



Experiences of Non-Reading Teachers: A Case Study

Jennifer E. Managbanag¹, Marjorie F. Formanes²

¹Calomag Elementary School, Bulan, Sorsogon, Philippines

²Sorsogon State University, Sorsogon City, Philippines

ABSTRACT

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Academic performance depends heavily on reading ability; however, a sizable number of young learners still face challenges in reading development even after teachers try to work on their basic literacy skills. This paper investigated the practices of teachers who are not specialized in reading as they deliver remedial reading lessons, generated a Guided Reading Program, and assessed its effectiveness. To gain a thorough knowledge of the setting, the qualitative case study method was selected, and interviews, observations, and document analysis were used as data gathering techniques. The results showed that around 80% of the teachers had no formal training in reading instruction, but they exhibited a lot of dedication and determination to help the learners overcome their reading problems. Besides limited teaching resources and a lack of sufficient training, teachers also pointed to low reading skills of learners as some of the issues preventing smooth instructional delivery; nevertheless, they recognized the great joy that came with helping struggling readers. The findings also pointed out that quite a lot of students had such great difficulties with reading that it really was a stumbling block for their academic progress, and these facts were brought out by the study of their reading behavior and analysis of different data sets. The introduction of the Guided Reading Program brought about desirable changes as reflected by learners' enhanced results on the tests that were conducted before and after the training. Based on the research, the authors are of the opinion that if we want to solve the problem of literacy in a more effective way, then the reading intervention has to be done through a well-organized and directed method.

KEYWORDS:

Guided Reading Program, reading instruction, remedial reading classes, reading intervention.

1. INTRODUCTION

Reading development is still an important educational problem, as many learners are still struggling with decoding, fluency, vocabulary, and comprehension even after being given literacy interventions. Learners' ability to read is an essential skill for getting good results at school and for continuing to learn all through one's life, since it is through reading that one is able to gain knowledge, gain an understanding of information, and be able to take part in a society (Pratiwi & Ariawan, 2017; Snow, 2016). Learners having difficulties with reading have a hard time with other subjects as well, which leads to their academic performance and confidence being affected adversely. Instructional quality is a very important factor in

Corresponding Author: Jennifer E. Managbanag

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reading development since learners' engagement and comprehension can be enhanced through effective teaching strategies, classroom management, and continuous feedback (Vijayan, 2016). Teachers showing enthusiasm for what they do, engaging in reflective practice as well as taking up instructional leadership roles, support learners by creating environments that are conducive to enhancing literacy development and motivation of learners (Hattie, 2017; Darling-Hammond et al., 2020).

When it comes to the Philippines, one of the biggest challenges is reading proficiency, especially for pupils who attend public elementary schools. Not only have national assessments and international ones pointed out that a lot of Filipino learners do not really reach the expected reading proficiency level, but it also shows that there is definitely a need for more powerful literacy interventions and teacher support systems. This is why the Department of Education has initiated programs, including Hamon: Bawat Bata Bumabasa and Every Child a Reader Program, to improve learners' reading ability with early intervention and

continuous assessment. Yet, poverty, lack of instructional materials, and geographical isolation are some of the contextual factors that limit the effectiveness of the programs (Orale, 2018). Besides, teachers themselves are in need of more training in handling instructional design, curriculum development, assessment practices, and technology integration so that they may effectively cater to the reading needs of the learners (Reantaso & Digo, 2022). All these points indicate that upgrading reading proficiency will require not only policy implementation but also persistent capability-building for teachers and localized instructional support.

Reading problems are complex and usually include difficulties in recognizing words, reading fluently, understanding text, and building vocabulary. Tools for assessment, like the Philippine Informal Reading Inventory (Phil-IRI), play a key role in figuring out students' reading abilities and those who need help. By means of ongoing and formative evaluation, educators are capable of tracking pupils' development and making instructional changes in time (Keiler, 2018). Besides, research has shown that a learner-centered approach, guided learning, and using specific reading techniques have a great impact on the progress of less capable readers (Davis et al., 2016). Identifying and intervening early are very crucial as they not only prevent the occurrence of prolonged academic difficulties but also increase the likelihood of learners becoming self-reliant readers (Lyon et al., 2018). Therefore, this underlines the significance of combining assessment, intervention, and teaching methods that respond to students' needs within the framework of school reading programs.

