Developing Literacy Skills: Exploring Teachers' Experiences in Implementing Intervention Strategies for Public Elementary School Learners

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Abstract

This qualitative exploratory case study examined the experiences of public elementary school teachers in the district learning center (DLC) VI of Tacloban City Division, in implementing intervention techniques for the literacy development among learners. The study involved twenty (20) teachers from three public elementary schools in District Learning Center VI. The study utilized semi-structured interviews and non-participant classroom observations, utilizing interview guides and observation protocols to collect the data. Thematic analysis was used to analyze the transcripts. Interpretive and descriptive analysis were used to analyze the observational data. The study focused on determining the effective intervention methods, common challenges, and the overall impact of the interventions on literacy advancement. The findings revealed that the teacher employed a variety of intervention techniques to develop the literacy skills of the leaners, such as phonics teaching, literacy centers, reading aloud, and differentiated instruction. On the other hand, the findings indicate that the effectiveness of the implementation of interventions is affected by issues like absenteeism, resource shortages, and time constraints. However, the intervention strategies helped in improving reading comprehension, motivation, engagement, and the core competencies among learners despite the prevailing challenges. These have positively impacted the students' literacy development. The provision of support, tools, professional development opportunities; managing time constraints and absenteeism; and fostering collaborative learning communities are recommended. The study emphasized the significance of effective intervention strategies in public elementary schools for enhancing literacy education to enhance students' motivation and promote lifelong learning.

Key Words: literacy development, intervention strategies, experiences of teachers

1. INTRODUCTION

Early literacy development is essential for the learners' academic achievement and growth throughout their lives. Based on research, strong literacy skills in the early years of children have been linked to a higher likelihood of academic, social and emotional success in later years and to the learners' high level of self-confidence, and consistent engagement in learning experiences. Also, in this digital age, literacy skills are increasingly crucial for accessing and understanding online information, as well as engaging with the global community (National Institute of Literacy, 2008).) Literacy skills enable the development of knowledge, potential, and full participation in local and global society (Greenhill, 2010). Preschools with strong literacy programs are linked to less special education placements and retention among children in their later elementary years, which is positively impacting children who belong to the economically-challenged families (Yoshikawa et al., 2013).

Literacy encompasses communication skills like reading, writing, speaking, and listening, that essentially enable us to make sense of the world. This also includes skills in viewing, and symbolizing, as well as supplemental texts like print, digital, video, images, and conversations (Kennedy et al., 2012). Basic literacy involves recognition, comprehension, interpretation, production, and communication where learners can use textual and printed resources to complete this skill (Pretorius et al., 2016). However, being literate is not limited to these skills, but it largely

entails the application of a broad range of flexible literacy practices, techniques, and knowledge to effectively use texts for a variety of goals within social and cultural contexts (Anstey and Bull, 2010).

The development of literacy among learners in their early years is indeed challenging to the teachers and to the Department of Education as well. The weight of its significance in shaping the learners' future academic success, their love for reading, their lifelong learning, and their readiness to face the demands of the modern life is the impetus for the educators to innovate and adopt approaches in support to the DepEd thrust that prioritizes the development and enhancement of the learners' reading proficiency or literacy as emphasized in Every Child a Reader Program (ECARP) initiative. This aspires that every Filipino child should be able to read and write at their grade level (Department of Education, 2002).

The implementation of the interventions under the umbrella of ECARP is seen to have positively impacted the literacy level of the Filipino learners. Reports indicated that), 96.6 percent of Filipinos are literate (Department of Education, 2000). The United Nations Development Report (2009) as quoted in Imam (2016), highlighted that the Philippines has a high percentage of 93.4% literacy. In 2015, the rate for the youngsters was 98.2 percent as cited by Balinas, Rodriguez, Santillan & Villena (2017).

Nevertheless, these findings contradict to the studies which had shown the decline in Filipino learners' reading proficiency over the previous few years (Imam, 2016; Luz, 2007; Orencia, 2006; Selangan, 2015). Also, the study of Adriano (2015) revealed that some of the public elementary schools were not successful in the implementation of ECARP and this did not effectively enhance the reading skills of the learners. In addition, Cristobal (2015) reported that 1.2 million Filipinos between the ages of five and fifteen do not attend school and have low literacy skills. These findings that reveal the dwindling literacy status of the Filipino learners pushed the teachers, through the mandate of the Department of Education, to implement approaches that will address the issue.

The teachers play an important role in fostering the literacy development and their behavior and communication approach significantly impacts the literacy achievement of the students (Mielonen & Paterson, 2009). Teachers are ought to actively encourage students to practice their literacy skills and ensure growth using a variety of tools, including games, audiobooks, classroom activities, and literacy programs (Pretorius et al., 2016). The role of teachers in developing literacy, which include ensuring a learner-centered environment up to the understanding and application of appropriate strategies in the classroom, is complex and challenging (Dennis & Horn, 2011). In the Philippine educational setting, teachers are observed to have ceaselessly adopted strategies that are instrumental to the development of the learners' literacy skills. However, it is undeniable that the issue on poor literacy remains (Luz, 2007). The unsuccessful implementation of the different programs aimed at literacy enhancement is attributed to different factors such as learners' background and capacity level, teaching methodologies, access to resources, and support from the students' environment (Reardon, Valentino, & Shores, 2012).

The mentioned challenges need to be addressed. Several studies have delved into the challenges faced by learners in developing their literacy skills. Also, there are already investigations on the problems encountered by teachers in teaching reading or in enhancing the literacy skills of the learners. However, with the continued pressing issue on poor literacy among Filipino learners, there is a need to investigate further on the experiences of the teachers in teaching reading relative to the implementation of intervention strategies and how do these impact the learners' literacy development journey. Also, since the effectiveness of literacy teaching strategies in public schools is often underexplored, there is a need to look into this matter in the lens of the teachers' experience in public elementary school setting. Understanding these challenges and experiences through the practical applications of teachers can lead to the development of better practices, interventions, and policies to support student development (Mandinach & Gummer, 2016).

1.1. Purpose of the Study

This study aims to investigate the experiences of public elementary school teachers in using intervention strategies to improve students' literacy skills in public schools. Through an exploration of these experiences, the research

sought to identify effective methods, prevalent challenges, and the overall influence of these approaches on the advancement of literacy among students.

1.2. Research Questions

This study primarily aimed to explore the experiences of public elementary school teachers in implementing intervention strategies to develop the literacy skills of the learners.
Specifically, this sought answers to the following questions:

1. What are the intervention strategies that are usually applied by the public elementary school teachers in developing learners' literacy?
2. What are the experiences and challenges faced of teachers in implementing the intervention strategies to develop literacy skills of the learners?
3. How do the intervention strategies influence the students' literacy development?

