



Teachers' Experiences in Implementing Reading Intervention Programs for Grade 4 Pupils: Perceived Influence on Reading Comprehension Development in a Rural Elementary School Context

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ABSTRACT

This qualitative phenomenological study explored teachers' experiences in implementing reading intervention programs for Grade 4 pupils and examined their perceived influence on reading comprehension development within a rural elementary school context. Specifically, the study investigated teachers' instructional practices, implementation challenges, learner responses, and perceived literacy outcomes associated with reading intervention activities. Data were gathered through semi-structured in-depth interviews with twelve purposively selected elementary teachers involved in reading intervention programs. Thematic analysis following Braun and Clarke's framework was utilized in analyzing the data. Findings revealed that teachers encountered challenges related to learners' poor reading comprehension, limited vocabulary, weak fluency, low reading motivation, and inconsistent parental support. Despite these challenges, participants implemented guided reading activities, contextualized reading materials, phonics-based instruction, peer-assisted learning, and differentiated literacy strategies to strengthen reading comprehension and learner engagement. Teachers also emphasized the importance of patience, consistent reading practice, emotional encouragement, and learner-centered instruction in improving literacy development among struggling readers. Participants observed gradual improvements in learners' oral reading fluency, comprehension skills, vocabulary acquisition, and classroom confidence. The findings underscore the importance of responsive and contextualized reading intervention programs in promoting literacy recovery and reading comprehension development among Grade 4 pupils in rural educational settings.

Keywords: Reading intervention, reading comprehension, literacy development, elementary education, rural schools, remedial reading, qualitative research.

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I. INTRODUCTION

Reading comprehension is a fundamental literacy skill that significantly influences learners' academic achievement, communication competence, and overall educational development. In elementary education, reading comprehension enables learners to interpret texts, understand ideas, analyze information, and participate meaningfully in classroom learning activities. However, many Grade 4 pupils continue to experience reading difficulties that affect academic performance, classroom participation, and literacy engagement.

Reading challenges among elementary learners commonly include weak decoding skills, limited vocabulary, poor fluency, low reading motivation, and difficulty understanding written texts. These concerns become more evident in rural educational settings where learners may have limited access to reading materials, literacy-rich environments, and consistent academic support. Consequently, schools implement reading intervention programs to address literacy gaps and support struggling readers through targeted instructional activities.

Teachers play a critical role in implementing reading intervention programs and supporting literacy development among struggling learners. They are expected to utilize responsive instructional practices, differentiated literacy strategies, and learner-centered approaches that accommodate learners' varying reading abilities and educational needs. However, implementing reading interventions also presents instructional challenges related to learner motivation, resource limitations, attendance concerns, and diverse literacy levels.

Despite the increasing emphasis on literacy intervention programs, limited qualitative studies examine teachers' lived experiences in implementing reading interventions within rural elementary school contexts. Understanding teachers' experiences is essential in identifying effective literacy practices, instructional realities, and intervention concerns that influence reading comprehension development among elementary learners.

This study explored teachers' experiences in implementing reading intervention programs for Grade 4 pupils in a rural elementary school context. Specifically, it examined teachers' pedagogical practices, implementation challenges, and perceived influence of reading intervention programs on learners' reading comprehension development.

Objectives of the Study

This study aimed to:

1. Explore teachers' experiences in implementing reading intervention programs for Grade 4 pupils;
2. Examine instructional challenges encountered in reading intervention implementation; and
3. Identify perceived literacy outcomes and pedagogical practices associated with reading comprehension development.

Review of Related Literature

Reading intervention programs are designed to support struggling readers through targeted literacy instruction and scaffolded learning activities. According to Allington (2020), effective reading interventions emphasize individualized instruction, vocabulary development, fluency enhancement, comprehension support, and consistent learner engagement. Learners with weak literacy foundations require continuous instructional support to improve reading competence and academic participation.

Teachers implementing literacy intervention programs frequently encounter challenges related to learner motivation, comprehension difficulties, limited parental support, and varying literacy abilities. Snowling and Hulme (2021) emphasized that struggling readers often experience low confidence and reading anxiety, which negatively affect literacy participation and comprehension development.

Research further highlights the effectiveness of guided reading, phonics-based instruction, peer-assisted learning, contextualized reading materials, and differentiated literacy activities in improving reading comprehension and learner motivation. Graves, Juel, and Graves (2020) noted that responsive and learner-centered reading interventions significantly strengthen literacy development and reading engagement among elementary learners.

Theoretical Framework

The study was anchored on Vygotsky's Social Constructivist Theory (1978), which emphasizes scaffolding, guided interaction, and collaborative learning in literacy development. The study also utilized Chall's



Stages of Reading Development Theory (1996), which explains the progression of literacy acquisition and the importance of intervention support in addressing reading difficulties among developing readers.

These theories guided the exploration of teachers' instructional practices, implementation experiences, and perceived literacy outcomes in reading intervention programs.

II: METHODOLOGY

This study employed a qualitative phenomenological research design to explore teachers' lived experiences in implementing reading intervention programs for Grade 4 pupils in a rural elementary school context. Phenomenology was appropriate because it enabled the researcher to understand teachers' instructional experiences, literacy practices, and perceptions regarding reading intervention implementation and reading comprehension development.

The participants consisted of twelve purposively selected elementary teachers directly involved in reading intervention activities for Grade 4 pupils. Inclusion criteria required participants to: (1) currently implement reading intervention programs; (2) possess teaching experience related to literacy instruction; and (3) be willing to share their instructional experiences and perspectives regarding reading intervention implementation.

