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The Effectiveness of Teaching Approaches in English For Struggling Readers in Butuan Central Elementary School

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Abstract

This study, conducted at Butuan Central Elementary School, aimed to assess the effectiveness of various teaching approaches in English for struggling readers. The research, employing a descriptive correlational design, focused on struggling Grade 4 learners. Moreover, to evaluate respondents' reading skills, the study used the PHIL-IRI Assessment tool and an adapted survey questionnaire to gauge the effectiveness of the English teaching approaches for struggling readers. The teaching approaches include phonics, guided, multisensory, and differentiated instruction. The study identified phonics instruction and guided reading as highly effective in substantially improving word recognition, decoding skills, and overall comprehension confidence. Differentiated instruction was found to be adaptable, meeting the varied needs of learners. Conversely, multisensory instruction, while aiding in memory retention, necessitates more engaging approaches. A finding was the predominant categorization of learners at the "frustration" level, underscoring the urgency for targeted support. The correlation analysis indicated that although multisensory and differentiated instruction significantly enhanced reading skills, traditional phonics instruction and guided reading did not correlate strongly with improved reading abilities. The study recommends blending diverse teaching methods in light of these findings. It emphasizes the importance of consistent reading practice, the development of tailored support plans for learners needing extra assistance, and the promotion of parental involvement in the educational process.

Keywords: Correlation Analysis, Level of Effectiveness, Level of Reading Skills, Struggling Readers, Teaching Approaches.

1. Introduction

Reading is the skill of deciphering and understanding a written composition, which consists of words or symbols facilitating the comprehension of the content. Mastering the art of reading is an intricate endeavor encompassing various stages that must be acquired before achieving proficiency. It is a continual journey toward mastery (Senspired, 2023). Moats (2020) further emphasized that the fundamental responsibility of schools is to teach students to read. That is why teachers must use various approaches and strategies to ensure the development of reading skills among learners by providing adequate reading instructions (USAID, 2020).

Moreover, despite the efforts of every institution to ensure reading proficiency among learners, the problem of reading literacy remains a primary global concern. Global data suggested that an estimated one-third of 10-year-olds can read and understand a simple written story, while the majority, 64%, were short of achieving the minimum proficiency in reading comprehension. This represents an increase from the pre-pandemic level of 52 percent. This educational crisis calls for action among leaders worldwide (UNICEF, 2022).

In the Philippine context, there is a heightened focus on concerns related to reading literacy, notably as the nation consistently ranks among the weakest performers in reading, as indicated by the findings of the Program for International Student Assessment 2022 (PISA). The recently released test scores further emphasize this challenge, showing no significant improvement from the country's performance in PISA 2018 (Chi, 2023). This persistent issue

underlines the imperative for targeted interventions and comprehensive strategies to address and enhance reading proficiency levels across the educational landscape in the country.

Locally, the Department of Education, Division of Butuan City's School Monitoring, Evaluation, and Adjustment report highlighted a troubling pattern in English literacy. The Elementary English Mean Percentage Score (MPS) declined from 94.75% in the first quarter of S.Y. 2020-2021 to 77.80% in the fourth quarter of S.Y. 2022-2023, with reading skills identified as the predominant hindering factor (DepEd Butuan SMEA, 2023). This is particularly concerning as elementary education lays the groundwork for reading skills. According to Gray Group International (2023), it is during this crucial period that children are introduced to the fundamentals of reading. Early exposure to phonics, vocabulary, and comprehension in these formative years sets the foundation for advanced reading skills.

In addition, reading literacy is also a concern faced by Butuan Central Elementary School. Notably, 250 intermediate-level struggling readers were identified for S.Y. 2023-2024, marking a 40% increase from S.Y. 2022-2023 (BCES PHIL-IRI, 2023). This situation raises concerns as it involves many students who play a significant role in determining the division's annual English Mean Percentage Score (MPS).

The aforementioned concerns have prompted the researcher to investigate the effectiveness of different teaching approaches in addressing the needs of struggling readers. The study aimed to assess the perceived level of effectiveness of teaching approaches in English for struggling readers at Butuan Central Elementary School and establish whether there is a significant relationship between the level of perceived effectiveness of these teaching approaches and the reading skills of struggling readers in English.

Finally, this study's findings have been utilized as a foundation for developing a proposed action plan to enhance the reading abilities of English-language learners facing challenges. This plan outlines targeted and pragmatic strategies, interventions, and initiatives. This holistic approach aims to bridge the identified gaps and challenges highlighted in the study, ultimately fostering a significant enhancement in the overall reading proficiency of struggling readers in English.

2. Methods

a. Research Design

A descriptive research design was employed in this study. This study used the descriptive-correlational design. It is a research approach that combines elements of both descriptive research and correlational research. It involves describing and examining the relationship between variables without asserting causality. In this study, this design assessed the effectiveness of the teaching approaches used by English teachers in teaching struggling learners in terms of phonics instruction, guided reading, multisensory instruction, and differentiated instruction. It also assessed the reading skills of struggling readers. In addition, the design also examined if there is a significant relationship between the level of perceived effectiveness of the teaching approaches and the reading skills of struggling readers in English.

b. Participants of the Study

The study involved 63 identified struggling readers in Grade 4 of Butuan Central Elementary School as shown in Table 1.

