

## PERSONALIZED TEACHING: A READING REMEDIATION STRATEGY

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### ABSTRACT

This study aimed to unveil the lived experiences of teachers implementing personalized reading strategy. A qualitative design was utilized in this study to fourteen elementary teachers from Nuling Integrated School, Sultan Kudarat. These teachers were selected via purposive sampling who were subjected to Focus Group Discussion. A semi-structured questionnaire was validated and utilized in this study. The interview responses were audio-taped recorded with the consent from the participants. From the generated results, there were 6 emerging themes that described teachers' challenges in implementing personalized teaching strategy namely, patience in the development of activities, time constraint, alignment to learners' needs, types of materials and activities, progress monitoring result, and parent-pupil convergence. Meanwhile, teachers coping mechanisms in handling struggling readers were focused on the provision of varied strategies, knowing students learning needs, utilization of Marungko approach, provision of instructional materials, and use ICT and videos. Furthermore, the insights acquired by teachers were diagnosing learners' needs and interests, preparation consumes more time, and modification of learning activities.

**Keywords:** *Personalized teaching, reading remediation, Marungko Approach, Qualitative Study, Nuling Integrated School, Sultan Kudarat*

### INTRODUCTION

One of the most important language skills that students must master in school is reading, and it is crucial that this be done in the Foundation Phase. (Grade 1-3) (Phala & Hugo, 2022). It is a talent that enables students to comprehend what is written and printed, as well as a way of communication and language learning, sharing thoughts and information. (Phala, 2019). For Govender and Hugo (2020), The most significant indicator of success in both life and school is reading. After their first three years of school, especially, students need to be able to read more independently and grasp printed information when assigned tasks in the numerous areas they must learn. Numerous students drop out of school as a result of their inability to read fluently and understanding, which could hinder their ability to study. (Pretorius et al. 2016). Reading difficulties may cause difficulties at school and stigmatization of the students in the classroom.

With reading is the fundamental building block of learning, and since remote learning and school closures both prevent reading practice, they result in poor readers. (Mantilla, 2020). In contrast, parents struggle with the abrupt change in the Philippine

Education Framework. (Bayod & June, 2021). To note, reading is essential for developing the capacity to make sense of one's environment and inner self. As a result, it's crucial to provide beginning readers the chance to get better. The power of reading and the pressing need to address literacy challenges in K–12 schools are best summed up by this idea, which Barden (2010) quotes. It becomes more challenging for struggling readers to catch up as kids become older due to an expanding gap between proficient and non-proficient readers (Allington & McGill-Frazon, 2018). Two-thirds of adolescents identified as a struggling reader by third grade continue to face academic difficulties through high school (Nilsson, 2021).

## FRAMEWORK

This study was anchored on Expectancy-value theory (Wigfield, Allan, Tonks, & Lutz, 2009). It is the theoretical framework for this study since this investigated teachers' challenges in implementing personalized teaching as an intervention in addressing reading difficulties of the pupils. This theory defined expectancies and values as beliefs that are task-specific including competence, difficulty level, personal goals, experiences related to the task, and achievement. Expectancies and values influence individual choices through performance, effort, and persistence. Teacher expectancies and values of personalized teaching will influence the success of the intervention intended to enhance the reading skills of pupils.

Also, this was supported by Deliberate Practice Theory (Neelakandan, 2020). This theory emphasizes why it's essential for learners to understand their weaknesses. Based on this theory, an adaptive learning system offers learners new content by modifying the existing one according to their weaknesses. One of the benefits of this theory is that adaptive learning utilizes it to challenge learners by pulling them out of their comfort zones. By so doing, they can build the confidence needed to tackle work-related challenges and become successful at what they do. In the context of the study, learners' weaknesses can be addressed like struggle to read is by means of an intervention that will help them improve their skills. Hence, personalized teaching is better suited to address learners struggle to read.