1.3. Significance of the Study

The results of the study are of significance to policy makers, educators, administrators, and students, and other stakeholders involved in public school educational operations.
Understanding the experiences of teachers in implementing the common intervention strategies is necessary in developing evidence-based literacy programs for public primary schools. This aids in determining effective approaches and potential areas for development, which are contributory to the planning and designing of literacy programs to be implemented as well as the resource allocation. The direct interactions of teachers and students reveal practical challenges and achievements that build opportunities for specialized assistance and professional growth. Documenting the issues faced in the implementation of intervention strategies is important to gain insights on addressing issues and concerns, thereby create a supportive environment for teachers. Analyzing how the intervention strategies affect children's literacy development provides evidence of their benefits. This allows balanced allocation of funding for effective initiatives that will boost the foundation of the students' lifelong learning and academic achievements.

1.4. Scope and Limitation

This study focused on the experiences of teachers in the District Learning Center VI, Tacloban City in implementing intervention techniques to enhance the reading skills of the primary school learners. This delved into the challenges faced by the teachers in implementing the intervention strategies, the literacy development approaches applied, and the impact of these techniques on the students' academic performance and literacy development.
This investigation solely delved into the experiences of the teachers and that this does not cover the viewpoints of the viewpoints of administrators, parents, and other stakeholders. The geographic scope is limited to District Learning Center VI of Tacloban City Division. Thus, results may not fairly reflect the diverse experiences of teaches in other districts, divisions, and regions. The level and type of support and resources that the school obtains may vary from other institutions, thus, outcomes may not be consistent with other experiences. However, despite these constraints, the relevance of the study remains as this study is expected to contribute to the body of knowledge in literacy development.

2. LITERATURE REVIEW

This section presents the viewpoints of other authors and findings of the previous studies that have a significant bearing on the context of this recent investigation.

2.1. Importance of Early Literacy Education

Literacy is a vital survival skill in the 21st century, wherein its significance has been acknowledged even in previous eras when it was possible to land on a job and be involved in public discourse with scarce reading skills. Early experiences and opportunities can significantly enhance the chances of some children to learn how to read (Snow, 2017). As literacy covers reading comprehension, teachers in both private and public schools put much emphasis on the development of reading comprehension skills among learners.

Cooper et al. (2014) suggest that the academic success of a child can be directly linked to pre-determining factors, including pre-reading and early reading abilities. Pre-reading skills, such as oral language, listening comprehension, phonological awareness, print skills, and alphabet knowledge, play a crucial role in providing foundational literacy competence and contributing to future academic success. Numerous studies have found that early prereading skills are predictive of later reading achievement and important targets of intervention. A 2000 analysis of 70 longitudinal studies showed a direct correlation between the reading abilities of children from pre-school to second grade. Children with lower pre-reading and reading competencies in pre-school are likely to progress at a slower rate in their childhood.

Compromised reading comprehension can lead to significant negative life outcomes, such as health issues, school dropout rates, and unemployment, as evidenced by extensive research linking low reading proficiency to various negative outcomes (Batterham, et al., 2016). This is why parents and educators should understand that reading skills are the cornerstone of academic success and the development of literacy during the early years is essential (Baker, S.K., Turtura, J., & Gearin, B., 2017).

Poor performance in struggling readers, including students with learning disabilities, English language learners, and diverse reading needs, is largely due to a lack of strong foundation skills. Children entering middle school without these skills face difficulties in reading-intensive content areas like English language arts, social studies, science, and math (Zorfass & Urbano, 2008).

A high-quality early education is crucial for students' long-term academic success. It helps them understand the importance of reading and writing, motivating them to excel in their literacy development. Active engagement in the reading process allows children to use their growing knowledge and skills flexibly. A strong foundation for literacy and reading development can be developed through purposeful language and early print activities (Armbruster, Lehr, & Osborn, 2003).

Reading is an ongoing process that builds upon various skills and progresses at the learners' own pace. The foundations of good reading are similarly essential for all children, regardless of gender, background, or special learning needs. Most children use the same processes, but some may need more support or instruction in specific reading skills. Children who develop basic foundational skills in language and literacy in preschool are ready to learn to read and write, which allows them to develop and flourish as readers on the K-12 pathway (e (Ballantyne, Sanderman, & McLaughlin, 2008).

The above views highlight the significance of early literacy education. The literature review emphasizes the importance of literacy in elementary education. As this study aims to identify and analyze effective intervention strategies, this is essential in drawing connections between theoretical understanding and practical approaches. Evidence-based recommendations for improving literacy outcomes, are arrived at, which contribute new insights to the field of literacy education.

2.2. Intervention Strategies in Literacy Development

Reading intervention strategies are approaches designed to assist students who are struggling with reading, addressing various reasons such as difficulty decoding words, poor comprehension skills, and low reading fluency. These strategies aim to improve students' reading skills and enhance their overall reading abilities (Lego, 2014).

2.2.1. *Reading Aloud*

One of the most effective strategies for literacy development is reading aloud. This is a powerful strategy for fostering young literacy development among children. It aids in language acquisition, vocabulary growth, and fosters a love for reading. Reading exposes children to new vocabulary, sentence structures, and storylines that enhances their language skills and enable them to develop larger vocabularies and better comprehension abilities (Coyne, Zipoli, & Ruby, 2006). Reading aloud enhances the learners' comprehension, memory, fluency, and pronunciation, making it easier for them to retain information. This can be utilized in both classrooms and homes. Students can engage in reading together to develop their oral communication skills. Parents can read aloud to their children before bedtime and help in instilling a love for reading, thereby strengthens vocabulary development (Lego, 2014).

2.2.2. *Phonics*

Lego (2014) explained that phonics is a reading strategy that helps students understand the connection between letters and sounds. It can be taught in schools or at home to help students who are struggling with reading. Parents or teachers should choose a phonics program that suits their child's reading level. After choosing a curriculum, it is imperative to provide ample support to help the learner understand and become proficient. Instructors can help students understand the different sounds produced by letters in the classroom through phonics lessons and practice problems.

Phonics instruction is crucial as it helps children decode unfamiliar words and build a strong foundation for reading and writing. Effective phonics instruction could improve these results by ensuring that children have the necessary foundational skills for reading comprehension (Adetunji, 2017).

2.2.3. *Individualized Reading Instruction*

Individualized reading instruction (IRI) is a popular intervention strategy that provides targeted, tailored instruction to students struggling with reading. It is a unique approach that requires collaboration between teachers and parents to find the best strategy for each student. IRI can be highly effective in helping students improve their reading skills quickly.

