research questions, I analyzed the interviews. I performed content analysis for each interview, identifying the themes that emerged. To answer the third research question, I created a rubric and a checklist to determine the progress of students and the increase in their willingness to engage in remedial reading activities. Finally, I used the questionnaire to explore the advantages and disadvantages of these interactive slides in response to the last research question. Qualitative data analysis begins with organizing, reducing, and describing the collected data (Schwandt, 2001).

Unlike quantitative analysis, there are no prescribed formulas for qualitative analysis. Marshall and Rossman (2006) remind researchers that qualitative analysis does not proceed linearly and is not neat. However, good practices and procedures enhance the credibility of qualitative research. In this section, I will explain the data analysis procedures and describe the steps I took to ensure the results from this study were credible, transferable, dependable, and authentic.

To guide my data analysis, I used the seven phases of data analysis described by Marshall and Rossman (2006) to reduce data, create manageable pieces, allow for interpretation, and find meaning in the words of the participants. The seven phases included: (a) organizing the data; (b) immersion in the data; (c) generating categories and themes; (d) coding the data; (e) offering nterpretations through analytic memos; and (f) searching for alternative understandings (Marshall & Rossman, 2006).

Data analysis began with organizing the data. I kept the information provided by each participant separate and in sequence with the order of the interviews. This process allowed the data to remain manageable, easily accessible, and readily available. The digital audio files from the interviews were carefully transcribed into written form, and electronic folders were created to organize the data collected from each participant.

After the initial readings, I read the data thoroughly with one typology in mind. Patton (2020) defines typologies as classification systems made up of categories that divide some aspects of the world into parts. Typologies are generated from theory, common sense, or research objectives. For this study, I used the typologies or themes from the literature review as the constructs through which to view the data.

After reading through the data with each typology in mind, I coded the data into five categories from the literature by taking excerpts from the data and assigning them to the relevant categories. Once all the data was coded, I read through the data again, writing analytic memos about my thoughts and insights. During this stage, I began interpreting the data to find significance and meaning in the teachers' instructional experiences, identifying salient themes, recurring ideas, and patterns of belief that emerged across the interviews.

The process of offering interpretations began once the themes emerged from the data. Marshall and Rossman (2020) believe this stage bring meaning to the themes and categories, allowing the researcher to develop links between the interviews. I interpreted the data to find significance and meaning in the teachers' remedial reading experiences. I always consider alternate explanations within the data. Before moving forward, I stopped and evaluated the findings for other plausible explanations.

RESULTS AND DISCUSSION

This chapter highlighted the findings of the study. It also presented the implications based on the significant findings of the study. Furthermore, relevant future directions were offered that might help improve the conditions of elementary teachers in their remedial reading initiatives, as they revealed their values, beliefs, and insights on their online remedial reading learning experiences.

The findings indicated that although the experiences of the teacher participants varied as they conducted online remedial reading, commonalities were evident in terms of the significance of the learning environment, design efforts, and objectives in reading, as well as the dedication of teachers in supporting the conceptual framework of the Department of Education in implementing remedial reading initiatives, particularly for elementary students.

Additionally, the findings suggested that during remedial reading sessions, teachers needed to be more proactive in using the thematic results of this study to provide relevant learning connected to other experiences. Thus, teachers could highlight individual components at different times to ensure that learning in terms of remedial reading was effectively addressed. The dedication of teachers to teaching reading must remain a top priority, especially since teaching reading during the pandemic was crucial, as learners were at home while teachers were at school.

Implications

The findings added to the emerging body of literature related to remedial reading specifically the experiences of educators. The results align with literature reflecting the values, beliefs, and insights of teachers during the pandemic. This research provides insight into the lived experiences of educators who conducted remedial reading initiatives with little to nothing to draw from concerning their adaptive expertise and very little guidance or support from school leaders. The data contributes to a clearer understanding of teachers' experiences on remedial reading activities.

Based on the lens of behaviorist theory it was found out that the implications on teaching remedial reading to grade five students are profound, particularly in shaping instructional strategies. Behaviorism, which focuses on observable behaviors and the use of reinforcement to encourage learning, can be applied effectively in remedial reading through structured, repetitive practice. In a remedial setting, behaviorist principles can help reinforce fundamental reading skills by breaking down the reading process into smaller, manageable tasks.

Teachers can provide students with clear objectives, such as mastering specific phonetic patterns or word recognition skills. Through repeated drills and practice, students can gradually improve their reading fluency, while positive reinforcement such as praise, rewards, or tokens can motivate continued effort and achievement. This structured approach is especially beneficial for students who may struggle with reading, as it builds confidence through consistent, measurable progress.

Additionally, behaviorism emphasizes the importance of immediate feedback in reinforcing correct behaviors. In the context of remedial reading, this could involve teachers providing instant corrective feedback when students mispronounce words or struggle with comprehension. By focusing on the immediate correction of errors, teachers help students recognize their mistakes and make the necessary adjustments. This approach not only aids in skill acquisition but also helps students develop a sense of mastery over the material, which is crucial for maintaining motivation in remedial learning. Consistent feedback ensures that students are aware of their progress and areas for improvement, fostering a growth mindset and reducing frustration.