Despite all literacy campaigns, teachers keep facing many issues when they try to help students with reading problems, and one of the major obstacles is in resource-poor areas. Some of these problems are a lack of teaching materials, learners with different needs, overcrowded classes, and limited training on how to teach reading (Mahmood & Iqbal, 2018). Not only that, but many teachers are responsible for remedial classes and creating teaching materials, even though their specialization is not in reading education. Workload and professionalism of teachers, in general, may lead to stress and burnout, which, in turn, negatively impact the quality of the instruction (Moralista & Oducado, 2020). On the bright side, teachers working together and being in a support network with other professionals not only reduces stress but also improves their methods of instruction (Ketchell, 2018). Also, how much confidence a teacher believes he/she has greatly determines both their level of resilience and their instructional effectiveness in working with struggling readers and solving other instructional issues (Choong et al., 2019). All these strengthen the argument that there must be an ongoing teacher training and that teachers running remedial reading programs must be given institutional support.

The implementation of school-based interventions and teacher support systems has been recognized as imperative for enhancing the reading performance of struggling learners. Different innovative instructional methods, such as multimodal learning and technology-based learning tools, have been demonstrated to increase learners' motivation and accommodate various learning styles (Tope, 2021). Besides, technological tools can improve communication, assist in instruction, and enhance the overall learning experience (Lee-Cultura, 2017). In addition, well-rounded reading programs that offer continuous assessment, focused intervention, and learner-centered support play a major role in assisting students to become proficient readers (Phala & Hugo, 2022). The importance of teacher professional development and training cannot be overstated, as these are the major prerequisites for teaching effectively and for solving issues in the classroom through the implementation of reading interventions targeting struggling readers (Babae, 2023). In this regard, exploring the real-life situations and problems faced by educators in remedial reading settings is an effective step towards the development of sustainable, dynamic literacy programs that will both yield better reading results and provide ample support for teachers and learners.

Most of the valuable information and knowledge discovered about reading problems came from analyzing the literature and related studies. The main message of the literature was to emphasize the importance of differentiated instruction, interactive teaching strategies, classroom management, and ongoing evaluations as key measures to help learners' reading skill enhancement. Factors related to teachers, like their belief in themselves (self-efficacy), motivation, level of professional commitment, and willingness to work together (collaboration), were also seen as important elements in both supporting struggling readers and making teaching more effective. Besides that, the research studies showed that environmental situations like scarcity of resources, inadequate teacher training, and challenging classroom conditions can all weaken the ability of teachers to carry out remedial reading programs successfully. Using technological and multimodal learning aids was also considered as one of the ways to help students become more involved in learning and cater to various learning styles. However, sufficiently training teachers and providing school-level support are still very much needed.

Previous studies mainly focused on the experiences and coping mechanisms of non-reading teachers in implementing remedial reading programs. However, there is still a need to further examine how non-reading teachers interact with learners and manage reading interventions within actual classroom settings. Many teachers assigned to remedial reading classes lack formal preparation in reading instruction, yet they are expected to provide effective support to struggling readers. Anchored on these gaps, the present study focused on teachers directly involved in

implementing reading programs at the Elementary School during the School Year 2025–2026. The study was limited to selected teachers in the primary and intermediate grade levels and focused on the contextual conditions surrounding the implementation of remedial reading, including available resources, support systems, and instructional practices. It excluded other stakeholders, quantitative measures of reading performance, and comparisons with other schools, aiming instead to provide an in-depth understanding of the local context.

Generally, this study aimed to determine the experiences of non-reading teachers in conducting remedial reading classes at the Elementary School. Specifically, the study sought to: 1.) Determine the experiences of non-reading teachers in conducting remedial reading classes. 2.) Propose and implement a guided reading program. 3.) Evaluate the effectiveness of the guided reading program.

II. METHODOLOGY

A case study was the method of investigation that was used to understand the situation where teachers who are not formally trained in reading instruction are the same teachers who will be asked to teach remedial classes to learners who are struggling with reading. Taking a qualitative approach, this method allowed a comprehensive study of the participants' experience in their real-life school situation. It gave the researcher the opportunity of an intimate study of the specific conditions, challenges, and practices of remedial reading, as well as the elements that affect its implementation. With the objective of finding effective ways and understanding the processes involved in the phenomena that have been observed, the research was based on systematic data collection, documentation, and critical reflection. Using this method, detailed and thorough insights were gained, which resulted in a more complete and context-based understanding of teachers' experiences in conducting remedial reading classes (Mac Naughton, 2020).