In addition, in individualized teaching, a teacher focuses on a student's individual learning needs, providing personalized attention, self-paced learning, and customized teaching strategies. This approach accelerates student achievement through high-quality instructions and reduced distractions. It also fosters a more effective and interesting learning environment, leading to improved academic performance and helping students reach their full potential by addressing their strengths, weaknesses, and learning preferences. Generally, individualized teaching is a valuable approach for students who are needing optimum assistance for literacy development (Connor, & Morrison, 2016).

2.2.4. *Guided Reading*

The guided reading method is a small-group instructional strategy in which teachers assist students in creating effective strategies for deciphering difficult and unfamiliar texts. This method meets each the unique demands of children while assisting them in improving their fluency and comprehension. It provides individualized learning opportunities for the learners' literacy enrichment. The effective approaches include working with flexible groups, reading texts that are above the comfort levels of the children, and giving them new resources to enhance their reading comprehension skills.

Guided reading allows teachers to assist a small group of students to independently read a text, thereby foster greater control over the reading process through the development of reading strategies and aid in decoding and constructing meaning, and scaffolding their understanding (Duke, Pearson, Strachan, & Billman, 2011).

2.2.5. *Partner Reading*

Partner reading is a popular intervention strategy for struggling students, where a learner reads aloud to a partner who helps sound out words and provides encouragement, thereby improving reading skills and fostering relationships with supportive peers (Lego, 2014).

Partner reading is a technique where two students read together, taking turns and providing feedback. It helps students practice expressive reading, ensures correct practice, and fosters fluency and expressiveness. Teachers can

move around the classroom, pay attention to students, and provide customized attention (Armbruster, Lehr, & Osborn,2001).

2.2.6.Tutoring

Tutoring rooted in historical traditions that focuses on a diagnostic-prescriptive approach to skill acquisition, emphasizing one-to-one work as the ideal setting. The shift in literacy focus has transformed from skills to the social and cultural aspects of literacy activity, emphasizing the significance of contextual and community-related forces in literacy development. The change in understanding literacy from a skill to a process and to a practice implies the need for future directions through tutoring to develop literacy (Schutz & Hoffman, 2017).

Lego (2014) explained that tutoring is a valuable tool for students who require extra assistance with reading, homework, and test preparation. It aids in improving reading skills, assisting with homework and providing motivation, making it essential for struggling students.

2.2.7.Literacy Centers

Literacy centers are classroom areas where students can improve their reading skills. Common activities include word work, reading, writing, and spelling. Word work focuses on sorting words by syllables, identifying vowel sounds, and building words using magnetic letters. Reading allows students to read books at their level and work on comprehension questions. Writing helps students strengthen their skills by providing prompts, story starters, and activities. Spelling centers provide activities to learn and practice new spellings (Lego, 2014).

Reading or literacy centers are ideal for classrooms as they allow children to work individually or in small groups that encourages students at different levels to complete activities based on their abilities and preferences (Tuffelmire, 2017).

2.2.8.Differentiated Instruction

According to Weselby (2014), every student possesses a unique learning style. This may vary in in terms of the level of comprehension and abilities. Hence, there is a need to implement differentiated instruction in order to address the diverse needs of the learners. Differentiated instruction takes into account the students' individual learning styles and level of readiness before designing lesson plans.

Hall, Vue, Strangman, & Meyer (2003) define differentiated instruction as a method where teachers customize instruction and assessment to match student characteristics, allowing all students to access the same curriculum through learning tasks. This approach involves strategies to differentiate content and process based on the readiness, interests, and learning profiles of the students, which is essential in creating a more inclusive and effective learning environment.

Weselby (2014) further explained that differentiated instruction is proven effective for excellent and mild to severe disabled students. It offers students more options for learning, encourages responsibility, and increases engagement. Classrooms with differentiated lessons also report fewer discipline problems.

Intervention strategies in literacy development include reading aloud, phonics, individualized instruction, guided reading, partner reading, tutoring, literacy centers, and differentiated instruction. These methods address specific reading challenges like decoding difficulties, poor comprehension, and low fluency. They provide tailored support to meet individual needs and foster reading proficiency. Reading aloud improves comprehension and vocabulary, phonics builds decoding skills, and individualized instruction boosts achievement. These strategies align with research questions, exploring commonly applied techniques, teachers' experiences, and their impact on students' literacy development in public elementary schools.

2.3. Importance of Intervention Strategies in Literacy Development

Early literacy development significantly influences a child's academic success and lifelong learning, with children who develop strong literacy skills being more likely to achieve academic success. Research indicates that children

with a strong literacy foundation are better prepared for formal education, perform better in reading and writing tasks, achieve higher grades, and complete more years of schooling (National Institute for Literacy, 2008).

To help struggling readers, interventions should focus on foundational skills like phonemic awareness, phonics, word recognition, and fluency. Different interventions should include instruction in both domains. Effective phonics instruction should extend beyond single syllable word decoding to multisyllabic decoding, using syllabication and word parts to break apart and decode longer words. This approach helps address the diverse reading needs of older struggling readers (Boarman et al., 2008).

Research suggests that individualized interventions designed according to individual student needs can be effective for elementary and secondary students who have not responded adequately to previous interventions (Denton et al., 2013).

Fundamental literacy development begins before a child enters the classroom. When adequate support is not provided, educators can implement strategic literacy interventions in early learning classrooms to bridge educational gaps and give every child a chance to progress and achieve literacy competence. Consistent application of the intervention strategies ensures sound pedagogical practice and comprehensive opportunities for each early childhood students to thrive (Weiss, 2013).

This study emphasizes the importance of early literacy development for academic success and lifelong learning. It emphasizes foundational skills like phonemic awareness, phonics, word recognition, fluency and the effectiveness of individualized interventions that are structured to respond to students' diverse reading needs. The study aimed to provide insights for practical application in public elementary schools so as to develop targeted interventions for young learners.

2.4. Experiences and Challenges Faced by Teachers in Literacy Development

Reading proficiency is a crucial skill that significantly influences an individual's academic, personal, and professional success. Reading skills are primary goals in early education, and challenges can lead to negative outcomes (Wigfield et al., 2016). In addressing the challenges, educators also implement initiatives and adopt interventions to help the learners develop their literacy skills.

Reading intervention approaches aim to improve fluency and comprehension skills in students with reading difficulties, aiming to help them achieve proficiency in fundamental academic abilities like literacy and numeracy (Hulme & Snowling, 2013). While the teachers continuously attempt to design and implement appropriate interventions for literacy development, they also encounter challenges along with the process. Recognizing these challenges is necessary for adjustments and building support.

