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**“A 30-Minute DCILR2P- Daily Class and Individualized Learning to Read Remedial Program for Grade 2 Non-Reader Learners”**



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**ABSTRACT**

Reading makes one's mind work be it comprehension or analyzing. This also allows us to communicate, grasp new knowledge and understand new ideas. Learners with good readings skills have greatly have an edge when it comes to learning.

Poor reading skills hinder learning, thus in spite of different reading remediation program, still the reading skills is one of the biggest challenges among learners' parents and teachers. For us to fill in the gaps DepEd seek various programs that may resolve the problem. Equipping the learners with reading skills to make the proficient and independent reader (DM\_s2019\_173, Hamon: Bawat Bata Bumabasa, 3Bs Initiatives).

Based on FLAT and EGRA result there are 78 learners identified with poor reading skills. Learners learning ability, styles and enthusiasm; Disinterest or boredom; and Family factors are few reasons why learners have poor reading skills or learning drive.

This study aims to address the forementioned reason and enhance the learners dis ability. Parents and teachers of the learners notice that learners join the reading remediation shows increase learners ability to read.

Therefore, learners involved in routine reading remediation helps to enhance their reading skills.

**Keywords:** *hinder the learning, comprehension, reading remediation, reading skills,*

## INTRODUCTION

The life of a teacher is one of the creator and explorer, building the classroom as a place for unrestricted exploration. It is about participation. It requires bravery. It involves ruthlessly removing anything that is flawed or unfit, regardless of how challenging it was to accomplish. It involves realizing that teaching is a tool that excels at some things but falls short on others. Teaching and learning are interrelated. Learning is also essential as to the most recent developments in the field of education that helps effective teachers develop their abilities continuously and also learners to succeed in the future. Remedial reading programs have been implemented in Filipino primary schools for a long time in the school system. In fact, Genero's research (as cited in Gatcho & Bautista, 2019) revealed how the nation's primary schools created their remedial programs to help struggling readers read. Teachers should be inspired by their principals to give their students the right interventions, teachers must assess the reading levels of their students. Despite the fact that remediation for struggling readers has been used for many years, solely through the Department of Education's (DepEd) Order 45, series, which achieved its peak in 2002, DO 27, and the Reading Literacy Program in Elementary Schools and this is very significant to persons in the early grades (Kindergarten, Grades I, II, and III), so they might move in the appropriate direction. Yet, problems in reading increased largely when the Covid-19 pandemic shifted the learning modality in our educational system. As part of the learning recovery and continuity plan, the school administered the FLAT and EGRA assessments to the learners and the result showed that many of the grade 2 learners are non-readers. Children belonging to non-readers do not recognize even letter and letter sounds. As teachers, it is our duty to address the problem of our non-reader students so that we can help them learn and gain understanding. In this regard, with a thought of a way to help them, A 30- Minute Daily and Individualized Learning to Read Remedial Program was framed that may bridge the identified gaps in the reading of the grade 2

non-readers. Through this remedial reading program, learners will have the opportunity to catch up through individualized one-on-one and group reading assistance from a reading teacher. Its main purpose is to help grade 2, non-reader learners become independent readers in their Mother Tongue and as well in English. Also, this proposed remedial reading program may continuously aid struggling readers with the assistance of the school principal by encouraging teachers in the school to evaluate their learners' reading levels so they could provide appropriate interventions for them. Moreover, teachers will get a chance to discover creative strategies in reading.

## METHODOLOGY

### A.Participants and/or other Sources of Data and Information

The respondents of the study will be thirty (30) grade-two learners identified as nonreaders in Filipino. These are the learners enrolled in Biñan Elementary School for the School Year 2022-2023. For the purposes of this study, they were chosen through purposive sampling wherein the primary source of data is the learners' FLAT and EGRA Assessment results and PHIL-IRI as reflected in the school's situational analysis both in Enhanced BELCP and LRCP.

## DISCUSSION

It can be gleaned from the post result of FLAT and EGRA that the number of the non-readers sized down to only 7 learners from 71 learners. It can be decerned from it that the reading remedial was effective.

As the learners shows various reading difficulties its still boils to one thing, they all have poor reading skills. Most of the learners have difficulty to read words and hardly recognize and sound a letter. The result from the post assessment of FLAT and EGRA that the 30 minute reading remediation was effective and plays an integral part to enhance the reading ability of the learners who have joined the program.

This research shows that providing time and crafting a good materials that address the learners difficulties will greatly help to resolution the problem in learners reading.

I believed in the effectivity of the remediation so I recommend it to used and enhance to aid learners reading disability.

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