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Teaching Remedial Reading: Content Area Teachers' Difficulties and Needs

Daisy A. Rosano^{*}, Genevieve R. Conjusta
 College of Education, West Visayas State University
 Iloilo City, Philippines

Joni B. Gallardo, Leilani F. Sindingan
 Department of Education Region VI
 Iloilo City, Philippines

Abstract. Teachers' capabilities inside the classroom are impacted by their teaching difficulties and needs. This participatory action research presents both the difficulties and the needs of junior high school content area teachers in teaching remedial reading, with the aim of providing recommendations for systemic changes. A total population of 31 teachers across various subject areas— particularly those teaching English, Filipino, Science, Mathematics, Araling Panlipunan (Social Studies), Edukasyon sa Pagpapakatao (Values Education), Technology and Livelihood Education as well as Music, Art, Physical Education and Health (MAPEH)—who teach remedial reading were purposively selected to participate in the study. Teaching experience among the content area teachers varied from one year to nine years. Data were collected through focus group discussions using a validated and pilot-tested researcher-made questionnaire that went through two cycles of thematic analysis. Findings revealed significant difficulties, such as challenges in engaging students with negative emotions towards reading, limited access to resources and unsupported home context, insufficient pedagogical knowledge of reading instruction, and difficulties in using reading assessments. Content area teachers expressed a strong need for professional development in reading instruction, including strategies for teaching reading components and utilizing assessment data. They also emphasized the need for management support, such as access to reading materials, reduced workloads, smaller class sizes, and the implementation of a comprehensive school-wide reading program. The study highlights the critical need for collaborative efforts between teachers, administrators, and other stakeholders to effectively address the challenges of remedial reading instruction in the junior high school setting.

^{*}Corresponding author: Daisy A. Rosano, drosano@wvсу.edu.ph

Guidelines To Teaching Remedial Reading To The Disadvantaged

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Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Guidelines To Teaching Remedial Reading To The Disadvantaged**

In a global inundated with screens and the cacophony of instant communication, the profound power and emotional resonance of verbal beauty frequently fade into obscurity, eclipsed by the constant assault of sound and distractions. However, nestled within the musical pages of **Guidelines To Teaching Remedial Reading To The Disadvantaged**, a captivating function of literary brilliance that impulses with raw feelings, lies an unforgettable journey waiting to be embarked upon. Written by a virtuoso wordsmith, this interesting opus instructions visitors on a mental odyssey, delicately revealing the latent possible and profound affect stuck within the delicate internet of language. Within the heart-wrenching expanse of this evocative examination, we can embark upon an introspective exploration of the book is central styles, dissect their charming publishing model, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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