The common challenges that teachers face in teaching reading and in literacy development are connected to learners' difficulty with alphabetic letters, pronunciation, reading complex sentences, and comprehension. They often spell per syllable and could not pronounce words correctly. Also, they encountered pronunciation issues, difficulty in reading complex words, long words, and reduced letters in sentences. The reading speed of the learners also affects the process. Students read slowly and repeatedly, struggling with comprehension and reading words with consonants ((Ahmad, Awang & Yunus, 2015).

Other common issues that the teacher face in literacy development are the lack of support, the cognitive disabilities of the learners, limited resources, workloads and increased duties. All these affect the delivery of reading instructions (Bunce, 2010).

The literature on the experiences of teachers in literacy development is crucial for understanding the challenges they face in implementing literacy interventions. Key issues include students' difficulties with alphabetic letters, pronunciation, comprehension, and reading speed, which directly impact the effectiveness of literacy strategies. Insufficient support, cognitive disabilities, limited resources, and increased workloads also underscore the need for better systemic support and resources for teachers.

This study therefore aimed to provide insights into the practical experiences of teachers in public elementary schools and the challenges they face in implementing literacy interventions. It focuses on these experiences and challenges

to provide practical recommendations for improving literacy instruction, thereby enhance students' reading proficiency and overall academic success.

2.5. Influence of Intervention Strategies on the Literacy Development

Poor foundation skills among struggling readers, including students with learning disabilities, English language learners, and diverse reading needs, contribute to poor performance. High-quality early education is crucial for the long-term academic success. Understanding literacy development motivates learners to excel. Active engagement in reading helps children use knowledge and skills flexibly and in combination with all developmental domains. Children develop a strong literacy and reading foundation through purposeful language and early print activities. With appropriate instruction and strategies, children can develop essential foundational skills for reading with proper instruction. This is why implementing intervention strategies is essential (Zorfass & Urbano, 2008).

Research indicates that intensive and remedial instruction is crucial for beginning and at-risk readers. Poor readers in elementary school often persist throughout their school years, which suggest the need for early interventions in reading (Schatschneider, Carlson, Francis, Foorman, & Fletcher, 2002).

Literacy interventions are crucial for children's academic and social success in order to ensure reading proficiency and bridge learning gaps by tailoring strategies to individual needs (Austin, Vaughn, & McClelland, 2017).

The literature emphasizes the importance of early and targeted interventions for struggling readers. It highlights the need for high-quality early education and appropriate literacy interventions. The research aims to explore effective strategies implemented by public elementary school teachers to enhance literacy development. It addresses the gap in understanding how these strategies can be systematically applied to meet diverse student needs and improve reading outcomes, foster academic success and forge ways to address learning gaps.

3. METHODOLOGY

This section presents the elements of the research process in the study. This includes research design, participants of the study, research instrument, ethical considerations, data gathering procedure, and data analysis.

3.1. Research Design

This study is qualitative in nature that specifically employed the exploratory case study design. This sought to explore the experiences of the teachers in implementing the intervention strategies to understand their perceptions, feelings and insights. Along with the purpose of exploring the experiences of the teachers in the utilization of the strategies is the identification of the challenges faced by the teachers, the common interventions used in literacy development, and the impact of these strategies on the development of literacy among the learners. According to Yin (2003), the exploratory case study design aims to investigate situations in which the intervention being explored has no clear single set of outcomes. Also, a case study uses a range of data sources to investigate or explain a phenomenon to gain detailed understanding in their real-life context. It enables the researcher to investigate people or groups, from straightforward to intricate interventions, connections, communities, or initiatives. (Yin, 2003) In this study, the researcher utilized two data sources, which are from interview and non-participant classroom observation. In addition, the investigation covered a topic on teachers' experiences in literacy interventions, which may not fully be understood in other districts, thus there is no specific standard outcome. Then, this has also delved into literacy intervention strategies used by teachers, their experiences, perceived effectiveness, challenges, and the impact on students' literacy development to gain in-depth understanding and exploration.

3.2. Participants of the Study

This study involved the 20 teachers from the three public elementary schools in the district learning center (DLC) VI in Tacloban City Division. This is conducted within school year 2018-2019. These participants, from BLISS Elementary School, Panalaron Central School, and Sto. Niño SPED Center, were chosen through purposive sampling. Creswell (2007) explained that purposive sampling determines the necessary criteria, bases, or standards needed to conduct the study and then search for participants with similar attributes. In this study, the method was used to select participants with relevant literacy intervention expertise, involving the teachers from the three schools and from varied grade levels to ensure diverse range of viewpoints and experiences and who could provide the data needed.

3.3. Research Instrument

This study primarily used an interview guide or interview protocol that elicited data on the teachers' experiences and challenges in implementing the intervention strategies for literacy development, their perceptions, and challenges encountered during the implementation. This contains two parts, Part 1 for the demographic profile and Part 2 are the set of predefined open-ended questions, which allowed the exploration of the themes and provided an opportunity for follow-up on the participants' point of interest.

Another instrument utilized in this study is the classroom observation protocol. This instrument is designed in order to obtain detailed data on the applied intervention strategies, the instructional practices, and student interactions, classroom atmosphere and the impact of the strategies on the learners' literacy development. The observation protocol includes the basic information such as the name of the teacher observed, date and time of observation, the grade level, and the number of students in class. The second part indicates the learning resources available and classroom environment. The third part include the intervention strategies used in instruction, the content of the lesson, the teacher's behavior and instructional techniques, and the learners' behavior. The last part is for the observed challenges and feedback.

3.4. Data Gathering Procedure

The researcher primarily sought consent from the concerned offices to be able to conduct the study in the public elementary schools within DLC VI, Tacloban Division. Upon approval, the participants were oriented with the purpose and procedure of the study. Consent Form to indicate the participants willingness to be involved in the study were filled out. Then, the interview schedule is set and disseminated.

In the actual interview, the participants were briefed again as to the purpose of the investigation as well as the time limit. The researcher made sure that the place of the interview is free form distractions. During the interview, audio recording was done with the respondents' permission. After the interview, identity was done to avoid misquotations. The participants were also informed that the data they shared will be kept confidential and their identity will not be disclosed.

In terms of classroom observation, the researcher conferred with the participants as to the time frame of observations, which were carried out thrice in a week for a month. The same teacher participants in the interview were observed. The aim was to document the real implementation of the intervention strategies and how these influence the learners' literacy development. This also enabled the comparison of the observation results with the responses in the interview. Aside from the classroom observation protocol, the researcher also used filed notes to record classroom significant learning episodes.

