

COLLABORATIVE-CONSTRUCTIVISM APPROACH READING REMEDIATION

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Article Information

Received: January 21, 2023

Revised: January 29, 2023

Approved: February 14, 2023

Online: February 23, 2023

ABSTRACT

The study focused on the students' reading challenges, the techniques, methods, and strategies used, as well as the changes seen following the mentoring sessions. The study's output was the formulation of a plan for peer mentoring. On the second grade non-readers in Toledo City's division, a study was done. The cases consisted of eight students. They all came from low-income homes, and three of them were Pantawid Pampamilyang Pilipino (4Ps) participants. The study was qualitative in character and using the multiple case study methodology. Employed Approaches, Methods, and Strategies Constructivist approaches were applied. Think, Pair and Read, find the underpinning, and Mix Mine were the collaborative learning tactics employed. Adjacent elementary schools in the district or in other districts should be made aware of the proposed peer mentoring plan. The following subjects are suggested for additional research: Developing Teachers' Creativity in the Mentoring Program Coaching and Mentoring as Realistic Ways to Enhance Learning. A management intervention program called mentoring.

Keywords

Collaborative-Constructivism Approach; Effective Reading Program; Reading Comprehension; Reading Remediation

INTRODUCTION

The collaborative-constructivism method of reading remediation teaches students how to work together and engage with other students in a positive way in order to increase their reading comprehension (Halic et al., 2010). Students work largely in small groups in a constructivist classroom, where learning and knowledge are interactive and dynamic (Sasan, 2021). The development of interpersonal and communication skills, as well as teamwork and idea sharing, is prioritized (Akindede, 2012). This stands in stark contrast to typical classes, where learning takes place primarily on the student's own, through repetition, adherence to rigorous rules, and direction from textbooks.

Activities and approaches known as reading interventions aid those who have trouble reading in improving their reading abilities (Savage et al., 2018). It might be difficult to meet the requirements of those with print disabilities, but one can assist their capacity to become better readers by establishing reading programs, intervention tactics, and involving them in activities that inspire them to do so (Wilhelm, 2016). For instance, one of the key targets that an intervention plan may focus on is the selection of the reading materials, Filipino teachers think that what they provide their students are texts which the latter are interested in (Marcelo & Santillan, 2020).

Similar to how less proficient readers collaborate with more proficient readers, mutual support peers provide students of various degrees the chance to assist one another (Yu & Hu, 2017). The engagement will help both sides improve their abilities. Studies on this method have revealed that learners with learning impairments as well as high achievers and average learners can all gain from it. Peer-assisted reading techniques, often known as PALS or peer-assisted learning strategies, are structured reading interactions between two students. Each student takes a turn acting as the coach (McMaster et al., 2006; Meletiadou, 2022) These tasks are intended to supplement literacy lessons taught by teachers in all grade levels. Additionally, the aim of this study is to give elementary school students a useful reading aid.

Investigating the philosophical foundations of this study is the goal of the philosophical perspective. There is coverage of ontology, epistemology, axiology, rhetoric, and methodology (Ponterotto, 2005). To provide support for the perceptual perspective, as well as direction on what to seek for and how to methodologically explain the occurrence, the study must be undertaken from a philosophical angle. Ontology is seen as a subjective, complex reality in this work. The researcher takes part in the scenario and interprets the many interactions since multiple realities exist in any given environment because the researcher and participants each establish their own realities. It is consequently asserted that the reliability of participant quotations and themes provides evidence for different points of view.

Epistemology is the core premise of remedial reading through peer coaching. It records interactions between the researcher and individuals under investigation (Buck, 2016). In this study, there is interaction between the researcher and the subjects, and the results reflect that interaction. The researcher tries to reduce the distance between herself and the topic of her study (objective separateness). The researcher uses the classroom as the location, spends time with the participants, facilitates the processes and activities that must be carried out, and acts as a consultant to the peer mentors.

The question, "What is the role of values in inquiry?" is part of the research's axiological assumption that subjective values are both desirable and unavoidable, which suggests that the study perceives a nature that is value-laden (Sasan & Rabillas, 2022). Positioning indicates both participant interpretation and personal interpretation are reported when values are openly discussed and prejudices are revealed and acknowledged.