Table 1: Population of Struggling Readers in Grade 4.

Section	No. of Struggling Readers
Quartz	5
Ivory	6
Beryl	6
Topaz	4
Amber	5
Sapphire	5
Moonstone	4
Ruby	5
Garnet	4
Onyx	7
Opal	4
Pearl	5
Emerald	3
Total	63

c. Sampling Design

The study used a methodical approach to evaluate the entire population. Specifically, 63 Grade 4 students were identified as struggling readers in Butuan Central Elementary School based on the Phil-Iri results conducted by the English teachers. These learners were given a text consisting of 70 words and six questions. Students who demonstrated a strong command of word reading, scoring between 68 and 70, and exhibited high levels of comprehension, scoring 5 or 6 out of 6 items, were classified as independent readers. Those with moderate proficiency in word reading (scores between 63 and 67) but still struggled with comprehension (scoring 4 out of 6 items) were categorized as instructional readers. In addition, students who scored below 63 in word reading and registered comprehension scores between 0 and 3 were considered to be experiencing frustration. This classification method, developed by Phil-Iri, accurately identified the 63 struggling readers, allowing for tailored interventions and support to improve their reading skills.

d. Research Instrument

A survey questionnaire was used to collect data on the effectiveness of teaching approaches derived from the Teacher Sense of Efficacy Scale (TSES) - Learners' Part Questionnaire, initially developed by Tschannen-Moran & Woolfolk Hoy (2001). The questionnaire illustrated various approaches to teaching English to struggling readers, encompassing phonics instruction, guided instruction, multisensory instruction, and differentiated instruction. Each approach consisted of 10 statements aimed at assessing its effectiveness. To gauge the effectiveness of these approaches, a Likert Scale with varying agreement levels (5 – strongly agree, 4 - agree, 3- uncertain, 2- disagree, 1 – strongly disagree) was employed. Furthermore, to ensure the precision and relevance of the questionnaire items, the instrument underwent a rigorous content and expert validation process in the past. This crucial step was necessary to confirm the accuracy and appropriateness of the statements included in the survey, thereby enhancing the reliability of the collected data.

e. Validity and Reliability

To ascertain the efficacy and consistency of the questionnaire employed in this study, a pilot study was

conducted on Grade 4 students at Obrero Central Elementary School, comprising a sample of 30 struggling readers. It yielded a Cronbach's alpha value of 0.714. This statistic denoted a relatively high level of internal consistency within the questionnaire items, indicating their effective measurement of the same underlying construct or concept. The reliability underscored by Cronbach's Alpha added substantial credibility to the survey instrument, affirming its appropriateness for evaluating the perceived effectiveness of the teaching approaches studied.

f. Scoring and Quantification of Data

In this study, a categorization process was applied to ascertain the participants' reading skill levels using the PHIL-IRI Assessment Tool. Additionally, descriptive measures such as frequencies and percentages were utilized to quantify the distribution of participants across specific categories determined by the tool. Moreover, the effectiveness of English teaching approaches for struggling learners was determined by calculating the mean of their responses. Subsequently, the participant's responses were verbally interpreted based on the 5-point Likert Scale Mean Interval provided below.

Likert Scale for the Level of Effectiveness in Teaching Approaches.

Scale	Mean Interval	Mean Interval
5	4.50-5.00	Strongly Agree/Very Effective
4	3.50-4.49	Agree/ Effective
3	2.50-3.49	Uncertain/ Moderate Effective
2	1.5-2.49	Disagree/ Ineffective
1	1.0-1.49	Strongly Disagree/Very Ineffective

Data Gathering Procedure

The researcher initiated the study by formally seeking permission from the District Supervisor to conduct the research within Butuan Central Elementary School. Once approval was obtained, the researcher communicated with the school head and instructional head of Grade 4 within the identified school to provide a comprehensive orientation to the learners. Following the orientation, the researcher collaborated with the instructional head to facilitate the efficient distribution and collection of survey questionnaires. Upon completion, the researcher managed the retrieval process, ensuring the comprehensive collection of all survey responses. Subsequently, the gathered responses were meticulously recorded for a thorough analysis. This structured approach to data collection, coupled with collaboration with educational authorities, ensured the smooth execution of the study and the acquisition of valuable insights for further analysis.

g. Statistical Treatment

This study utilized a combination of descriptive and correlational analyses, employing correlation analysis to explore significant relationships between the effectiveness of these teaching strategies and participants' reading proficiency levels; for the assessment of reading skills levels, a categorization method derived from the established PHIL-IRI Assessment Tool, without the integration of supplementary statistical procedures. The mean of their ratings on a 5-point Likert scale was calculated to assess the efficacy of English teaching methods among struggling learners. The weighted mean and standard deviation were determined by analyzing the data gathered from each teaching approach. This involved assigning weights to participants' responses based on their perceived importance or relevance, providing a nuanced interpretation of the approach's effectiveness.