3.5. Data Analysis

Thematic analysis was used to analyze the data from the semi-structured. The information gathered through audio recording were transcribed and categorized through coding so as to identify themes. A thorough review of interview transcripts was also conducted. The general themes represent educators' perspectives, experiences, and difficulties in implementing literacy intervention techniques.

To analyze the data from classroom observation, the interpretive and descriptive analysis were applied. The descriptive approach constitutes the summary of the observation notes based on the predetermined categories in the observation protocol—such as the intervention strategy applied, the behavior of the teachers, and the degree of student engagement. This provides a thorough description of the interactions and activities that were seen in the classroom. The descriptive summaries were examined using interpretive analysis to find insights about the use and efficacy of literacy programs. The observational data were analyzed to determine the key themes that center on the practical applications of various techniques and their effects on the literacy development of students. The results from the observations and interviews will be compared and contrasted using triangulation to provide thorough insights.

In addition, to clearly present the common and specific intervention strategies applied, the usual challenges met by the teachers, the perceived effectiveness of the intervention strategies and the observed impact of the techniques on the literacy development of the learners, data are shown in tabular forms, where the frequency of responses and the percentage of respondents are also indicated.

4.   RESULTS AND DISCUSSION

This part highlights the information gathered from the interview and observation, which are presented according to the sequence of the research questions. This also includes the discussion of the results with quoted transcriptions and the analysis or interpretation of the data.

The data gathered addressed five questions that are significant in understanding the experiences of the public elementary school teachers in implementing the intervention strategies for literacy development, the challenges they encountered as well as the impact of the strategies on the enhancement of the learners' literacy skills.

4.1. What are the intervention strategies that are usually applied by the public elementary school teachers in developing learners' literacy?

Through the semi-structured interview, the diverse intervention strategies in literacy development utilized by the public elementary school teachers were identified. The table that follows summarizes the description, frequency and percentage of respondents using each strategy.

Table 1

Common Intervention Strategies Used in Literacy Development

Strategy	Description	Frequency (No. of Respondents who use the strategy)	Percentage of Respondents
Differentiated Instruction	Varied teaching methods and materials are used to address the diverse needs of the learners.	20	100%
Individualized Reading Instruction (IRI)	Reading materials are chosen and designed to fit to the learners' level of capacity and allow students to learn at their own pace.	17	85%
Guided Reading	Small group instructions are given to the learners, catering to their unique needs.	14	70%
Reading Aloud	Learners are involved in interactive reading experiences such as reading aloud with peers, discussions of the text, making predictions, and doing reading comprehension tasks.	20	100%
Tutoring	One-on-one or small group tutoring is carried out to aid the most struggling learners in developing their literacy.	12	60%
Multi-media Integration	Online resources and interactive tools are used in literacy development instruction.	18	90%
Literacy Centers	Reading corner provided with materials appropriate to the learners' level is set up in the classroom.	20	100%
Partner Reading	Learners are assigned with partner in doing reading tasks.	17	75%

Phonics Instruction	Instructions on phonics to help learners learn to read and write (hear, identify and use sounds to distinguish one word from another) were conducted.	20	100%

These responses from the interview were categorized into the following themes to arrive at analysis and interpretation. The responses with common context are grouped and quoted.

Theme 1. Inclusive Approaches

The participants commonly utilized the differentiated instructions and literacy centers to address the varying needs of the learners relative to their literacy development. The teachers employ these strategies to cater to the differing learning styles of the students at different levels. The literacy centers also serve as reading hub that allows the readings to explore reading materials that are of their interest and reading level.

As shown in the table, 100 percent of the teacher-respondents apply the strategies in developing literacy among learners. This suggests that the teachers believe in the effectiveness of these inclusive approaches.

The similar responses for problem 1 are capsulized through these comments of specific respondents:

T3 stated,

"I use differentiated instructions to help other students, especially the struggling readers".

T12 reported,

"Through differentiated instructions, I am able to help develop the reading skills of the learners by meeting their unique needs and learning styles".

T16 said,

"The literacy centers allow the learners to be engaged in reading, especially during their free time or in our reading time. I usually let them visit the reading corner and pick some books that are of their interest. Then, whoever needs assistance, I also help them. This intervention is really helpful because I get to know the interests of the learners and that their engagement in reading is increased".

T20 explained,

"The literacy center is set up because aside from the fact that it is a requirement as part of the reading intervention program, I consider it important in giving the learners a chance to read in school instead of playing outside during their free time. They get to choose the books or material that they like. Although some of them just enjoy browsing through the illustrations with their friends, I still notice that their attention is caught by some sections that they really have to read. Also, when I let them do group work in reading, it is easier for them to access varied materials".

Differentiated instruction and literacy centers are widely used by teachers, aligning with the concept of inclusive approaches. This is in consonance to the viewpoint of Lego (2014) emphasizes the importance of using varied teaching methods and materials to cater to diverse learning needs. Interview responses show that teachers recognize the effectiveness of these inclusive approaches in supporting literacy development among students with varying needs and preferences.

Theme 2. Individualized Learning Experiences

The individualized reading instruction (IRI) and tutoring are considered necessary in providing utmost assistance and support to struggling learners. These strategies allow the teachers to provide personalized instructions to meet the unique learning needs of the students. Likewise, the learners in these approaches acquire the learning experiences that are specifically tailored according to their abilities (Lego, 2014).

Although not all of the teacher-respondents are utilizing the approach, there is still more than a half of them that employ the strategies as indicated by the high percentages of the participants who adopted IRI (85%) and tutoring (60%).

The common responses that surfaced are:

T2 explained,

"Sometimes, tutoring is the best approach that I applied especially when giving remedial instruction to the learners who are classified as "emergent" or "frustration" readers". It makes me easier to help them develop their reading skills".

T8 reported,

"I am able to provide specialized instruction for specific learners. With IRI, 3 struggling readers in my class have shown progress after a month of giving them individualized learning materials with my guidance and assistance".

T19 said,

I used IRI when I observed that some of my students cannot go at par with their classmates. This is to make sure that they are not left behind".

The information collected shows that a significant number of teacher-respondents use individualized reading instruction (IRI) and tutoring to aid in literacy development, with 85% adopting IRI and 60% using tutoring. This recognizes the belief of Baker, Turtura, & Gearin (2017) that reading skills are crucial for academic success. Teacher-respondents also highlight the benefits of tutoring in providing remedial instruction to emergent or frustrated readers, and the positive impact of IRI in addressing the specific learning needs of struggling readers. The data are suggestive of the importance of personalized approaches in supporting struggling readers and improving their literacy skills.