In accordance with the rhetorical premise, the language is engaging and personable. This includes the use of operational definitions of language, unlike qualitative research where natural occurrences are not controlled. Both explicitly stated definitions and definitions obtained from the informants are included in the book (Sasan et al., 2022).

Methodological presumptions have been seen to be non-quantifiable, subjective, have evolving interpretations, have insider knowledge, be context-bound or contextualized, seek understanding (pattern), and be process and product oriented (Kilag et al., 2022). Adopting a philosophical mindset that incorporates ontology, epistemology, axiological assumptions, rhetorical assumptions, and methodological assumptions is crucial when conducting qualitative research.

METHODS

Design

The study was qualitative in character and using the multiple case study methodology. In order to perform in-depth research and investigate the difficulties involved, inductive reasoning was heavily utilized in handling a variety of data sources from interviews and observations of instances or informants (Yilmaz, 2013).

Instruments

The primary instrument for acquiring data was the researcher, who also examined documents, observed behavior, and conducted interviews with mentors and mentees.

Using the Philippine Informal Reading Inventory, reading recognition levels of students with reading disabilities, reading difficulties, instructional needs, and autonomous reading needs were evaluated (Phil IRI). It also served as a starting point for selecting the best strategy or method for improvement.

The Learner's Information System was where the information pertaining to each student's individual background was stored (LIS). The learner's reference number (LRN), birthday, address, and mother tongue are among the details it includes. Another source of information on the parents' educational backgrounds,

financial circumstances, participation in extracurricular activities, emotional and personal adjustment, the child's nutritional status, and other critical information was the Pupils at Risk of Dropping Out (PARDO) program. Additional factors that contributed to the children's current reading proficiency were found using these methods.

Analysis

The data for the case study was gathered from a variety of sources, including observation and interviews that were performed using a structured interview guide. This approach of data collection made it possible to categorize the situations and write a detailed account of every step they took. Based on the mentees' participation and cooperation with their mentors during the scheduled tutoring session, their reading comprehension level improved or changed.

The researcher chose the instances for the study in part to provide a full analysis of each case and the issues that needed to be resolved. Through observation, interviews, and Phil-IRI, data was gathered. When planning the study, the researcher asked the principal for his or her consent. The methods and how they were to be used were well stated. The teacher adviser was also informed of the study's advantages for both the mentor and the mentees. The advisor arranged a meeting with the parents of prospective participants to go through the goals and design of the study. Regarding the mentees' attendance, the researcher asked for their assistance.

The researcher and the mentors were given time to go over the rules and procedures of the study. The adviser and the mentors took part in a demonstration lesson. This demonstrated to them how to train their mentees using the set of lessons that the researcher had produced on their behalf. The identical presentation was seen by the mentees. The researchers just acted as a middleman; the spectators were the real mentors. Trial runs were done to see how prepared the mentors were. Additionally, the mentees read and wrote the words from each lesson during the mentoring meetings. This was homework that required them to practice at home.

The location and time of the tutorial were chosen. The mentorship session took place from 12:30 to 1:00 PM. as an amusement for both parties. 30 minutes were allotted due of the mentees' short attention spans. To work with in shifts, each mentee was assigned a pair of mentors. This arrangement gave the mentors the freedom to take care of other personal responsibilities because they were Special Science Class students. The researcher carefully documented the mentees' observations and growth. In order to acquire pertinent information that was later evaluated, the mentors and mentees were occasionally met and interviewed.

RESULTS

Presentation of Cases

Case A

A recipient of the government's Pantawid Pampamilyang Pilipino Program (4 Ps). Her parents were college graduates, but they were from a low social and economic class. Her birthday is November 15, 2006.

Case B

Case B, who resides with her parents, was born on December 2, 2006. Her parents had both completed high school. She is a beneficiary of the government's Pantawid Pampamilyang Pilipino Program (4Ps), due to her poverty.

Case C

On April 15, 2007, Case C was born. Her parents had both completed high school. They're poor.

Case D

Case D's birthdate is 20 June 2007. During school hours, she must take a tricycle a distance of four kilometers to get to the school.

Case E

Case E was born on July 21, 2007. She commutes to school on a tricycle everyday.

Case F

His home is located five kilometers from the school.