Further, this was supported by Kintsch's (1998) Construction Integration Model of Text Comprehension. According to this model, at the same time that readers are making sense of the text itself, by constructing what Kintsch calls the "textbase," they are also and simultaneously integrating that information with the interests, purposes, and prior knowledge and experiences they bring to the reading task to form the "situation model." If the textbase indicates what the text "says," then the situation model indicates what it "means." It follows that students who have trouble making these kinds of connections between a text and their existing knowledge would benefit from an approach that provides them with explicit instruction in how to construct meaning and monitor their comprehension, just as expert readers do with such ease and automaticity. In the context

of the study, learners' difficulty to read started from poor identification of the text and comprehension, thus this elicits a challenge to reading teachers.

## METHOD

### Research Design

This study utilized a qualitative design which is based on methods of observation and enquiry; explores the meaning of human experiences and creates the possibilities of change through raised awareness and purposeful action; and focuses on life experiences; (Taylor & Francis, 2013). Specifically, utilized a phenomenological approach. Many scholars held that phenomenology view that human beings extract meaning from the world through personal experience (Gasparyan, 2021). Investigating the experience of individuals is a highly complex phenomenon: annotating and clarifying human experience can be a challenging task not only because of the complexity of human nature, but also because an individual's experience is a multidimensional phenomenon, that is, psychologically oriented, culturally driven, and socially structured (Hourigan & Edgar, 2020).

As Giorgi (1985), Van Manen (1990), Moustakas (1994), and other phenomenologists have stated, interviewing individuals who experience specific phenomena is the foundation source that phenomenological investigation relies on to understand the phenomenon. Accordingly, aspects that are core to the interviews are the following: general attributes of the conducted interviews, criteria of selection for potential participants, ethical considerations of dealing with human participants, and the interviewing procedures and some examples.

In the context of the study, the researcher determined teachers' lived experiences in implementing personalized teaching as a reading remediation strategy for struggling readers.

### Respondents

The participants of this study were fourteen elementary regular teachers of Nuling Integrated School who implemented personalized teaching as remediation strategy. The participants were selected via purposive sampling.

### Instruments

The researcher acted as a data collector, instrument, and observer. The interview was recorded to aide in the transcription of interview data. Then, after the transcription, the researcher processed the data for analysis and interpretation of the themes generated. As an instrument, the researcher did not influence the responses of the participants and the collection of data. Additionally, as an observer, the researcher took down notes in the process of interview and the conduct of this qualitative study.

Once focus group discussion was done, the responses were encoded, analyzed, and themes were developed.

## Statistical Tools

In this qualitative undertaking, thematic content analysis was utilized. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. A distinguishing feature of thematic analysis is its flexibility to be used within a wide range of theoretical and epistemological frameworks, and to be applied to a wide range of study questions, designs, and sample sizes.

Researchers have suggested that thematic analysis is a good first analytic method for novice qualitative researchers to master (Braun & Clarke, 2012; Clarke & Braun, 2017; Nowell et al., 2017). Thematic analysis is an appropriate and powerful method to use when seeking to understand a set of experiences, thoughts, or behaviors across a data set (Braun & Clarke 2012). Since it is designed to search for common or shared meanings, it is suited for examining unique meanings or experiences from a single person or data item.

## RESULTS AND DISCUSSION

### Teachers' Challenges in Implementing Personalized Teaching as a Remediation Strategy

Table 1 presents the emerging themes on teachers' challenges in implementing personalized teaching. From the participants' responses, the following themes are culled out namely, patience in the development of activities, time constraint, alignment to learners' needs, types of materials and activities, progress monitoring result, and parent-pupil convergence.

Table 1. Themes on the Challenges of Teachers in Implementing Personalized Teaching

Themes	Formulated Meaning	Significant Statements
<b>Patience in the Development of Activities</b>	Teachers calm manifestation in developing learning activities	Meeting the diverse needs of our learners (P2)
		Activity design that would cater the individual learning capabilities (P6)