Theme 3. Collaborative Learning

Guided reading, partner reading, and reading aloud are strategies that foster interaction among learners. The learners are usually split into pairs or small groups and are given the chance to work with their reading tasks interactively. In guided reading, the learners are led by the teacher in dealing with texts at increasingly challenging level (Mulvahil, 2018). Partner reading and reading allowed also maximize the potential of other learners to motivate their peers so they will be engaged in reading.

The frequency and percentage of teachers using the guided reading, reading aloud and partner reading strategies are high at 70%, 100%, and 75%, respectively. This suggest that teachers also found these techniques applicable and effective.

T7 mentioned,

"Guided reading is effective because this allows me to focus on small groups of learners at a time".

T16 agreed and stated,

"Reading aloud motivates learners to be engaged in reading, for they found this as shared and fun activity. Hence, this improves their comprehension level".

T15 also commented,

"Partner reading allows the learners to work collaboratively. This also building mutual support among the learners/ "

The data attest that guided reading, reading aloud, and partner reading are widely used strategies in literacy development, with high adoption rates (70% for guided reading, 100% for reading aloud, and 75% for partner reading). These strategies are emphasized by Duke, Pearson, Strachan, & Billman (2011), underscoring the importance of interactive strategies in literacy instruction. The responses of the teacher-respondents support the connection, highlighting the effectiveness of guided reading in focusing on small groups of learners, the motivation of reading aloud in motivating learners, and the foster of collaborative work and mutual support in partner reading.

Theme 4. Technology Integration

The advent of technology has marked a change in literary style, culture and mindset and became a part of the collaborative learning process. The use of technology in teaching reading facilitates learning (Sarangi, 2015). In the primary school setting, the use of multimedia played a crucial part in encouraging the learners to learn. The exposure of the learners to an instruction that utilizes technology aid them in understanding the scenario in virtual world. Hence, teachers are expected to use this strategy.

The table shows that 90% of the respondents use technology in classroom instruction, which reflects that the participants are technologically-updated. This also suggests that the effectiveness of multi-media integration is seen by most of the respondents.

T13 stated,

"Integrating multi-media in instruction makes learning interactive and keep the learners engaged in the discussion or learning tasks".

T15 also explained,

"The use of technology in the classroom instruction makes the learning flow smooth. Multi-media medium such as digital flashcards, videos, online reading games catch and hold the attention of the learners, keeping them engaged all throughout the instruction. Also, the use of infographics facilitate understanding".

T1 commented,

"I observe that the learners enjoy reading with the use of videos, PPT and digital flash cards. Although these are not used within the whole period, these already stirred the learners' interest to be involved in the tasks, which also encourage them to interact with their peers, especially when they talk about the topics shown to them using video clips".

The results reveal that 90% of teachers use multimedia integration in their classrooms for teaching reading. This is supported by the emphasis that Weiss (2013) placed on the role of technology in enhancing learning experiences. Teachers-respondents accentuated the value of interactive nature of multimedia in learning that keep the learners engaged. Digital flashcards and online reading games, for example, help maintain learners' attention throughout lessons. The overall data highlight the importance of multimedia integration in literacy instruction, as teachers believe technology enhances the learning process and fosters engagement.

Theme 5. Fundamental Skills

Phonics instruction is used to develop the learners' foundational skills in reading. In their early education, they are expected to understand the interconnection between letters and the sounds they make to forms words. This is often used with children classified under the "early" or "emergent" level of reading proficiency (Lego, 2014).

It is revealed in this study that the 100% of the teacher-respondents utilize the strategy in developing this skill among learners, which is instrumental to their literacy success.

T16 mentioned,

"*Learners have to acquire the basic skills in reading before they can confidently handle reading comprehension activities. Phonics instruction is essential in developing the learners' basic reading skills. Thus, I often use this with struggling readers and non-readers*".

In addition, Teacher 4 stated,

"*With phonics instruction, the decoding and word recognition skills of the learners are developed. This serves as a foundation that enables to read with comprehension along with vocabulary development*".

The data reveal that public elementary school teachers are dedicated to inclusive education, using differentiated instruction, literacy centers, reading aloud, and phonics training. They provide personalized reading instruction and tutoring that foster cooperation and involvement. Interactive and collaborative strategies promote cooperation, while technology integration enhances learning effectiveness and engagement. This comprehensive approach to education demonstrates a commitment to inclusive and fundamental education.

Teachers employ diverse strategies to address the complexity of literacy development, emphasizing the need for diverse approaches to cater to all students' needs. The study underscores the importance of providing educators with the necessary tools and training to effectively implement these strategies to ensure that every student receives the necessary support for reading improvement.

The responses depict that all teacher-respondents use phonics instruction to develop fundamental reading skills among learners. This is linked to the perspective of Adetunji (2017). Teachers are aware of the importance of phonics in developing basic reading skills, particularly for struggling readers and non-readers. Generally, the data supports the significance of phonics instruction in literacy development, putting much value on its role in developing foundational reading skills.

4.2. What are the experiences and challenges faced by teachers in implementing the intervention strategies to develop literacy skills of the learners?

Through the semi-structured interview, the data on the teachers' experiences in implementing the intervention strategies for literacy development were derived. The data were categorized under themes such as positive outcomes, challenges in the implementation, support and development needs, and innovation and adaptation.

Theme 1. Positive Outcomes

During the interview, the teacher respondents frequently emphasized the positive impact of the intervention strategies on the learners' progress and reading engagement.

T4 explained,

"*The intervention strategies caused notable progress in the learners reading and writing skills. For example, since I started using partner reading and individualized reading instruction strategies, I have noticed improvement in the learners' reading performance. This is because I was able to assist them while they learn at their own pace*".

T9 reported,

"*With the use of literacy centers, I have observed that the learners get more engaged in reading and they enjoy doing the interactive activities*".

T17 added,

"Reading aloud motivated the learners to participate in literacy development activities. Some of the learners love it when they read aloud the reading passages and they are also eager to discuss using questions given in the material. However, I always make sure that the reading materials are appropriate to their reading abilities".

T5 also articulated his viewpoint,

"I found partner reading motivating. When students are paired with a classmate in doing a reading task, they gain confidence, thinking that they will not be alone. Hence, I am able to really let them read in class".

T20 remarked,

"I am confident that my struggling learners learn when I do tutoring. In this manner, their specific learning needs are duly addressed".