For the informants of the study, ten (10) Elementary School teachers were purposely chosen. Of these, six (6) were teaching in the primary grades, all aged 50 and above, and with more than 15 years of teaching experience. The remaining four (4) were intermediate grade teachers, three of whom were aged 30 and above with at least 10 years of teaching experience, while one teacher was below 30 years old with five (5) years of service. All participants were identified as non-reading teachers, representing 100% of the selected respondents from the Elementary School in Bulan, Sorsogon.

In the study, the primary instrument was a researcher-constructed interview guide with open-ended questions. The survey was primarily designed for the informants to use during their interviews. Participants have been asked additional questions throughout the interview to collect more information on optimizing document repository efficiency through improved administrative

processes and supervision. The interview guide questions have been divided into four parts. The first part addressed some basic questions that required personal data, including sex, age, years of teaching reading, years of teaching experience, and the number of subjects taught. The next part consisted of a set of guide questions aimed at gathering data on the experiences of non-reading teachers conducting a remedial reading program. The researchers have added more questions to the study in order to collect the required in-depth information. The accomplishment report, completed after the remedial program has been carried out, shows the results of the pre-test and post-test and serves as the second instrument used. The completed report shows the changes, if any, that have occurred during the experiment of the developed reading program by providing the above-described assessments. The last instrument is the CRLA/RLA, an assessment method used to measure learners' reading skills and levels at the Elementary School.

The researcher sought advice from a qualitative research method expert and an adviser to verify that the research tool is effective and accurate. These individuals provided constructive comments, which were incorporated into the final copy of the instruments used by the researcher during the data-gathering procedures. The researcher incorporated their input into the research instrument, which was used to write the final versions of the instruments employed during the data-gathering procedures.

To collect the necessary data for the research, a letter of consent was obtained from the chosen informants. The aims and use of the research were outlined in the letter to help respondents understand what to expect before they shared their insights in response to the researcher's questions. This method was chosen to minimize major ethical issues in the research.

Structured interviews were conducted using probing questions to collect data. The researcher planned interviews with the informants based on their availability and convenience. Personal interviews were conducted to gather rich data and observe the participants' feelings, emotions, and gestures as they responded to the questions. It was ensured that each participant had enough time to give their responses. Based on the informants' responses, the researcher asked follow-up questions to gain a deeper understanding of the phenomenon under study.

The interviews were audio-recorded and then transcribed for later analysis. The transcribed and collected data were analyzed thematically to group the findings and extract key themes. The next step was to publish the findings, present a conclusion, and offer some recommendations. The class adviser administered a reading assessment tool before the program was implemented, and a post-test was conducted after the program was implemented.

All informants' data were recorded by the researcher himself to ensure that all information was captured accurately. The researcher then printed the transcriptions for self-correction and content verification. Subsequently, the researcher scanned the documents and expanded beyond the study's scope to gain a deeper understanding of the phenomenon.

To reach the core of the information collected, the Thematic Theory was used. The research design method applied was responsible for the precise organization and interpretation of the data complexity. It was carried out by identifying themes embedded in the data to explain the stories. The steps involved presenting the themes that emerged from a careful study of the transcripts, along with those identified in the data. Different steps were followed in moving data from thematic analysis to the analysis. The first step a researcher took was to understand the transcripts, then to segment the data, also known as coding, and subsequently to read and sort the codes into the most salient themes. Moreover, the researcher did the following: reviewed the proposed codes and their patterns; finalized the initial themes; outlined the extracted themes; reviewed these themes; ultimately defined and named them; and wrote up an analysis of the data.

III. RESULTS

This section presents the results and discussion of the study based on the themes that emerged from the participants' responses. The findings highlight the experiences, challenges, and practices of non-reading teachers in conducting remedial reading classes at the Elementary School.