		It needs patience and perseverance (P3)
		I've learned to be more patience in assisting each of my pupil in a supportive and flexible way (P4)
<b>Time Constraint</b>	Limited time in developing personalized lessons	could not continue the learning process given for that allotted time, since they are still struggling in reader (P5)
		Takes a lot of time and effort. Time management is needed to successfully implement this strategy (P7)
		Time needed to develop personalized lessons (P10)
		that it takes time in preparations and creates tension between competency-based practices and grade level standards (P13)
		the teacher can consume enough time and effort just to ensure the learning of every learner in the classroom (P3)
		the time needed to develop personalized lesson (P8)
		the time needed to develop personalized lessons (P9)
<b>Alignment to Learners' Needs</b>	Activities developed by the teachers that should be suited to learners' style	base it on the specific needs, interests and strengths of each pupils (P1)
		suited to the level of the learners (P2)
		make differentiated activities that will cater my struggling learners' needs, interests and abilities (P3)
		based on their learning abilities and needs (P6)

		my pupils need in terms of reading skills to be developed (P7)
		given differentiated instruction based on their personal learning characteristics (P8)
		prepare activities according to the level of each struggling reader (P9)
		Pupil's level of understanding (P10)
		knowing my pupils, his/her needs when it comes to learning, giving activities that best suited to him/her capacity (P13)
		prepared activities based on the interest and needs of my learners (P14)
<b>Types of Materials and Activities</b>	Materials utilized by teachers in implementing personalized teaching	learning materials with proper content and context and in the best way for my pupils (P4)
		preparing a printing reading materials suited to the level of my struggling readers (P5)
		consider the types of activities that pupils will need to engage, to achieve and demonstrate the intended learning outcomes (P11)
		activities should provide experiences that will enable students to engage, practice and came feedback on specific outcomes (P12)
<b>Progress Monitoring Result</b>	Assessing and monitoring of students' performance	through formative assessment with their reading ability(P4)
		pupil's performance and based on the result of their assessment (P10)
		through our Drop Everything and Read (DEAR) program and I let them sit

		beside me and monitor their progress reading (P5)
		through reading the Marungko Approach (P8)
		progress they made with the reading strategies I used and how they responded to the activities I presented to them (P7)
		Checked the different activities used by using checklist and prefer each one teach one strategy (P9)
		enable to practice and her progress and by keeping the result in one place as a part of monitoring (P13)
		checking them base on their academic status, tasks or activities given on how they react for it (P14)
<b>Parent-Pupil Convergence</b>	Parents and pupils' communication about reading performance	Call the attention of parents regarding the learning status of their children (P1)
		explain to the learners and to their parent the result of all activities conducted (P2)
		call the attention also of the parents of the struggling learners to help me resolve the problem of their children (P3)
		talk them one by one and ask them (P4)
		calling them one by one (P5)
		calling their attention and giving them the results of their reading material (P6)
		let them know individually the progress they make and how they respond (P7)

		I tell my pupils to review their lesson at home with the help of their parents (P8)
		Call their attention based on the result (P9)
		Calling attention or discussion. It is easy for them to interact or understand what is going through my assessment (P14)

**Patience in the Development of Activities.** This refers to teacher's calm manifestation in developing learning activities. This is one of the emerging themes that highlighted from participants' responses. The difficulty of keeping one's composure in designing activities for students' benefits.

The finding supports the idea of Wu, Zhang, and Dixon (2021) that patience involves teachers calmly dealing with challenging or unsatisfactory situations and delayed outcomes. Gokcen et al., (2020) believed that patience can bridge the gap between what one is doing and one's failed goals by mitigating negative emotions and galvanizing action. Thus, teacher patience merits attention when it comes to implementing assessment.

Also, Svider and Frasyuniuk (2020) noted that patience is still disputed, based on its common features. Teacher patience can be understood as teachers' endurance throughout the teaching process, tolerance of the unexpected, and perseverance to the end of an instructional goal. In other words, patience manifests when teachers remain calm mentally and behaviorally as they wade

**Time Constraint.** It refers to the limited time of implementing personalized lessons. Conceptualizing and contextualizing lessons would entail longer preparations and would require efforts. The participants believed that they lack the time in developing and implementing lessons intended for one-on-one setup. They should be given enough time for a better implementation of personalized teaching.

The time to develop, prepare, and implement personalized lessons is really a challenge to teachers. There are things to consider in the development of material like the competencies, readiness of the students, and time of implementation. This manifestation is somewhat evident to other settings that are implementing personalized version of remediation strategy. The best thing that a teacher should do is to breakdown the lessons and allot time in every activity to generate an accurate and efficient result.