Moreover, the weighted mean and standard deviation calculation complemented the overarching correlational and regression analyses, offering more profound insights into the relationship between teaching effectiveness and participants' reading skill levels. By integrating these additional statistical measures, the study aimed to provide a robust and nuanced assessment of the efficacy of English

teaching approaches for struggling learners.

3. Results and Discussion

Problem 1. How practical are the teaching approaches in teaching struggling readers regarding phonics instruction, guided reading, multisensory instruction, and differentiated instruction?

Table 2 presents the effectiveness of teaching approaches English teachers use regarding phonic instructions. As depicted in Table 2, the highest mean score, 4.81, is obtained for the statement, "Since my teacher started teaching phonics, I can read words like mat, sat, and rat." This indicates a strong agreement that the teacher's implementation of phonics instruction has significantly improved the ability to read simple words. It further suggests a high level of effectiveness associated with the teaching approach, emphasizing the reader's confidence in the positive influence of phonics instruction on their reading skills. Meanwhile, the lowest mean (4.49) is obtained for "I can read tricky words like 'gave' and 'broke' after learning phonics." It suggests a moderate level of agreement, though it falls slightly below the mean for the statements about reading simpler words. Despite being labeled as practical; the low mean indicates that respondents may not perceive phonics teaching as highly effective in facilitating reading more challenging or "tricky" words.

Table 2: Level of Effectiveness of the Teaching Approaches in Teaching Struggling Readers in terms of Phonics Instruction.

Indicators	Mean	Interpretation
1. Since my teacher started teaching phonics, I can read words like "mat," "sat," and "rat."	4.81	Very Effective
2. I can read big words like "helping," "party," and "big," which makes me feel more confident about reading.	4.64	Very Effective
3.I can read really cool words like "super," "thoughtful," which might help me learn more words.	4.71	Very Effective
4. I can read tricky words like "gave" and "broke" after learning phonics.	4.49	Effective
5. I know how letters work together, which helps me spell words correctly.	4.65	Very Effective
6. I can figure out new words by sounding them out, part by part.	4.65	Very Effective
7. I can figure out words better, which made me a faster reader.	4.60	Very Effective
8. I can use what I know about letters and sounds to figure out new words when I read.	4.71	Very Effective
9.I can spot words better after learning about sounds in words.	4.57	Very Effective
10.Learning about sounds in words has really helped me get ready for harder reading stuff.	4.70	Very Effective
Overall Weighted Mean	4.66	Very Effective

Legend: 1.00-1.49-Strongly Disagree/Very Ineffective; 1.50-2.49- Disagree/Ineffective; 2.50-3.49-Uncertain/ Moderate Effective; 3.50-4.49-Agree/ Effective; 4:50-5:00- Strongly Agree/ Very Effective

The data presented in Table 2 elucidates a persistent and considerable positive influence of phonics instruction on the reading skills of struggling readers. The high mean of 4.81 serves as a quantitative representation, signifying a shared viewpoint among learners regarding the noteworthy advantages of phonics instruction in elevating their reading abilities. This substantial consensus suggests that learners perceive phonics as highly effective, reinforcing that this instructional approach significantly enhances their reading proficiency.

The results are consistent with Suggate's (2016) study, which comprehensively examined the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension. Suggate's research unveiled phonics instruction's significant and enduring impact on reading comprehension and fluency. Moreover, according to Castles, Rastle, and Nation (2018), phonics instruction is central to learning in a writing system such as English. This reinforces the notion that explicit and comprehensive phonics instruction is essential for students to develop strong reading skills. Notably, it has been observed that students with intellectual disabilities can acquire basic reading skills given consistent, explicit, and comprehensive reading instruction over an extended period (Mesev,

LeDesma, & Ploss, 2019). This finding is particularly significant as it underscores the effectiveness of prolonged phonics instruction for students facing learning difficulties. In addition, a study by Haefner, Gerwinn, Macke, and Bethge (2013) discovered that a short, intensive period of classroom phonological awareness (P.A.) instruction could elevate the literacy profiles of children with and without spoken language difficulties. This suggests that even brief, focused phonics instruction can positively impact students' reading abilities.

Table 3 presents the effectiveness of teaching approaches in teaching struggling learners guided reading. The highest mean, 4.87, is obtained by the statement, "I am much better at reading overall since we started guided reading." It suggests that respondents generally agree with the positive impact of guided reading on their confidence in reading. However, despite this high mean, the statement is categorized as "very effective," indicating that while participants find guided reading beneficial for their confidence, it may not be perceived as highly effective or transformative. The categorization suggests that there is room for improvement or variation in the perceived impact of guided reading on readers' confidence levels.

Table 3: Level of Effectiveness of the Teaching Approaches in Teaching Struggling Readers in terms of Guided Reading.