Case G

Case G is a healthy child. She was born on May 17, 2007, making her seven years old. Both parents are from low-income families and neither has completed high school.

Case A

The mentor stated her observations unequivocally in the following manner:

My mentee was a quiet girl by nature. She had reading issues, such as word reversal and occasionally repetition, which I had noticed. She was present every day, therefore we met every day. She repeatedly said each letter in a word until she could combine the sounds to form a word. To ensure that she would not forget it, she had to say the word several times. Now she reads more quickly. She is able to recognize and pronounce the alphabet's letters. She can read now with little oversight. I'm pleased and satisfied with how she performed.

The mentor's nice and tidy appearance won the teacher's admiration. She further said: despite living in her own world, this child routinely attends school. She is unconcerned with what is going on around her. She was constantly grooming herself and combing her hair. She like a small lady, and her uniform is spotless and ironed. She writes when she feels ready to do so and recite anytime she wants.

The researcher kept a close eye on the mentee as well. She uttered: case A wants to read lengthy passages because she finds them difficult to read. She was assisted by a mentor who instructed her on proper reading techniques. She owed a lot of gratitude to her tutor because she really assisted her. She is now capable of reading independently. Her mother was overjoyed to see her progress. She belonged to the frustration level.

According to the mentee, there was no follow-up at home. In addition, I didn't read because nobody at home could assist me. My mentor was in charge of resolving my reading issues. I can only read words with two or three syllables. What I read makes sense. I anticipate being able to read quickly and comprehend what I read with the mentor's ongoing assistance.

The mentor provided the following justification for the mentee: I saw that my mentee struggled with word pronunciation and consistently forgot what I had taught her. We repeated the terms so she could become accustomed to them. She was anxious to learn how to read, and we met every day. I occasionally offered her bread as a prize for doing well. This time, though, she gradually acquired the ability to read simple words. She was still having trouble reading because of word omissions and substitutions. I wasn't happy with her progress. She need follow-up.

The mentor was described by the advisor as follows: with her sisters and father, she was incredibly timid. In Hong Kong, her mother works as a domestic servant. She was diligent, helpful, and respectful, however she was constantly absent. When we practiced oral reading, she uttered words in a different way.

The researcher said:

Case A was a non-reader. She was not taught at home. Her only reader was her mentor. She is able to read short words, but not long ones. She is also capable of comprehending what she reads. She has a deep appreciation for those who have taught her to read and hopes that there will be another mentoring program so she can improve her reading speed.

Case B

The mentee was open about having trouble reading. She uttered: due to my inability to distinguish the letters, I found it difficult to read. My reading tutor also helped me with the sound. I can read simple words right now, but occasionally I forget. Although I can comprehend what I read, there have been occasions when I haven't. It was convenient to have a teacher.

The Case B mentor made the following observation: my mentee was quite quiet and reserved. She initially resisted doing what I asked of her. She struggled with reading issues like substitution, mispronunciation, and reversal. She repeated the letter several times after I helped her name and pronounce it. After knowing the letters, we blended them to words. She can sound and name some letters and simple words. Reading words with CVC pattern was not a problem with her.

The adviser shared her observation also. She said: this child was always absent in school. She usually slept inside the classroom. When asked to go the blackboard to answer an activity, she refused to stand. She just sits on her desk and looks around. She does not read. She belonged to the frustration level.

The researcher explained her observation that:

Case JB had trouble recognizing letters. Her mentor assisted her in recognizing and audiating the letters. Although she can now recognize and pronounce letters, she occasionally forgets them. Some of the words she read can be understood by her, but not all. She was appreciative that someone had taught her to read.

Case C

The mentee described why she found reading challenging: I struggled to recall the letters D, A, T, and S. I learned from my mentor how to remember them by their sounds. To create a word, the letters are combined. I'll keep reading to make sure I don't forget the letters.

The mentor clarified: mispronunciation, unwillingness to enunciate, repetition, and omission were the reading challenges I noticed in my mentee. I initially assisted her in gently pronouncing the letter, then I let her follow and again repeat. Until we can read simple words, this is true for all letters. She appeared to comprehend the material we had read. I'm pleased about the growth because I know it shows she can read well if she will be watched at home.