**Alignment to Learners Needs.** In the conduct of personalized teaching, the activities are centered on students' weakness. Majority of the activities are aligned to learners needs.

The teacher incorporates in his/her personalized teaching the lessons or activities that are apt to the level of students. These activities are simplified versions for students to easily master. Contextualizing the activities is a viable means for students to pace themselves or grasp the lesson content. The alignment of the activities towards learners' needs is normally employed in the teaching-learning environment since this is the initial step to ensure that learning may take place in a remediation set up or implementation.

**Types of Materials and Activities.** These refer to the materials utilized by teachers in implementing personalized teaching. In the implementation of personalized teaching, several materials and activities are prepared by teachers. These materials are relevant to the need of the activities.

The result agrees with the statement of Kellough (2005), that detailed planning for teaching and learning is carried out for several reasons, but the most important one is to ensure curriculum coherence.

**Progress Monitoring Result.** The success of personalized teaching can be measured based on how students performed during the remediation sessions. Thus, teachers should keep a record on how these struggling readers pace well in the implementation of personalized teaching.

The finding is in consonance with the statement of Agayon et al., (2022) that teachers must keep track of their students' development and monitor the progress of their students. As a way of monitoring learners, Alves et al., (2019) indicated that in reading fluency assessment, it is recommended that the scoring of the number of words read correctly per minute (WCPM) and the number of words read incorrectly per minute (WIPM) be performed with three passages of the same difficulty level to then calculate the mean score. Thus, the WCPM measure can serve to screen for academically at-risk students, assign placement in remedial and special education programs, monitor student progress, improve teaching programs, and predict performance in high-risk assessments.

**Parent-Pupil Convergence.** It has been indicated in the literatures that parents play a big part on their children's success. Therefore, they should give guidance and support to their struggling children particularly in reading.

The result aligns with the statement of Caliskan and Ulas (2022) that parents have a significant role in their children's education and influence their learning and development. To achieve good reading performance, children need much guidance and assistance not only from their teachers but also from their parents in order to become successful readers. Moreover, Pahuriray (2021) indicated that in order to motivate and encourage their children to achieve better in school, parents should support their children in their studies, particularly by providing a supporting environment at home. Further, Mahinay (2021) noted that the task of teaching reading is not the sole responsibility of educators. The parents are likewise expected to augment and reinforce what is being developed in the school.

## Coping Mechanisms of Teachers in Handling Struggling Readers

Highlighted in table 2 are themes on the coping mechanisms of teachers while they are handling struggling readers. These themes are provision of varied strategies, knowing students learning needs, utilization of Marungko approach, provision of instructional materials, and use ICT and videos.

Table 2. Themes on the Coping Mechanisms of Teachers in Handling Struggling Readers

Themes	Formulated Meaning	Significant Statements
<b>Provision of Varied Strategies</b>	Teachers administration of different strategies	positive reframing, active coping and preparation of personalized reader materials (P8)
		provide more instructional materials (P2)
		Differentiated instruction (P10)
		reader a beginners' booklets as well as researching simple words like CVC (P5)
		reading and rereading of familiar texts (P9)
<b>Knowing Students Learning Needs</b>	Teachers diagnosis students' needs	consider the skills need to be developed (P8)
		you should know their learning ability so that you can apply best strategy in teaching suitable for their level (P14)
		providing them individualized learning materials based on their reading capabilities (P6)
		activity that suited to their ability (P3)
<b>Utilization of Marungko Approach</b>	Teachers implementation of reading strategy	I used the Marungko Approach which was introduced to us during our seminar on Reading (P3)

		I used repeated reading and also the Marungko approach (P10)
		used was using Marungko Approach/ use shared learning (P11)
		I used Marungko approach in handling struggling readers (P12)
		Marungko approach. This strategy helps a lot and encourage readers to learn by giving them more varied reading materials (P14)
<b>Provision of Instructional Materials</b>	Teachers usage of materials for teaching to improve reading performance of students	Provided with printed ink and paper for reproduction of reading materials and reading activity sheets (P2)
		purchase of things needed in the making of reading materials for the struggling readers (P3)
		received more reading materials from my colleagues, also additional videos for reading that I use to my pupils (P4)
		television, ink, also the school supplies to be able for them to get interest in reading materials (P5)
		provides supplies in making reading materials (P7)
		some reading materials to me to use for my learners (P8)
		making of learning and reading materials (P9)
		provided us the school supply in making our reading materials (P10)