The Non-reading Teachers' Experiences in Conducting Remedial Reading Classes

Non-reading teachers' experiences in conducting remedial reading classes, besides fulfilling, disclose a lack of formal training, trainees' mostly problem of finding the right instructional strategies, using online resources, attending professional development activities, and teacher-parent collaboration, among various significant themes. The topic of self-fulfillment, several teachers indicated an increase in learners' reading ability as a source of joy and satisfaction. For instance, one participant commented: "The feeling is fulfilling. The moment a child can read" (Informant 1), and another simply added: "I felt happy while doing remedial reading because most of my struggling learners were able to read with comprehension" (Informant 2). However, even though these were very positive experiences, the teachers also mentioned their disappointments and obstacles when working with non-readers and frustrated learners, those who need a very intensive and individualized in-depth intervention. For example, one teacher said, "Honestly, it feels so challenging, especially for me... every year, I have two to three non-

readers in my class, who really need intensive remedial reading" (Informant 3).

Another prominent topic that was talked about a lot was the fact that there aren't any proper training programs for the teachers who teach reading to those who have fallen behind. The majority of teachers confessed that even though they had gone to workshops and continued professional development activities, they still did not have enough knowledge to be able to do remedial reading sessions effectively. One interviewee remarked, "Fortunately, we attended seminars and trainings like INSET, but it is still not enough for us to do remedial classes effectively" (Informant 1). In the same vein, another teacher said, "If we have training and seminars for remedial reading, I think we can better know the learning progress and weaknesses of pupils" (Informant 2). A related issue involved teachers' struggles to decide the most effective techniques and strategies, as they were faced with the challenge of matching them to different students' reading levels. One teacher noted, "Picking the right methods and strategies is hard, especially when you have such a diverse group of students" (Informant 1). Still another said, "It is difficult to select the materials needed and methods that should be aligned with the level of the class" (Informant 3).

In addition, the research revealed that the teachers focused their theme addressing the problem through the use of online resources, joining face-to-face workshops and other professional development activities, as well as collaboration between teachers and parents. Teachers relied on web resources, educational videos, and digital platforms to get reading materials and instructional approaches. One participant stated, "I browse the internet for gathering information" (Informer 1), meanwhile another shared, "I watch videos on YouTube about teaching reading" (Informer 5). In addition, teachers gave special attention to the importance of workshops and training sessions in enhancing their teaching capabilities. One teacher said, "As a result of seminars that we have attended, we learn methods and acquire the necessary knowledge that we can use in our classes" (Informer 1). Besides that, working with parents was recognized as a crucial factor for helping children develop their reading skills. One participant stressed that "we also seek the help of parents, particularly to ensure that the reading activities are effectively done at home" (Informer 8). A different teacher said, "We will be able to produce good readers if parents continuously support their children in reading" (Informer 9). These results reveal the critical role that support systems, continual professional development, and collaboration among stakeholders play in enhancing remedial reading programs and boosting learners' reading abilities and self-confidence.

Guided Reading Program

Based on the gathered data from the experiences of non-reading teachers in conducting a remedial reading program, Guided Reading was designed and implemented

as a remedial reading program. Guided reading is a remedial program that effectively helps struggling readers by giving them small, targeted group instruction. Through this method, teachers select books that match learners' reading levels and interests, providing them with a more focused learning experience. When guided reading sessions are held, teachers provide strategic support to students, who, in turn, can develop skills such as decoding, fluency, and comprehension.

The researcher drafted an action plan, which was reviewed and approved by the principal and informants. It was then enhanced according to their comments and suggestions. Following this, and after seeking the approval of their parents and the school head, the remedial reading program was implemented. Primary grade teachers, who have formal training in teaching reading, facilitated the reading class. Some teachers gathered relevant reading materials and assisted in the implementation phase.

To identify the learner participants, the researcher used the pre-test results of the CRLA/RLA assessment tools from September 2025. Learners were classified into the following levels: deficit, coping, emerging, and establishing. Parents and teachers were invited to an orientation in December 2025, upon approval from the school head. During the orientation, parents were informed that learners would undergo remedial reading classes and follow a weekly schedule. Teachers were informed that learners would be given reading materials based on their reading level as determined by the pre-test results of the CRLA/RLA tool. Following the orientation, the actual implementation of the reading program commenced. The researcher prepared and provided the reading materials that will be used during the reading classes. Learners participate in the remedial reading program every week. Every Friday, the class advisers, who were implementing the program, received a weekly Individual Reading Improvement Skills Checklist.