T8 pointed out,

"The use of differentiated instructions is effective. The learners with specific needs and reading problems are aided. They had the chance to learn at their own level and pace".

The results demonstrate the positive impact of intervention strategies on the learners' progress and engagement, which is in accord to the perspective of Connor, & Morrison (2016). The study reveals that individualized instruction strategies, such as partner reading and tutoring, significantly enhance reading performance and engagement in literacy centers. It also highlights the effectiveness of tutoring in addressing students' specific needs, which highlights the importance of individualized attention for enhancing academic success.

Theme 2. Challenges During Implementation

Despite the remarkable positive outcomes that the teacher respondents shared relative to their experiences in implementing the intervention strategies, they also shared some drawbacks. The common issues that emerged were time constraints, limited resources, and learners' absenteeism.

Most of the teacher-participants found it challenging to accomplish the tasks for individualized interventions. Some learners need ample time to really grasp the lesson, which means the teachers have to allocate much time for these learners.

T5 reported,

"I cannot usually accommodate the learners who need assistance in working on their tasks in an individualized reading instruction. I have a student who needs 30 minutes or more to be able to finish the task given with my assistance".

In terms of one-on-one sessions under the tutoring strategy, teachers find it difficult to provide personalized attention to each student.

T11 complained,

"I find it difficult to fit everything in. The learners have to learn varied subjects and I can't set aside the fact that they also need to study other lessons. Doing the one-on-one tutoring requires ample time and sometimes I cannot end the session well with the learners. I mean, we fail to meet the objective of the session".

Another challenge that was faced by the teachers was on the scarcity of resources. The limited access to books, technology, and instructional materials are the common issues.

T13 pointed out,

"Varied reading and instructional materials are necessary in giving differentiated instructions. Even the use of multi-media is very significant. However, there are times that I am stressed because I need to grapple in providing the needed materials. It usually ends having me spend from my own pocket to produce the materials needed".

Also, the teachers shared that the absenteeism among some children impedes them to administer guided reading with everyone. Also, learners who need tutoring and are oftentimes absent miss the opportunity to be taught.

T10 stated,

"I am quite upset for sometimes that I cannot consistently provide tutoring to my struggling readers because of their absence in class. There is really a need to connect to their parents so they will be pushed to be in school".

T6 added,

"During guided reading sessions, the learners who are absent from class tend to be left behind the topics that we tackle. When they come back to school, I need to prepare other similar materials for them. Well, it's fine but really it will also consume my time".

The results above support the perspective of Mulvahil (2018). This study reveals that guided reading, partner reading, and reading aloud are effective strategies for boosting reading engagement among learners. These methods, which focus on small groups, provide targeted instruction and encourage active participation, thereby enhancing motivation and comprehension. The high percentage of teacher respondents using these strategies is an evidence to their widespread recognition and value in promoting literacy development, making them practical and effective in classroom settings.

Theme 3. Support and Development Needs

Based on the experiences shared by the participants, they emphasized the need for support and professional and personal development opportunities, which are essential for a successful implementation of intervention strategies.

Relative to the need for professional development, T9 commented,

"Continuous learning is very instrumental to help ourselves be in pace of the trends. Hence, I desire for opportunities for professional growth like trainings on the implementation of intervention strategies".

In connection to the support needed, T18 suggested,

"There must be utmost support from the administration, parents and other stakeholders in order to make the implementation of intervention strategies for literacy development successful. We need enough resources to provide sufficient materials for all the learners. We also need to procure the equipment and other technological resources so that learners will experience an engaging learning task through the use of technology".

T17 added,

"There is really a need for strong support, especially from the administration so that conducive learning environment even in the classroom will be established". This will also affect the motivation on the part of the learners".

The respondents' focus on support and professional development is in consonance to the argument of Sarangi (2015) that continuous learning is crucial for educators to stay updated with changing trends. They also emphasize the importance of strong administrative support for successful implementation of intervention strategies, as emphasized by T18 and T17.

Theme 4. Innovation and Adaptation

Recognizing and dealing with the challenges met by the participants, they need to adapt and innovate in order to implement literacy interventions, effectively.

Hence, the participants opted to come up with creative solutions to address time constraints and limited resources. The respondents integrated literacy development lessons in other subjects. Then the available local materials are maximized during reading or literacy sessions. Other respondents believed the significance of flexibility. They needed to adjust their time and adapt teaching methods that appropriately address the problem, especially in terms of the issue on absenteeism. The teachers have to do rescheduling of sessions with the learners and apply a teaching practice that will keep all the learners abreast with the lessons like adjusting the lesson plans and learning activities.

T1 mentioned,

"I usually adjust my lesson plans for the next day in order to give those who are absent a chance to grasp the lesson they missed. I also reschedule reading session with struggling learners who is unable to come to school in certain days".

T4 added,

"I usually adjust the content of the learning activities when I need to integrate the lessons in other subjects due to the lack of time set for the reading subject".

The strategies of the participants in overcoming time and resource limitations highlight the perspective of Mulvahil (2018), emphasizing flexibility in teaching methods. The adaptation of lesson plans and rescheduling sessions of T1 concords with the idea of Mulhavil (2018), while T4's adjustment of learning activities reflects the author's advocacy for integrating lessons across subjects for optimal learning opportunities.

The study provides a comprehensive understanding of the challenges faced by public elementary school teachers in implementing literacy intervention strategies. Despite the significant progress in student literacy development, teachers face challenges relative to time management, resource scarcity, and truancy. Therefore, they require administrative support and professional development to effectively implement literacy techniques in their classrooms.

In addition, the flexibility of teachers and their creative methods demonstrate their dedication to overcoming challenges and providing the best literacy teaching. It is important to provide teachers with adequate resources, training, and administrative support to ensure effective implementation of literacy interventions and improve students' reading achievement.

Educational policymakers and leaders can help enhance literacy instruction in public primary schools by addressing identified problems and improving support networks, which will strengthen lifetime learning, improve educational outcomes, and help learners become proficient readers.

The interpretive analysis of data reveals the complexities of literacy instruction in public primary schools, highlighting both successes and challenges faced by educators. Teachers must balance time constraints and limited resources to maximize student achievement. Encouraging results inspire them to continue and access to resources. Training improves their capacity to carry out successful interventions. Also, strong administrative support and continuous professional development are necessary for the effective implementation. Teachers with innovation and adaptability skills demonstrate commitment and resiliency by devising innovative solutions and modifying strategies to suit student needs.

4.3. How do the intervention strategies influence the students' literacy development?

The literacy development of pupils is greatly impacted by the intervention techniques employed by public elementary school teachers. Based on how these strategies affect students' reading skills, their influence can be categorized into major impact themes.