		provides free reading materials (P12)
<b>Use ICT and Videos</b>	Teachers utilization of ICT and available videos	applying technology helps them boost their confidence and interest in reading (P1)
		I have utilized are ICT resources that help me design creative and interesting materials in implementing personalized teaching (P7)
		using television and educational videos (P8)
		I utilized are audio-visual presentations and power point presentation to boost their interest (P9)
		I also used reading videos (P10)
<b>Modification of Learning Activities</b>	Contextualizing the activities to be given during personalized teaching	activities or learning materials given to them (P1)
		I need to modify the activities based on the progress they are displaying (P7)
		Modify the activities suited to the level of interest of each struggling reader (P9)
		Modified activities should be suited to the learners (P11)

**Provision of Varied Strategies.** To cope up with the challenges, the teachers have to adopt or utilize varied strategies to inflict change on students reading performance. As the participants shared that:

Teachers should engage their struggling learners to different approaches or strategies. In this manner, this may cater issues on learning styles of the learners. These strategies go with the employment of creative materials to entice learners to engage and participate.

The finding is in consonance with the statement of Zimmerman, Reed, and Aloe (2019) that the use of repeated reading as a strategy, where students read the same passage

multiple times while receiving feedback and teacher or peer support, and non-repetitive reading, where students receive the same feedback and supports but read one or more texts without additional readings, are two types of fluency interventions that have both been shown effective for improving struggling readers' foundational reading skills.

**Knowing Students Learning Needs.** Conducting diagnostic assessment is one way of determining the kind of activity that every learner should be exposed. Through this, the nature or type of competency that is needed to address is match with an appropriate intervention. As teachers shared that:

To ensure that personalized teaching will be effective, it is very important to determine the competencies where these learners underperformed. These will become the gauge on the development of activities and assessment once learners are exposed to the remediation strategy.

The finding supports the statement of Eurydice (2011) that the most common approach to assist children who present with reading difficulties in Irish primary schools is to withdraw them from the regular classroom and provide learning support tuition either individually or in smaller groups.

**Utilization of Marungko Approach.** Majority of the participants have shared that to cope up with the challenges, the use of Marungko approach is viable or appropriate.

**Provision of Instructional Materials.** Instructional materials are important in the implementation of personalized teaching since this will make the developed activities enticing or attractive to the learners. Ordinarily, ink and paper are the basic materials need by teachers. These are used in printing reading materials and developing other materials for reading.

The school administration has provided teachers with the needed materials. These materials are needed in the implementation of the remediation strategy. Without these materials, this will be very difficult on the part of the teachers. Thus, teachers should be provided with enough materials for them to successfully implement the personalized teaching.

The finding aligns with the statement of Adepoju et al., (2020) indicated that considering the importance of reading comprehension and the process required to make reading take place effort should be made to make the teaching of reading effectively in the classroom with good use of instructional materials. Supporting this view, Aquino and De Vera (2018) advised that learning the skills of reading must be reinforced by good use of instructional materials.

**Use ICT and Videos.** Another way to cope up with the challenges is the use of videos and technology. The participants have indicated that it can boost the confidence of the learners.

The teachers have utilized educational videos to entice learners' interest and increase their engagement or participation. They also employed audio-visual and powerpoint presentation. Some participants have downloaded reading videos. This makes learning more interactive and learners have a clear picture on what they are reading.

The result supports the view of researchers that recognized the benefits of using computers and communication technologies to support students' learning activities (McLaren et al., 2022; Ruipérez-Valiente & Kim, 2020).

### Insights Acquired from the Challenges Experienced Using Personalized Teaching

Presented in figure 3 are the themes on the insights acquired by the teachers from the challenges they experienced in using personalized teaching. The themes are diagnosing learners' needs and interests, preparation consumes more time, and modification of learning activities.