The implementation phase lasted for 4 weeks. In April 2025, the post-test was conducted using the RLA/CRLA tool again. The results were gathered and consolidated by the researcher and compared to their previous reading assessment performance (pre-test). The learners showed significant improvement in their reading assessment results. It can be concluded that the remedial reading program was effective and valid.

Effectiveness of the Guided Reading Program

The pre-test results showed that most students were at the deficit and coping stages of performance, as also emphasized by the informants' responses. An outcome is that extensive remedial reading classes are required to develop their reading capabilities. On the other hand, the post-test results showed a marked improvement, with the majority of students progressing to the emerging and establishing stages. This advancement suggests that guided reading is an effective intervention for students

who require additional support with reading. The pre-test and post-test results are shown in the appendix.

The diagnostic assessment of Primary pupils for the Rapid Literacy Assessment in English has depicted the situation in a way that most learners are working at the Establishing Level, while a few learners are at the Emerging, Coping, and Deficit levels. Although most students were confirmed to be at the Establishing Level, learners located at the lower levels revealed that it is imperative for intensive remedial classes to be conducted so that they can improve their reading skills. Motivational and reading efficiency improvements in students with reading difficulties can be addressed explicitly by targeted interventions, such as one-on-one tutoring and targeted reading activities, according to research.

Likewise, in the Filipino language, children at the Establishing Level outnumber others, and the minority, whose performance is at a lower level, even if it is small, requires intervention to prevent them from experiencing difficulties in their academic life. The development of vocabulary behind reading comprehension is a significant problem, which complicates the overall learning process.

According to the CRLA pre-test results for Grades II and III, the majority of learners have to be categorized as Full Refresher. Hence, it follows that they need targeted instruction in remedial classes. The identification of the areas of weakness through such methods and the provision of individualized and collaborative interventions have been found by some studies to be the most effective means of supporting struggling readers.

In the English language, the assessment results revealed that a large number of primary learners required more teaching time for their remedial classes. However, some learners only needed a Light Refresher. It is timely interventions that early assessments facilitate. Alongside this, the use of visual aids, such as picture-based vocabulary learning, can also be a significant booster for learners' reading skills.

The English CRLA post-test results showed that no learners were identified as needing a complete refresher, and the number of those requiring only a light refresher was very small. This suggests that the reading program has been effective in helping learners who struggle with English texts, thereby confirming its suitability for their developmental needs.

The data from the post-test is additional evidence that there is a decrease in the number of students who struggle with reading at the primary level and are thus able to learn the necessary skills before progressing to more advanced grades. Support for the reading program is still critical. On the other hand, current literature also indicates that those learners whose first language is English encounter multiple communication problems and comprehension issues, especially with pronunciation and vocabulary. The program may have given positive results.

Nevertheless, students need to be provided with more innovative ideas to recognize words themselves, rather than relying solely on teachers who lead the way.

The consequences for teachers who are not readers and pupils who are non-readers are significant in promoting a supportive learning environment. Teachers who are not readers need to be aware of the importance of literacy skills that are woven into all subjects and should work in collaboration with reading specialists to develop the best strategies for non-readers that are suitable for their students. Besides this, utilizing varied instructional techniques, such as using visual aids and performing practical exercises, educators can increase comprehension and interest among learners. Teachers must be very clear about the reading levels of the students in their classes and plan their teaching methods accordingly. They should also set up a literacy-rich environment that helps in developing positive attitudes towards reading.

Remedial support focused exclusively on non-reading children is probably the only way to equip them with the initial fundamental skills of reading. One of the main examples of this approach is the guided reading programs, which give learners the chance to develop their reading skills while still being supported by their teachers and guided by their peers. It also makes it possible to deliver instruction that is in line with learners' individual needs and to implement strategies that are personalized for each student.

Additionally, very personal-type interventions such as one-to-one tutoring may have significant and deep impacts in motivating students to read and helping them gain confidence in their reading abilities. Besides, it is very important to work on vocabulary through contextual activities. Though it is set to become mainly responsible for the improvement of students' comprehension. Both methods, firstly, encouraging peer support by means of collaborative learning and secondly, incorporating educational technology like interactive reading apps, are ways of providing more practice and support to learners. A combination of all these methods can be considered a comprehensive and fit learning environment that caters to the literacy development of all students.