Moreover, behaviorist theory can inform the design of interactive reading exercises that promote active engagement and continuous practice. Teachers can incorporate activities such as flashcards, timed reading exercises, and matching games, all of which encourage repetitive learning while also promoting active participation. These activities cater to different learning styles and can help reinforce reading comprehension and fluency.

Behaviorism also advocates for a controlled learning environment where external distractions are minimized, allowing students to focus on the task at hand. By creating a structured and predictable learning environment, students are more likely to experience success, which is essential for their progress in remedial reading. Thus, behaviorist strategies provide a framework for effectively addressing reading deficiencies by focusing on consistent, measurable, and repetitive learning practices.

On the other hand, the implications of constructivist theory in teaching remedial reading to grade five students are centered around the idea that learners actively construct their understanding of the world through experiences and interactions. In the context of remedial reading, constructivism encourages teachers to create learning environments that are student-centered, where learners are not passive recipients of knowledge, but rather active participants in their own learning process.

Constructivist teaching methods emphasize the importance of connecting new information to students' prior knowledge and experiences. For grade five students struggling with reading, this means that teachers should assess each student's current reading abilities and scaffold their learning by building on what they already know. For instance, teachers might use familiar stories or content to introduce new vocabulary or reading strategies, which helps students make connections between new and existing knowledge. This approach fosters deeper understanding and retention of reading concepts, particularly for students needing remediation.

Furthermore, constructivist theory stresses the value of collaborative learning in the reading process. In a remedial reading setting, teachers can implement group activities, such as partner reading, group discussions, and shared writing exercises, where students can interact with each other and engage in meaningful dialogue about texts. This not only allows for peer support, but it also encourages critical thinking as students discuss ideas, ask questions, and help each other understand what they read.

Through these social interactions, students are able to view reading from different perspectives and receive feedback from their peers, which can enhance comprehension and fluency. The teacher's role in this context is more of a facilitator, guiding students as they work together to solve problems, reflect on their reading, and clarify misunderstandings. Constructivism, therefore, promotes a learning environment that is collaborative, interactive, and supportive, which is especially beneficial for students who are at risk of falling behind in their reading development.

In addition, constructivist teaching emphasizes authentic learning experiences, which can be particularly valuable in remedial reading. Rather than relying solely on drills and repetitive tasks, constructivism encourages the use of real-world texts, meaningful activities, and problem-solving scenarios that engage students' interests and foster critical thinking. For example, teachers might incorporate age-appropriate literature or even current events that are relevant to students' lives to spark curiosity and motivate them to read.

When students can see the purpose and relevance of what they are learning, they are more likely to be engaged and invested in the reading process. In a remedial setting, this approach helps students see the value in reading beyond just mastering words and sentences, encouraging them to connect their reading with their personal experiences and the world around them. This sense of relevance and engagement is crucial for remedial readers, as it helps them build confidence and see their progress in a more meaningful way.

Future Directions

Future directions of the study titled Challenges in Teaching Remedial Reading to Grade Five Students: Teacher Input, Student Output Routine could include expanding the research to involve a larger and more diverse sample of teachers from different regions, school types, and cultural backgrounds. By increasing the sample size and diversity, future studies could provide a more comprehensive understanding of the challenges and strategies used in teaching remedial reading. It would also be beneficial to examine how varying socio-economic factors and community resources influence the teaching of remedial reading.

For instance, the study could explore how teachers in urban versus rural settings address reading challenges, or how the availability of technological resources impacts both teaching methods and student outcomes. This would help in identifying best practices that are adaptable across different contexts.

Another direction for future research could focus on a longitudinal study that tracks the progress of students who participate in remedial reading programs over time. This would provide valuable insights into the long-term effects of various teaching strategies and help determine which approaches have the most sustainable impact on student reading improvement.

Such a study could also include follow-up interviews with teachers and students to gain deeper insights into the ongoing challenges and successes in the remedial reading process. Tracking students' progress over a longer period could help identify specific factors that contribute to or hinder their continued growth in reading, allowing educators to refine their approaches and provide more targeted support.

In addition to exploring the teacher and student perspectives, future research could investigate the role of parents and caregivers in supporting remedial reading initiatives. Given the importance of family involvement in student

learning, especially during the pandemic, it would be useful to understand how parental engagement can enhance or complicate the teacher-student dynamic in remedial reading.

Studies could explore how parents can be better equipped to support their children's reading development at home, especially for students who may not have access to consistent in-person learning. Further research could look into the effectiveness of parent training programs or workshops designed to assist families in helping their children with remedial reading.

Finally, future studies could explore the integration of technology in teaching remedial reading and its impact on student outcomes. The COVID-19 pandemic has accelerated the use of digital tools and online learning platforms, yet the efficacy of these tools in improving reading skills for grade five students remains an area that requires further examination.

Future research could evaluate the use of interactive reading apps, digital storytelling tools, or virtual reading interventions, and assess their effectiveness in enhancing reading comprehension and fluency. Additionally, studies could focus on how teachers can be better trained to utilize these technological tools in the classroom, ensuring they are maximizing the potential of digital resources for remedial reading instruction.

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