**Table 3. Themes on the Insights Acquired from the Challenges Experienced using Personalized Teaching**

Themes	Formulated Meaning	Significant Statements
<b>Diagnosing Learners' Needs and Interests</b>	Teachers used of strategies in diagnosing learners' needs	Teacher should have wide range of strategies and techniques to give what learners need (P2)
		Focused on meeting pupils' individual learning needs while incorporating their (pupils) interest also (P4)
		Prepare activities that suits to their interest (P9)
		Determining the learning needs, interests and aspirations of individual students, and then providing learning experiences that are customized to a greater or lesser extent for each student (P10)
		Its needed that we know when to give the right instruction to our learners, what materials and activities suit our pupils and we need to equip ourselves

		with different strategies to fill-in the learning needs of our pupils (P13)
		Know your learners, their abilities, needs and strength (P14)
<b>Preparation Consumes More Time</b>	The amount of time spent in preparing the materials for personalized instruction	Needs more time/time consuming in preparing differentiated activities (P1)
		could become a burden sometimes since the preparation of activities for personalized teaching is time consuming (P3)
		And the weakness of course the time consuming. The time given, 30-minute allotted with the reading remediation is not quit enough. So that's why I can see here that weakness is the preparation of those learning materials (P6)
		But it is time-consuming and needs a lot of efforts (P7)
		It is time consuming for the learners that don't participate (P8)
		the weakness: it is very time consuming (P10)
		but the dump side is that it can really consume time (P13)
<b>Modification of Learning Activities</b>	Contextualizing the activities to be given during personalized teaching	activities or learning materials given to them (P1)
		I need to modify the activities based on the progress they are displaying (P7)

		Modify the activities suited to the level of interest of each struggling reader (P9)
		Modified activities should be suited to the learners (P11)

**Diagnosing Learners' Needs and Interests.** From their experiences, teachers have utilized wide range of strategies in diagnosing their learners. Only learners who struggle will take part in the remediation activity.

These factors should be identified by teachers so that an appropriate intervention will be offered to the learners. Also, accompanied by the interventions are the learning activities and materials that will encourage learners to participate in the session or activity.

The finding is in consonance with the statement of Hu et al., (2019) that though reading difficulties can be present early in a student's educational journey, older students can develop reading problems when they are required to comprehend more difficult text. If students are not identified early and presented with interventions, there can be consequences for the future of the student, both in school and in their life after schooling ends. Also, Brink and Nel (2019) indicated that early reading literacy is one of the foremost important aspects of a child's first years in his academic journey. Children need reading literacy to progress through life.

**Preparation Consumes More Time.** Most of the participants have indicated that the preparation of materials requires time and effort.

Developing materials for personalized instruction need longer time to contextualize the content. Teachers should maintain their focus in the development of such materials. This also need assessment from a master or head teacher if the content coincides with the target competencies. Therefore, the preparation of the materials should be done in time where teachers have no engagement or activity.

The result aligns with the statement of Prain et al., (2013) stated that if teachers are expected to provide personalized learning opportunities to students they need expertise, time, resources, and teamwork to develop a flexible curriculum that is adequately structured in content, learning tasks, and adaptable classroom practices to engage all learners and address contrasting learner needs.

**Modification of Learning Activities.** Indeed, it is apt to modify the activities to be given to struggling readers. It should be suited to their level.

Teachers have ensured that activities given are modified. It is in this manner that target competency will be achieved if the activities match to the level of learners. The modification is a form of contextualization of the content which aligns with the level of

struggling readers. Through this way, it is expected that the reader may show improvement on his/her skill.

The finding is in consonance with the idea of Basham et al., (2014) that the design of the classroom can influence the learning that will take place.

## CONCLUSION

From the findings of the study, the following conclusions were drawn:

1. The challenges experienced by teachers in implementing personalized learning strategy highlighted the following themes such as patience in the development of activities, time constraint, alignment to learners' needs, types of materials and activities, progress monitoring result, and parent-pupil convergence.
2. Teachers coping mechanisms in handling struggling readers focused on the provision of varied strategies, knowing students learning needs, utilization of Marungko approach, provision of instructional materials, and use ICT and videos.
3. The insights acquired by teachers from their experiences were diagnosing learners' needs and interests, preparation consumes more time, and modification of learning activities.

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