Indicators	Mean	Interpretation
1. I understand what I read better that have been doing Guided Reading.	4.64	Very Effective
2. The books I and my teacher read together in guided reading are making me better understand what I read.	4.51	Very Effective
3.I can understand the texts because of guided reading.	4.29	Effective
4.Guided reading has helped me get better at connecting things in stories when I read them.	4.44	Effective
5. Guided reading has made it easier for me to do harder reading stuff.	4.36	Effective
6. Am better at reading because of guided reading.	4.87	Very Effective
7. The books I read in guided reading are just right for me.	4.33	Effective
8. Guided reading makes me feel more sure about how well I can read.	4.3	Effective
9.Am much better at reading overall since we started guided reading.	4.8	Very Effective
10.Guided reading has really helped me read harder stuff than before.	4.46	Effective
Overall Weighted Mean	4.5	Very Effective

Legend: 1.00-1.49-Strongly Disagree/Very Ineffective; 1.50-2.49- Disagree/Ineffective; 2.50-3.49-Uncertain/ Moderate Effective; 3.50-4.49-Agree/ Effective; 4:50-5:00- Strongly Agree/ Very Effective

The statement obtains the low mean, "I can understand the texts because of guided reading," with a mean score of 4.29. This indicates that respondents express a comparatively low level of agreement or positive perception regarding the effectiveness of guided reading in improving their understanding of the material. This implies

that areas for enhancement or aspects of guided reading need further attention to enhance its effectiveness in fostering understanding among readers. Participants consistently report positive outcomes from engaging in guided reading, as evidenced by the overall mean of 4.5, categorized as "very effective." The responses reflect a

shared sentiment that guided reading has enhanced various facets of their reading experience. From improved comprehension to feeling more confident in reading challenging materials, guided reading has proven to be a valuable and effective method for the participants to advance their reading abilities. The response trend underscores the positive impact and perceived effectiveness of guided reading on diverse aspects of reading proficiency. The findings are consistent with the study of Stockard et al. (2018), who conducted a meta-analysis of direct instruction curricula to evaluate its effectiveness. Although the focus was on direct instruction, the findings provided valuable insights into the broader spectrum of instructional approaches, including guided instruction. The meta-

analysis revealed positive effects of direct instruction on learning outcomes, indicating that explicit and structured instructional approaches may effectively improve student performance.

Table 4 presents the effectiveness of the teaching approaches in teaching struggling readers using a multisensory approach. As shown in Table 9, the highest mean (4.38) is obtained by the statement, "Learning in different ways has made my reading better at school." This suggests a positive perception among respondents regarding the effectiveness of multisensory instructional methods. It implies that, while respondents find it beneficial for memory retention, it may be considered less effective or transformative.

Table 4: Level of Effectiveness of the Teaching Approaches in Teaching Struggling Readers in terms of Multisensory Instruction.

Indicators	Mean	Interpretation
1. Learning in different ways helps me read better, especially if regular teaching is hard for me.	4.02	Effective
2. Differentiated instruction helps me learn more.	4.24	Effective
3. This instruction can make me a better reader.	4.22	Effective
4. When teachers use things I like in lessons, it helps me learn to read easier.	4.14	Effective
5. Learning in different ways has made my reading better at school.	4.38	Effective
6. Differentiated instruction helps me to read about things I like.	4.19	Effective
7. This instruction helps me to think more.	4.24	Effective
8. Learning in different ways feels like my teacher is helping just me, and that makes me feel more sure about my reading.	4.27	Effective
9. This instruction helps me to learn about things I like.	4.06	Effective
10. Doing things differently in class help me think better about things.	4.25	Effective
Overall Weighted Mean	4.40	Effective

Legend: 1.00-1.49-Strongly Disagree/Very Ineffective; 1.50-2.49- Disagree/Ineffective; 2.50-3.49-Uncertain/ Moderate Effective; 3.50-4.49-Agree/ Effective; 4:50-5:00- Strongly Agree/ Very Effective

This classification suggests that, within the effectiveness category, the impact of using various learning methods on memory is moderate rather than exceptional. The implication is that while multisensory instruction is recognized as a valuable approach, there may be room for further enhancement to achieve a higher level of effectiveness.

On the other hand, it can be gleaned from Table 4 that the lowest mean (4.02) is obtained by the statement, "Learning in different ways helps me read better, especially if regular teaching is hard for me." It suggests a less favorable response among respondents compared to other statements. While it still falls within the category of "effective," the low mean indicates that respondents do not find activities incorporating various ways to learn phonics enjoyable. This implies a lower level of engagement, satisfaction, or interest in phonics activities that utilize multiple learning modalities. It further suggests exploring ways to enhance the appeal or engagement of multisensory phonics activities for a more positive participant experience.

The findings in Table 4 indicate that respondents generally perceive multisensory instruction as effective in enhancing various aspects of their learning experience in phonics, with an overall mean of 2.87 categorized as "Effective." This implies that respondents may perceive multisensory instruction as less effective than alternative teaching approaches. Despite its acknowledged effectiveness, it impacts specific aspects of phonics learning when utilizing multisensory approaches.