IV. DISCUSSION

The results showed that non-reading teachers not only felt fulfilled but also faced challenges when they were doing remedial reading classes. Many of the participants said that they felt happy and satisfied when learners improved in reading, especially when learners gained their confidence and were able to comprehend texts independently. These results imply that teachers find fulfillment and a sense of professional purpose from learners' achievement even when remedial instruction is difficult. This is in line with the work of Stark et al. (2022), who pointed out how teachers have a mixture of emotions,

both positive and negative, during their daily work, and that positive learner outcomes usually enhance teachers' motivation and commitment. Similarly, Hattie (2017) noted that a teacher's positive attitude and involvement greatly affect students' motivation and academic success.

On the other hand, the results also showed that teachers had a hard time and were sometimes frustrated when dealing with non-readers and frustration-level learners who are in need of intensive and individualized intervention. This means that remedial reading instruction is both emotionally and professionally challenging, especially for those teachers who have not been trained in reading instruction. Therefore, the results suggest that teachers need emotional support systems, mentoring, and teacher wellness programs so that they remain motivated and resilient when working with struggling readers.

The study also determined that non-reader teachers do not have any formal training in remedial reading instruction. Even though the participants had attended seminars, INSET activities, and other professional development sessions, they considered these to be inadequate for them to gain the necessary skills to conduct remedial classes effectively. This finding lends support to Hu (2016), who pointed out that teachers providing remedial lessons need regular support, guidance, and professional development to be able to help struggling students. Also, Darling-Hammond et al. (2020) stated that teacher quality and instructional skills are developed through continuous professional learning that extends pedagogical knowledge and enhances classroom practices.

The findings also suggest that strengthening capacity-building programs, especially those focusing on remedial reading instruction, differentiated teaching strategies, and literacy intervention, should be a priority for schools and educational institutions. Specialized training can be very effective not only in enhancing teachers' confidence and overall instructional effectiveness but also in better equipping them to meet the diverse reading needs of their students.

It was also found that teachers had trouble deciding on the proper instructional methods, strategies, and materials that would meet the reading level and needs of students. Teachers were unsure about how to go about non-readers or struggling readers, and without proper training and adequate instructional resources, it became even more difficult. These results echo Wanzek et al. (2020), who pointed out that the reading performance of struggling learners can be improved through explicit and systematic instruction, guided practice, and immediate feedback. In the same Keiler (2018) pointed out that teachers should regularly check students' understanding, and strategies should be modified according to the learners' needs. The results suggest that teachers require structured instructional guides, contextualized reading materials, and research-based intervention strategies that can enable differentiated and learner-centered

instruction. Schools can also enhance collaborative planning and mentoring among teachers to support instructional decision-making and classroom implementation of remedial reading activities.

Additionally, the results indicated that teachers turned to the internet for help sharpening their skills through professional development and teamwork with parents, to deal with instructional challenges. Teachers used online educational materials, teachers' videos, and various digital platforms for finding teaching materials, exchanging methods of teaching, and helping learners develop reading skills. This discovery is in line with Kalangi et al. (2019), who demonstrated that teaching exercises based on the internet grant students with better reading comprehension and skills for critical thinking. Also, Murtadho et al. (2023) stressed that digital literacy tools and interactive materials are capable of offering extra support and guidance for readers who are having difficulties. Furthermore, teachers considered seminars, workshops, and training as valuable means for them to raise their level of teaching proficiency and assurance. Also, teacher-parent interaction was brought up as a key support factor in keeping track of learners' progress, and at the same time, parents are able to encourage reading at home. This is in line with Malik (2021), who observed that close parent-teacher relationships lead directly to better reading skills and higher academic achievement of learners. The research carried out shows that, in order to execute effective remedial reading programs, strong cooperation among stakeholders, ongoing teacher professional development, and availability of technological and instructional resources are factors that cannot be overlooked. By strengthening school-home relationships and using technology-based interventions, schools can make literacy programs that are designed for struggling readers more responsive and sustainable in the long run.