Data were gathered through semi-structured in-depth interviews focusing on instructional practices, learner responses, literacy challenges, intervention experiences, and perceived reading outcomes. Ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the conduct of the study.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Interview transcripts were transcribed, coded, and categorized to identify recurring meanings, patterns, and themes related to reading intervention implementation and literacy development. Trustworthiness was established through member checking, triangulation, audit trails, and thick description.

III: RESULT AND DISCUSSION

Theme 1: Addressing Learners' Reading Comprehension and Vocabulary Difficulties

Participants consistently identified poor reading comprehension and limited vocabulary knowledge as major literacy concerns among Grade 4 pupils. Teachers observed that many learners struggled to understand passages, identify main ideas, and answer comprehension questions independently.

One participant shared:

“Marami sa mga pupils ang hirap umintindi ng binabasa lalo na kapag unfamiliar ang words.”

Another teacher explained:

“Kapag comprehension questions na, kailangan pang ulit-ulitin ang explanation.”

Participants also noted that weak vocabulary knowledge affected learners' fluency and confidence during reading activities.

The findings suggest that reading comprehension and vocabulary limitations significantly affect literacy participation and reading development among Grade 4 learners.

Theme 2: Utilizing Guided and Contextualized Reading Strategies

Teachers emphasized the importance of guided reading, phonics-based activities, contextualized reading materials, and repetitive reading exercises in strengthening reading comprehension and fluency. Participants explained that simplified and localized reading materials improved learners' understanding and participation.

One participant stated:

“Mas naiintindihan ng learners kapag simple at relatable ang reading materials.”

Another teacher remarked:

“Malaking tulong ang guided reading at paulit-ulit na practice sa reading improvement nila.”

Teachers also described using peer-assisted learning, oral reading drills, and vocabulary-building activities to sustain learner engagement.

The findings highlight the importance of scaffolded and learner-centered literacy strategies in reading intervention programs.

Theme 3: Managing Learner Motivation and Limited Parental Support

Participants identified low learner motivation, irregular attendance, and limited parental involvement as significant challenges affecting reading intervention implementation. Teachers observed that some learners lacked confidence and



interest in reading activities.

One participant shared:

“May mga learners na nawawalan ng motivation kasi nahihirapan silang magbasa.”

Another teacher explained:

“Minsan kulang din ang support sa bahay kaya mabagal ang improvement.”

Participants emphasized the importance of encouragement, parental involvement, and positive reinforcement in sustaining learner participation and literacy improvement.

The findings indicate that emotional support and family involvement significantly influence reading intervention effectiveness.

Theme 4: Strengthening Reading Confidence Through Patience and Emotional Encouragement

Teachers emphasized that patience, emotional encouragement, and supportive classroom relationships significantly influenced learners' reading confidence and literacy participation. Participants viewed reading intervention as both an instructional and emotional process requiring consistent learner support.

One participant remarked:

“Kailangan talagang maging patient kasi hindi pare-pareho ang progress ng learners.”

Another teacher stated:

“Kapag supportive ang teacher, mas nagiging confident silang magbasa.”

Teachers also observed gradual improvements in learners' oral reading fluency, vocabulary development, comprehension skills, and classroom confidence as a result of consistent intervention activities.

The findings suggest that supportive and learner-centered reading intervention practices positively influence reading comprehension development and learner confidence.

Discussion

The findings revealed that Grade 4 pupils in rural elementary school contexts continue to experience literacy difficulties related to reading comprehension, vocabulary development, fluency, and learner motivation. These literacy concerns significantly affect classroom participation and reading engagement.

Despite these instructional challenges, teachers demonstrated pedagogical adaptability through guided reading, contextualized literacy instruction, phonics-based activities, peer-assisted learning, and differentiated intervention strategies. Participants further emphasized the importance of patience, emotional encouragement, and

supportive classroom relationships in strengthening reading comprehension development among struggling readers.

The study highlights the importance of responsive and learner-centered reading intervention programs in supporting literacy recovery and reading development among elementary learners in rural educational settings.

IV: CONCLUSIONS

The study concluded that teachers implementing reading intervention programs for Grade 4 pupils encounter instructional challenges related to learners' poor reading comprehension, limited vocabulary, weak fluency, low reading motivation, and insufficient parental support. These concerns significantly affect literacy instruction and learner engagement in rural elementary schools.

Despite these instructional realities, teachers demonstrated resilience and pedagogical adaptability through contextualized reading instruction, guided reading activities, phonics-based teaching, peer-assisted learning, and learner-centered literacy strategies. Teachers also emphasized the importance of emotional support, patience, and consistent reading practice in promoting literacy improvement and learner confidence.

The findings underscore the importance of strengthening reading intervention programs, literacy support systems, parental involvement initiatives, and teacher professional development programs related to reading instruction and literacy recovery.

Implications of the Study

The findings may guide school administrators, literacy coordinators, and policymakers in strengthening reading intervention programs, literacy resources, and instructional support initiatives for struggling readers in rural elementary schools. Schools may also enhance contextualized reading instruction, learner-centered literacy activities, and family engagement programs to support reading comprehension development.

The study further highlights the importance of supportive and emotionally responsive literacy interventions in improving reading competence, learner motivation, and classroom participation among elementary learners.

Future studies may further examine the long-term effects of reading intervention programs on learners' academic achievement and literacy development across diverse educational contexts.

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