

READING IN TANDEM AS READING REMEDIATION

by:

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Reading is considered a fundamental skill that one person must need to master. It opens a lot of doors in all walks of life. It gives opportunities for a person to know what is right or wrong. It also helps the success of one person in various industries. The ability to read and comprehend is highly important for the social development and advancement of one person, yet various problems in reading occurred over the past years, especially during the time of the COVID-19 pandemic.

The Philippines scored 340 on the Program for International Student Assessment (PISA) in December 2019, which is below the average performance of pupils in reading, and the country placed 77 out of 77 participating countries. This is concerning for the Department of Education. The challenge today is to increase learners' reading performance (DepEd, 2019). The issue of reading comprehension in the Philippines, as revealed by the PISA 2018 results, is not new. According to the Department of Education, 70% of children have lower reading skills compared to their grade level. Furthermore, according to a 2011 article in the Philippine Star, Filipino learners have insufficient reading abilities and enthusiasm. Moreover, Aquino, M. G., and De Vera, P. V. (2018) found that poor performance on the National Achievement Test was an indicator of poor reading comprehension abilities across primary and secondary students in the country. With the above-mentioned problem, various interventions were implemented. One of which is peer tutoring.

Peer tutoring is a form of instructional approach in which pupils are taught by their classmates who have been trained and monitored by the teacher. Peer tutoring

requires pupils to work in pairs with another student their age or grade level. Peer tutoring is an exceptionally effective method of improving student academic, social, and behavioral outcomes. Peer tutoring is effective for six reasons. First, it provides pupils with an additional opportunity to respond to academic information. In other words, learners have more opportunities to practice what they are learning by discussing it.

Several studies have improved students' reading abilities when it comes to remedial reading, but one of them is the study by Blanch, S., Duran, D., Flores, M., and Valdebenito (2015). The findings of a study on the effects of a peer tutoring program designed to increase reading comprehension competency in primary school students and their families at home revealed that peer tutoring effectively raises reading comprehension abilities and the potential of students with comprehension involvement for academic skill development. Peer tutoring is extensively used in many countries and is acknowledged by organizations such as UNESCO as one of the greatest instructional tools for high-quality education. Studies on the benefits of peer tutoring show that children improve their academic performance while also strengthening their socioemotional abilities (attitude toward school matters, discipline, and self-esteem). If students are provided the information they need to understand their responsibilities, activities may be scheduled and progress can be tracked.

Thus, Peer tutoring has been demonstrated to help learners, particularly those who struggle with reading, improve their abilities, with proper monitoring of the teachers, this initiative will be a big help to both learners and teachers to improve the reading skills of the learners which one of the major concerns of DepEd in the past decades.

References:

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