The study's results brought about the creation and application of the Guided Reading Program as a remedial reading measure for readers who are having difficulties. Guided reading was conceptualized to offer small-group, targeted instruction matching learners' reading levels and needs, making it possible for teachers to provide intensified support in the areas of decoding, fluency, vocabulary, and comprehension skills. Guided reading sessions enabled learners to practice reading with teacher help and through the use of reading materials appropriate to their abilities. This finding is consistent with the results of Yildiz et al. (2019), who pointed out that vocabulary development and reading instruction in context can help learners understand texts and make meaningful connections between words and concepts. In the same way, Fountas and Pinnell (2017) mentioned that guided reading, because instruction is adapted to individual learners' reading and comprehension levels, supports both the engagement of learners and their reading growth. These findings are indicative of the fact that well-organized and learner-centered reading interventions

work well in meeting the various needs of struggling readers and enhancing literacy development.

The implementation of the Guided Reading Program was a joint effort of the school head, teachers, and parents to make sure the intervention would be systematic and collaborative. The action plan made by the researcher was first discussed and revised with the help of stakeholders before its implementation. Teachers who were formally trained in reading conducted the remedial reading sessions, while other teachers helped in preparing instructional materials and supporting learners during the program. Learners were chosen based on their pre-test results with the CRLA/RLA assessment tools and were classified according to their reading levels. This is consistent with the position of Lyon et al. (2018), who stressed that early identification and classification of struggling readers are key to planning effective interventions and avoiding long-term literacy problems. The parent and teacher orientation also helped to increase stakeholder involvement and made sure that learners received consistent support during the intervention process. The results suggest that collaborative planning, stakeholder participation, and proper learner assessment are essential elements for the successful implementation of school-based remedial reading programs.

The implementation phase of the Guided Reading Program took place over a period of four weeks, during which learners attended remedial reading sessions once a week and were given reading materials suitable for their reading levels. Teachers kept track of learners' performance through weekly Individual Reading Improvement Skills Checklists, thus observing and recording learners' reading progress continuously. The employment of progress monitoring and continuous assessment aligns with Keiler (2018) study, which underlined the role of formative assessment and instructional changes in enhancing learner outcomes. In addition, Wanzek et al. (2020) have pointed out that well-structured reading interventions combined with guided practice and immediate feedback lead to significant improvement in the performance of struggling readers. The results of the post-test assessment showed a significant increase in learners' reading skills as compared to their pre-test results, which means that the Guided Reading Program was successful in developing learners' reading skills. These results mean that continuous remediation, guided instruction, and regular progress monitoring can make a great difference in increasing learners' reading proficiency and confidence.

On the whole, the results show that the Guided Reading Program was an effective reading intervention to remediate learners' reading difficulties, it also supported teachers in the conduct of structured reading instruction. Learners' improvement of their reading results points to guided reading as an effective way to develop foundational reading skills when it is implemented systematically and collaboratively. In addition, the results show that teacher

support, reading materials that are relevant to the context, parental involvement, and ongoing assessment are key factors to successful literacy interventions that are well-maintained. These findings mean that schools may make guided reading programs a regular feature of their reading intervention activities and also keep teachers continuously trained and well-equipped to ensure the sustainability and effectiveness of remedial reading instruction.

These findings indicate that the Guided Reading Program has proven to be a successful tool for enhancing the reading skills of struggling readers. The pre-test findings indicated most students were at the deficit and coping levels, which means they required substantial remedial reading instruction. Nevertheless, the post-test findings showed significant progress as most students moved to the emerging and establishing levels. These lead to the conclusion that guided reading equipped learners with the right support and intervention, leading to the improvement of their reading skills. This goes along with the claim made by Fountas and Pinnell (2017), who stated that guided reading aids learners to acquire decoding, fluency, vocabulary, and comprehension through small-group, focused instruction that is aligned with learners' reading levels. Rasinski et al. (2019) also indicated that vocabulary acquisition and reading in context situations help learners drastically improve their comprehension as well as literacy skills overall. The results suggest that a well-organized and learner-focused reading intervention can make a huge difference in helping struggling readers to develop basic literacy skills and become academically ready.

The results also showed that students who were identified as in need of comprehensive remediation before have been able to make progress after the Guided Reading Program intervention. In fact, the number of students needing intensive reading support greatly dropped in both the English and Filipino post-test. This finding is consistent with Lyon et al. (2018)'s emphasis on how crucial early identification and timely intervention are in preventing learners' long-term reading problems. Similarly, Wanzek et al. (2020) have observed that targeted reading interventions, guided practice, and individualized instruction have positive effects on the reading development of struggling readers. The change in learners' reading abilities is most likely thanks to regular remedial sessions, continued practice, and guided instruction, all playing an effective part in literacy development. These results suggest that educational institutions must reinforce reading assessment and intervention programs to cater to learners who encounter reading difficulties right at the onset, before their academic performance is affected overall.