Several studies have found significant improvements in reading comprehension skills because of a multisensory approach to teaching reading. Chan, Churchill, and Chiu

(2017) reported significant improvement in reading comprehension skills through digital literacy learning using a digital storytelling approach. Similarly, Ntelioglou et al. (2014) discovered that employing a strategy involving multiple languages and modes of instruction in literacy education resulted in enhanced reading comprehension skills.

Table 5 presents the effectiveness of teaching approaches in teaching English to struggling learners regarding differentiated instructions. Table 10 shows that the highest mean (3.41) is obtained by the statement, "Learning in different ways helps me read better, especially if regular teaching is hard for me." The data indicate that respondents strongly agree that diverse instructional methods, particularly in the context of struggling learners, contribute to enhanced reading and understanding abilities. This indicates that differentiated instruction is regarded favorably as a beneficial and pragmatic strategy for catering to the requirements of students who might encounter difficulties with conventional teaching methodologies.

Table 5: Level of Effectiveness of the Teaching Approaches in Teaching Struggling Readers in terms of Differentiated Instruction.

Indicators	Mean	Interpretation
1. Learning in different ways helps us read and understand better, especially if regular teaching is hard for us.	4.21	Effective
2. When teachers teach us in different ways, it helps everyone in our class learn better.	4.17	Effective
3. I think the differentiated instruction can make us better readers.	3.98	Effective
4. When teachers use things we like in lessons, it helps us learn to read easier.	4.13	Effective
5. Learning in different ways has made my reading better at school.	4.17	Effective
6. I like learning in different ways because I get to learn about things I like, and that helps me read better.	4.16	Effective
7. Changing how we learn in class has made me better at thinking, especially when I'm reading.	4.14	Effective
8. Learning in different ways feels like my teacher is helping just me, and that makes me feel more sure about my reading.	4.14	Effective
9. I like learning in different ways because I get to learn about things I like, and that helps me read better	4.05	Effective
10. Doing things differently in class help me think better about things.	4.29	Effective
Overall Weighted Mean	4.14	Effective

Legend: 1.00-1.49-Strongly Disagree/Very Ineffective; 1.50-2.49- Disagree/Ineffective; 2.50-3.49-Uncertain/ Moderate Effective; 3.50-4.49-Agree/ Effective; 4:50-5:00- Strongly Agree/ Very Effective

In contrast, the lowest mean (3.98) is obtained by the statement, "I think the differentiated instruction can make us better readers." The low mean suggests that respondents may not strongly agree with the differentiated instruction. While still considered adequate, the response indicates a lower level of agreement or enthusiasm among participants regarding the connection between learning about preferred topics and improved reading skills. Despite being effective, there is room for improvement or further exploration to enhance the engagement and effectiveness of this specific aspect of differentiated instruction.

Overall, the data presented in Table 5 indicate that differentiated instruction effectively teaches struggling learners. While the teaching approach is acknowledged for its positive impact, the data suggest that there are levels of impact across different aspects or components of differentiated instruction. It implies that, while practical, specific areas within differentiated instruction may be further refined or tailored to enhance its effectiveness for struggling learners.

Differentiated instruction has been widely used to help

struggling readers improve their reading skills. A meta-analysis conducted by Scammacca et al. (2015) provided insights into the effectiveness of interventions for struggling readers in Grades 4–12. The study found that differentiated instruction led to small decoding, fluency, and comprehension gains. Building on this study, Smale-Jacobse et al. (2019) found that differentiated instruction had minor to moderate positive effects on student achievement, suggesting possible benefits of using this approach to reading instruction.

Table 6 encapsulates the respondents' perceptions regarding the effectiveness of different teaching approaches in teaching English to struggling learners. Phonics instruction emerges as the most highly regarded method, attaining an overall mean of 4.66, categorizing it as "very effective." Following closely is guided instruction, with an overall weighted mean of 4.5, indicating respondents' strong belief in its effectiveness. Similarly, differentiated instruction had a positive appraisal, earning an overall mean of 4.4. While considered adequate with a mean of 4.14, multisensory instruction falls slightly behind the perceived impact.

Table 6: Summary Table of the Level of Effectiveness of the Teaching Approaches.

Level of Effectiveness of Teaching Approaches	Lowest Mean	Highest Mean	Overall Mean	Interpretation
Phonics Instruction	4.49	4.81	4.66	Very Effective
Guided Instruction	4.29	4.87	4.5	Very Effective
Multisensory Instruction	4.02	4.38	4.4	Effective
Differentiated Instruction	3.98	3.41	4.14	Effective
Grand Mean	4.2	4.38	4.43	Effective

Note: The table shows the summary of the level of effectiveness of various teaching approaches based on their mean ratings.

Despite variations in perceived effectiveness, each approach is recognized for its positive contribution to reading skill development, offering valuable insights into the participants' preferences and attitudes towards these instructional methods.