Theme 1. Improved Reading Skills

Intervention techniques like tutoring, phonics instruction, and individualized reading instruction significantly enhance students' reading skills by providing focused assistance, thereby enhancing their critical reading abilities and general literacy.

T8 reported,

"Phonics instruction is instrumental in the improvement of learners' reading fluency and aided them decode words".

T13 added,

"The use of personalized reading materials has significantly improved the academic performance of students who were previously struggling".

The experiences of T8 and T13' support   the view of Sarangi (2015) that phonics instruction and personalized reading materials significantly improve students' reading skills. T8's observation emphasizes phonics for enhancing reading fluency and decoding skills, while T13's testimony supports tailored instructional approaches for struggling readers.

Theme 2. Increased Motivation and Engagement

Strategies like guided reading, reading aloud, and multimedia integration enhance student engagement and motivation by making reading enjoyable and encouraging active participation in literacy activities.   Students are more likely to engage in reading activities when they find them enjoyable and interactive, and sustained interest is heightened by multimedia tools and reading aloud sessions.

The selected responses below attest the positive impact that intervention strategies have on the learners' literacy development.

T12 pointed out,

"Reading aloud sessions have become a popular activity, with students eagerly participating and discussing the stories".

T3 said,
"The use of digital flashcards and videos in reading lessons has significantly enhanced the engagement and interest of students".

The observation of T12 and T3 captured the viewpoint of Mulvahil (2018), highlighting the positive impact of intervention strategies like reading aloud and multimedia integration on student engagement and motivation. These strategies foster interaction and enjoyment, leading to increased engagement in literacy activities. Digital tools like flashcards and videos also enhance student interest and participation in reading lessons.

Theme 3. Enhancement of Social and Collaborative Skills

Strategies that promote collaboration like partner reading and guided reading enhance social interaction and teamwork among students, helping them develop collaborative skills, support each other in their literacy journey, and create a supportive learning environment.

The interactive activities develop students' collective reading experience by fostering peer support and improving communication skills through discussions and sharing ideas about reading materials.

T4 attested,

"Partner reading has fostered a sense of cooperation among students that enhances their reading experience and promote a shared and enjoyable learning environment".
T14 reported,

"*The use of guided reading allows me to establish a collaborative learning environment among small groups of learners*".

The responses illustrate the assertion of Snow (2019), accentuating the importance of interactive literacy exercises in enhancing students' teamwork abilities. These exercises, including guided reading and companion reading, promote social interaction and teamwork, thereby creating a positive and stimulating learning environment.

Theme 4. Developing Core Literacy Competencies

Phonics and differentiated instruction are key strategies for developing basic literacy skills, which ensure that students develop a strong foundation in reading and writing that is crucial for their academic success.

Also, phonics and differentiated instructions provide a strong foundation for students, preparing them for advanced reading tasks and addressing various aspects of literacy, ensuring comprehensive skill development.

Relative to these analyses, the teachers respondents shared their views regarding the impact of the strategies on the literacy development of the learners.

T16 explained,

"Phonics instruction is crucial for enhancing learners' fundamental reading abilities. This is the approach that allow the learners to start learning how to read".

T19 also said,
" The application of differentiated instruction aided me in meeting the students at their recent reading proficiency level, thereby help them improve effectively."

Teachers emphasize the importance of phonics instruction and differentiated instruction in literacy development. Phonics is recognized as a key strategy for developing fundamental reading abilities, as highlighted by Adetunji (2017). Differentiated instruction is known for its effectiveness in meeting students' diverse needs and ensuring comprehensive skill development. These viewpoints reinforce the importance of these intervention strategies in fostering students' literacy development, as discussed in the literature.

The intervention strategies used by elementary school teachers have a significant impact on the literacy development of the students. Teachers may greatly improve their students' reading abilities by carefully using strategies like differentiated education, phonics training, and individualized reading instruction. These methods build a love of reading, encourage social engagement, and provide a solid basis for academic achievement in addition to enhancing critical reading skills.

Moreover, the effects of intervention strategies go beyond the acquisition of new skills. They also include improved student motivation, engagement, and collaborative skills. Students actively participate in literacy activities in a dynamic learning environment that teachers construct by using engaging approaches like guided reading, reading aloud sessions, and multimedia integration. In addition to improving social connection and collaboration, interactive exercises like in partner reading ensure that students' literacy skills are fully developed. This prepares them for future social and academic challenges.

The analysis of the responses reveals the significant impact of intervention strategies on primary school learners' reading advancement. These strategies not only enhance reading proficiency but also boost motivation, engagement, social cooperation, and basic literacy competences. The success of these treatments underscores the importance of using diverse teaching strategies to create a supportive literacy environment.

5. CONCLUSIONS

Based on the findings, results and discussions, the following conclusions are drawn:

1. Public elementary school teachers are prioritizing inclusive education through the utilization of strategies like differentiated instruction, literacy centers, reading aloud, and phonics instruction to cater to the diverse needs of students, thereby foster collaboration and individualized instruction for improved reading skills.
2. Despite the improvement in the reading skills of children and the positive results of the intervention techniques, issues such as time restrictions, lack of resources, and absenteeism affect the implementation of the strategies.
3. Teachers need resources, professional development opportunities, and support to effectively implement ideas in public elementary schools, so as to improve reading instruction and encourage lifelong learning.
4. Differentiated instruction, phonics training, individualized instruction, guided reading, reading aloud sessions, multimedia integration, and partner reading are techniques to improve reading abilities, motivation, engagement, and literacy competencies.

6. RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are formulated:

1. Educational policymakers and administrators should prioritize providing public elementary school teachers with adequate support, literacy resources, and diverse teaching materials, technology tools to effectively implement intervention strategies.
2. School districts should invest in ongoing professional development opportunities for teachers such as workshops, training sessions, and courses on literacy instruction, differentiated instruction, and phonics training, to enhance their skills and knowledge in supporting student literacy development.
3. School administrators and teachers should collaborate to address time constraints and absenteeism issues. Flexible scheduling, targeted interventions, and proactive communication with parents can help mitigate these challenges and ensure all students receive necessary support for reading improvement.
4. Establish professional learning communities (PLCs) for literacy instruction to foster collaboration among teachers. These communities enable sharing best practices, lesson planning, and problem-solving, thereby improve the effectiveness of literacy instruction.
5. Regular assessment and adaptation of intervention strategies are elemental in determining effectiveness and identifying improvement areas. School administrators should encourage teachers to collect student progress data, solicit feedback, and adjust strategies accordingly.

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