Another significant insight that was revealed in the study is the impact of differentiated and individualized instruction on the enhancement of learners' reading skills. The Guided Reading Program enabled educators, on top of just the usual reading levels of their students, to deliver

reading content and tasks that were exactly what the students needed and aligned with their abilities. Besides, learners were given special assistance through small-group and guided instruction, which helped them not only to practice reading with the teacher, but also to be supported by other learners as well. This is in line with Bonifacci and Tobia (2017), who claim that guided reading and individualized instruction are effective in improving learners' reading competence via appropriate and responsive interventions. Besides, Keiler (2018) pointed out that teachers who keep track of learners' comprehension and constantly change instruction based on learners' needs are the ones who are better at enhancing learning results. The implication of the study results is the view that differentiated instruction and continuous monitoring of learners' progress are among the key elements that contribute to the success of a remedial reading program, and they should be an integral part of classroom literacy practices.

The research also pointed to the significance of implementing different teaching methods and strategies to support learners in their reading skills. For instance, teachers made use of images and paraphrased texts as well as activities directed towards peer interaction and the use of electronic resources in order to incite learners' interest and facilitate their understanding. These results are consistent with those of Chavez (2023), who stressed that learners need not only face-based instructional practices but also innovative approaches to teaching and learning that tap their real-life experiences, since learners suffer from pronunciation, vocabulary, and comprehension problems. Therefore, Murtadho et al. (2023) noted that digital tools and interactive reading activities bring extra support and encouragement to struggling readers. The findings suggest that the use of multimodal and technology-based teaching strategies can make the learning environment more attractive and supportive, thereby enhancing literacy development among struggling readers.

In general, the results clearly indicate that the Guided Reading Program was an effective remedial reading intervention that helped learners improve their reading skills, gain confidence, and become more active participants. The reduction of struggling readers and the rise of pupils' reading levels are clear evidence that guided reading, when practiced regularly and collaboratively, is a really valuable support for literacy development. Besides that, the results also emphasize the need for teacher assistance, tailored instruction, parental involvement, and ongoing progress evaluation as key factors in maintaining efficient reading interventions. In other words, these findings suggest that schools may want to set up guided reading programs officially, enhance teacher professional development, instructional materials, and stakeholder cooperation to guarantee the ongoing advancement of learners' reading capabilities and overall academic success.

V. CONCLUSION AND RECOMMENDATION

Teachers of non-reading students at Elementary School encounter enormous difficulties in delivering remedial classes and usually describe the experience as hard and frustrating, yet ultimately, they feel deeply rewarded, which strongly underscores the need for continuing professional development and support. Quite a number of children have problems with reading, which are so serious that they cause the kids not to make progress in school, and at the same time, they become the reason why teachers have to face more and more difficult situations; thus, targeted interventions are highly needed to solve this problem and help the learners. The Guided Reading program that has been put in effect has turned out to be effective, as confirmed by the instance of the results that come from the pre-test and post-test of the Rapid Literacy Assessment (RLA) and Comprehensive Reading Literacy Assessment (CRLA), which are the indicators that the implementation of a systematic plan ensures the substantial development of Dyslexic students' reading abilities.

Based on the experiences shared by non-reading teachers at Elementary School, the school can strengthen and upgrade teachers' skills in teaching reading and conducting remedial classes. The school may also enhance and intensify the remedial reading program for non-reading pupils, including those at deficit, coping, and developing levels, with clear plans, procedures, and sufficient resources to support and sustain the program's effectiveness. The school may partner with organizations to support the implemented remedial reading program and adapt innovations to the remedial reading activity. Carry out targeted interventions that address pupils' specific reading difficulties, providing personalized support to help them overcome their challenges and improve their literacy skills. Keep developing and enhancing your Guided Reading program. You can use assessment data to tailor instruction and resources for struggling readers with different needs. Therefore, this program would be most effective in boosting reading ability.

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VII. DISCLOSURE

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