Problem 2. What is the level of the learners' reading skills? Table 7 illustrates the learners' reading skills levels. Specifically, 58.7 percent, or 37 individuals, fall within the frustration level. This suggests that most learners face challenges in comprehending reading materials, encountering considerable difficulty. Table 7 also shows that 41.3 percent, or 26 individuals, fall to the instructional level. This result suggests the necessity for implementing a targeted reading intervention to tackle issues related to reading literacy.

Table 7: Level of Reading Skills of the Learners.

Score Range	Frequency	Percentage	Descriptive Rating
68-70	0	0	Independent
63-67	26	41.3	Instructional
62 and below	37	58.7	Frustration
Total	63	100	

Notably, no learners score in the "independent" range (68-70), indicating a proficiency that requires guidance. A substantial portion, 41.3%, falls within the "instructional" (63-67), highlighting a need for support in their reading endeavors. Conversely, most learners, 58.7%, are categorized as "frustration" readers (62 and below), suggesting a struggle with the reading material that demands significant assistance. The absence of learners in

the "independent" category hints at a potential need for more tailored instructional approaches. Overall, the findings emphasize the necessity for targeted interventions and differentiated instruction to address the varied reading skill levels within the learner group. Further investigation into the challenges faced by those in the "frustration" category may unveil insights for refining instructional strategies and enhancing overall reading proficiency. In the context of the Philippines, Marual-Gillaco (2014) conducted a comprehensive study to evaluate the reading proficiency of Grade 4 learners, focusing specifically on word recognition and reading comprehension levels. Aligned with the standards set by the Philippine Informal Reading Inventory (PHIL-IRI), the respondents showcased mastery in reading essential sight words, demonstrating minimal miscues. However, an intriguing observation emerged from the reading comprehension assessments, revealing that most respondents fell within the instructional level. This implies a need for additional reading instructions to cater to the specific needs of these learners. The instructional level designation indicates that these pupils were receptive to reading with guidance and assistance, suggesting their potential to evolve into independent readers with further support. In a related context, Idulog et al. (2023) underscored the considerable challenge posed by the reading proficiency of

Filipino students for educators and policymakers. Despite the government's ongoing efforts to improve literacy rates, recent research highlights the need for support in reading comprehension, vocabulary development, and critical thinking skills. Various factors contributed to the existing challenges in reading abilities, including limited resources and socioeconomic conditions. Nevertheless, identifiable opportunities for improvement include advocating for early literacy initiatives, investing in teacher training, and creating reading materials that are both culturally relevant and engaging. These findings hold significant implications for shaping education policies and practices in the Philippines, offering valuable insights for educators and researchers striving to enhance reading proficiency among Filipino students.

Problem 3. Is there a significant relationship between the effectiveness of the teaching approaches and the reading skills of struggling readers in English? Table 8 presents a correlation analysis investigating the relationship between the level of teaching approach effectiveness and the reading skills of struggling English readers. Employing Stepwise Regression, the study aims to ascertain the strength of these relationships. The results indicate that phonics instruction and guided instruction do not show statistically significant correlations with the reading skills of struggling readers, as evidenced by high p-values of 0.673 and 0.779, respectively.

Table 8: Correlation analysis between the level of effectiveness of the teaching approaches and the reading skills of the struggling readers in English.

Teaching Approaches		Reading Skills
Phonics Instruction	Pearson Correlation	.054
	<i>p</i> -value	.673
	Decision on H ₀	Fail to reject H ₀
	Interpretation	Not significant
Guided Instruction	Pearson Correlation	.036
	<i>p</i> -value	.779
	Decision on H ₀	Fail to reject H ₀
	Interpretation	Not significant
Multisensory Instruction	Pearson Correlation	.256*
	<i>p</i> -value	.043
	Decision on H ₀	Reject H ₀
	Interpretation	Significant
Differentiated Instruction	Pearson Correlation	.264*
	<i>p</i> -value	.037
	Decision on H ₀	Reject H ₀
	Interpretation	Significant

*significant @ $p < .05$

On the other hand, multisensory instruction and differentiated instruction exhibit significant positive correlations ($r = 0.256$ and 0.264 , respectively) with reading skills, with *p*-values of 0.043 and 0.037. This suggests that the latter two teaching approaches are associated with improved reading skills among struggling readers. The rejection of the null hypothesis for multisensory and differentiated instruction signifies a noteworthy connection, highlighting their potential effectiveness in enhancing the reading abilities of struggling readers in English. Further exploration and consideration of these findings inform instructional practices and interventions to support struggling readers better. According to Castles, Rastle, and Nation (2018), evidence suggests that the relationship between reading skills and

phonics instruction may not be as significant as previously believed. The proponents argued that while phonics instruction is essential for developing decoding skills, it may not be the sole factor influencing overall reading proficiency. They emphasize the need to consider other components of reading, such as vocabulary and comprehension, in addition to phonics instruction. Moreover, a meta-analysis by Suggate (2016) scrutinized the enduring impacts of interventions targeting phonemic awareness, phonics, fluency, and reading comprehension. The findings indicated that while phonemic awareness and phonics interventions positively affected early reading skills, the relationship between these interventions and long-term reading comprehension could have been more complex. This suggests that the impact of phonics instruction on overall reading skills may be more

complicated than previously assumed.

In addition, the research studies conducted by Graham et al. (2018), Uccelli and Galloway (2017), and Nagro et al. (2017) have explored various facets of literacy programs, academic language, video analysis, and early years' language and reading instruction. Although these studies offered valuable insights into literacy development, academic language's role, teacher candidates' reflective ability, and teachers' perceptions and practices, none specifically delved into the direct relationship between guided instruction and students' reading skills. Consequently, a noticeable gap exists in the literature concerning explicitly examining how guided instruction influences students' reading proficiency. Therefore, this gap underscores the need for further research to elucidate the specific impact of guided instruction on enhancing reading skills in learners.

Furthermore, as seen in Table 8, multisensory instruction shows a correlation coefficient of 0.256 with a p-value of 0.043, and differentiated instruction has a correlation coefficient of 0.264 with a p-value of 0.037. In both cases, the decision is to reject the null hypothesis (Ho), suggesting a significant correlation between multisensory instruction and reading skills and between differentiated instruction and reading skills.

Problem 4. What action plan may this study propose to

improve the reading skills of struggling readers?

The study's results highlight a significant portion, precisely 58.7 percent or 37 learners, positioned within the frustration level. Furthermore, Table 14 indicates that 41.3 percent or 26 learners fall into the instructional level category. This underscores the necessity for implementing a targeted reading intervention aimed at addressing challenges related to reading literacy. In addition, guided by these results, an action plan is formulated to cater to the specific needs of the identified struggling learners in the frustration and instructional levels.

Rationale

The action plan on reading intervention for struggling readers is a year-long remedial reading program intended to make struggling readers proficient readers. It has three phases. Phase I is the pre-implementation, wherein selection and orientation take place. Phase II is the implementation proper, where the remedial reading program will be implemented. Lastly, Phase III is the final evaluation.

Objective

The main objective of the action plan on reading intervention for struggling readers is to evaluate the improvement of the pupils' reading proficiency.

Table 9: Action Plan on Reading Intervention for Struggling Readers S.Y. 2024– 2025.
(A year-long remedial reading program intended to make the struggling readers be proficient readers).

Findings	Phases of the Institutionalization	Goals/ Objectives	Activities/ Strategies	Person/s Involved	Resources Needed	Time Frame	Success Indicator	Budget
Diagnostic tests revealed the need for targeted reading intervention.	Phase I: Pre-Implementation SELECTION (Conceptualization of the Remedial Reading and Selection of the Remedial Reading Class)	To provide entrance examination which includes Oral Test and Reading Comprehension Test	Selection and Classification of pupils who will undergo on the month-long Remedial Reading Class	School head, Teachers in the Intermediate Grades teaching English and Filipino and Remedial Reading Teacher	Test Questionnaires	1 ST week of August 2024	Level of Support to the Program	1,000
Diagnostic tests indicated a need for remedial reading support and parental involvement.	ORIENTATION (Orientation and Introduction of the month-long remedial reading program)	To give orientation on the nature, scope and rationale of the remedial reading to pupils and parents for familiarity and to stimulate pupils' love for reading.	Information dissemination and Orientation of parents and pupils through letters and personal conversation.	Remedial Reading Teacher, Pupils and Parents	Letter to Parents	2 nd week of August 2024	Level of Acceptability	1,000
	Phase II: Implementation Proper							

Pre-test results highlighted areas of weakness and identified suitable interventions.	Actual Implementation of the Remedial Reading Program	To assess the reading level of the pupils through giving pre-test To increase the reading proficiency of pupils by presenting engaging activities To encourage a sense of personal responsibility for one's own progress.	Assessment of pupils' reading level by giving pre-test. Adoption of Reading Intervention Embracing reading even at home with the guidance of the parents, sisters or brothers, etc.	Teacher and Pupils Teacher and Pupils Pupils and Relatives	-Pre-Test Questionnaires -Photocopy of the Story -Oral reading of the story -Answering of comprehension questions -Basic Sight Words Flash Cards -Storybooks and other reading materials -Word games such as scrabble and word factory scrabble and word factory Reading short fables and legends	3 rd week of August 2024 4 th week of August 2024- 4 th week of November 2024 1 st week of December 2024-4 th week of January 2025 1 st -4 th week of February 2025 1 st week of March 2025-4 th week of April 2025	Reports on Reading Diagnosis Maximum participation of the pupils Satisfactory in Analytic Scoring Rubric	2,000
Post-test results will indicate progress and effectiveness of the intervention.	Phase III: Post-Implementation FINAL EVALUATION (Diagnosis)	To evaluate the improvement of the pupils' reading proficiency	Evaluation of pupils' reading level	Teacher and Pupils	Furnish Post Test: Oral and Written Reading Test	1 st -2 nd week of May 2025	Report on Mean and Proficiency Level	1000

3. Summary

The study aimed to assess the effectiveness of the teaching approaches in English for struggling readers at Butuan Central Elementary School, utilizing Kenneth Goodman's Reading Cueing Systems Theory. Employing a descriptive correlational design, the research involved 63 identified struggling Grade 4 learners from Butuan Central Elementary School. To evaluate respondents' reading skills, the study used the PHIL-IRI Assessment tool and an adapted survey questionnaire to gauge the effectiveness of the English teaching approaches for struggling learners. These approaches included phonics instruction, guided instruction, multisensory instruction, and differentiated instruction. The study used correlational analysis to identify the significant relationship between the perceived effectiveness of teaching approaches and the level of reading skills.

The following are the findings of the study derived from

the data gathered.

1. Regarding the perceived effectiveness of the teaching approaches, the findings indicated that phonics instruction emerged as the most highly regarded method, achieving an overall weighted mean of 4.66, categorizing it as "Very Effective." Guided instruction followed closely with an overall weighted mean of 4.5, signifying participants' strong endorsement of its effectiveness. Similarly, differentiated instruction received a positive appraisal, earning an overall weighted mean of 4.4. While considered adequate with a mean of 4.14, multisensory instruction fell slightly behind in perceived impact.
2. The study revealed that a considerable portion, precisely 58.7 percent or 37 learners, fell within the frustration level, while 41.3 percent, or 26 individuals, fell into the instructional level.
3. The study found no significant relationship between

phonics instruction and guided instruction with participants' level of reading skills. In contrast, a notable correlation was identified between multisensory instruction and differentiated instruction with the level of reading skills.

5. Conclusions

Based on the study's findings, several key conclusions were drawn:

1. Phonics instruction is widely evident as the most effective teaching approach, closely following guided instruction and differentiated instruction. This suggests that educators may benefit from prioritizing phonics instruction in literacy programs while integrating elements of guided and differentiated instruction to enhance overall effectiveness. Additionally, while multisensory instruction still holds value, further exploration and refinement may be necessary to optimize its impact on learners' learning outcomes. The study revealed that a concerning majority of participants fell within the frustration level in reading skills. It emphasized the critical need for targeted interventions and collaborative efforts among educators and stakeholders to effectively address the specific challenges hindering the academic progress of struggling learners.
2. A significant portion of learners are experiencing frustration levels in the studied subject. This underscores the importance of implementing targeted interventions and support mechanisms to address the needs of these learners and prevent further disengagement or academic setbacks. In addition, the presence of students within the instructional level highlights areas of strength where educators can focus their efforts to provide effective instruction and ensure continued progress toward mastery. By acknowledging and addressing the varying proficiency levels among learners, educators can tailor their teaching methods to effectively accommodate the diverse needs of their learners better and foster a more inclusive and supportive learning environment.
3. Respondents' level of reading skills may not directly correlate with phonics instruction and guided instruction. However, a notable correlation between multisensory instruction and differentiated instruction with reading skills suggests that these approaches impact learners' reading abilities more. This underscores the importance of considering various instructional methods and their potential effects on learners' learning outcomes. Educators may benefit from exploring and incorporating multisensory and differentiated instruction strategies to enhance reading skill development among learners. Further research could delve deeper into the specific mechanisms through which these approaches influence reading proficiency, informing more targeted instructional practices in the future.

6. Recommendations

1. Administrators may strategically allocate comprehensive resources, encompassing professional development opportunities and up-to-date materials. This holistic approach ensures educators are proficient in implementing effective phonics instruction and

well-versed in a spectrum of approaches to teaching English to struggling learners. This diversified skill set enhances educators' adaptability in addressing the unique needs of diverse students. Teachers may tailor interventions to the needs of struggling readers, utilizing both phonics and guided instruction to create a personalized and practical approach.

2. District supervisors may actively foster a culture of collaboration among schools. By creating platforms for sharing successful intervention strategies and best practices, supervisors empower educators to address the frustration level of struggling readers collectively. This collaborative approach guarantees a more comprehensive and coordinated effort to enhance literacy outcomes across the district.
3. Teachers may proactively tailor interventions to the intricate needs of struggling readers, employing a nuanced blend of phonics and guided instruction. This personalized and adaptive approach acknowledges each student's challenges and strengths, fostering a more effective and inclusive learning experience. Educators have the opportunity to address a range of learning preferences and enhance student involvement through the integration of diverse teaching methods.
4. Struggling Readers may actively engage in their educational journey by advocating for personalized support from teachers, administrators, and support staff. Communicating specific challenges and preferences in learning styles can facilitate the development of targeted interventions. Embracing a proactive role in seeking additional resources and assistance empowers struggling learners to play an active part in their academic success.
5. Future researchers may delve into the nuanced perspectives of struggling readers, focusing on their experiences with various instructional methods. This qualitative exploration can provide invaluable insights into how learners perceive and engage with different approaches, informing the development of interventions that are not only effective but also resonate with the unique needs and preferences of struggling readers. This research may pave the way for more learner-centered and impactful strategies.

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