The advisor made the following observation of her own: she is a late bloomer with parents that are highly encouraging. She can write when instructed to do so and can respond to inquiries, but she cannot read. The identification of letters, and subsequently the words, was the most difficult for her.

The researcher had observed Case C giving it her all with assistance from a mentor. She had a strong desire to study, and her everyday classes were becoming better. She is able to comprehend, improve through follow-up, and receive additional reading assistance. She belonged to the degree of irritation.

Case D

Case D admitted that:

I only knew a handful of letters, including M, O, P, and S. I had trouble understanding what our teacher had taught us. I learned to read from my mentor. I can now read two- or three-letter simple words. I'd want to thank my mentor.

The mentor expressed what she had noticed about the mentee. She uttered: my mentee was never good at listening. She had no desire to pick up reading. If she can read, I'll give her something. She merely grinned and followed. She had only learned the letters M, O, P, and S at first. She struggled with reading errors such substitution, omission, and reversal. She also refused to read. She had her first lesson in letter names and sounds. She eventually got the hang of them, although occasionally she forgot. This time, she can read simple words like CVC and CVCV patterns as well as make the sounds of the letters.

This is what the instructor said: she was chatty and frequently moved around. She was always making her classmates weep by stealing their pens or other belongings for fun. She shows no initiative to improve reading; instead, she was more interested in acting ridiculous inside the classroom. She was in the frustration level.

The researcher also disclosed her findings. She noted that the mentee was given a challenging start and initially caused issues inside the classroom by acting foolishly. This might have been brought on by her reading difficulty. The mentor's generosity caused her conduct to change, which was seen.

Case E

Case E described her reading difficulties as follows: I really struggled with reading because I never did any studying. I found it boring to read lengthy sentences. I eventually learned the sounds of every letter in the alphabet. I self-taught myself to read short-word phrases. I was pleased with the outcome.

The mentor described the mentee from her own experience: she was reserved on the first day and resisted reading. Every time I saw her on the campus of the school, I said hello. She then began to comply

with my instructions. She would not read some words, I saw. As a result, we continued reading those words aloud until she became accustomed to them. She can now read simple words on her own. I am pleased with her development.

The adviser also had her comment. She said: although she was a friendly and helpful child, she was frequently missing from class. Her parents never attend P.T.A. meetings or card day at school. She was unable to identify the alphabetic letters. She belonged to the educational level.

The mentee's shyness and inability to read the alphabet were other things the researcher noticed about her. She did not read. The mentor gave the mentee a challenging task to complete until they could recognize the letters and pronounce them correctly. Now, there was an improvement. She is capable of reading simple words on her own.

Case F

The mentee expressed his reading difficulties in this manner: I was unable to learn anything in class since I could not read. Although I never learned when my mother taught me, when my mentor taught me, I gradually acquired the letters and the sounds, and eventually I learned to read simple words. Nevertheless, mama keeps telling me to keep going to school. My mentor was a great assistance to me.

The mentor stated what she had noticed about the mentee: she never stopped giggling during our lessons. She objected to reading and substituted whatever words came to mind. I explained to her the value of reading. The following meeting, she was already paying attention to me and doing as I instructed. All of the letter names and sounds were first learned, and then simple words were gradually introduced. This time, she was able to read a few easy words, although her reading was still challenging because of omission. She desired additional sessions.

The mentor was given advice based on the mentor's own experience. The parents rarely attend school meetings since they have a large family. Case N would occasionally arrive at school in filthy clothes and without having taken a wash. She was a sluggish student and constantly got into arguments with her peers when they called her a non-reader.

The researcher shared her observations that the mentee needed more attention and advice especially in her personal grooming and cleanliness. More time must be given in mentoring because she was a non-reader. The mentor was advised by the adviser to help the mentee in her reading difficulties.

Case G

The researcher noted that the mentee need additional guidance and care, particularly with regard to personal hygiene and grooming. She wasn't a reader, thus more time must be spent coaching her. The adviser suggested that the mentor assist the mentee with her reading challenges.

In peer mentoring, the mentee expressed her feelings. She uttered: because I made many mistakes in the beginning, I never felt embarrassed to read. I had to heed my mentor's advice to not feel ashamed. I go to school every day. I can read now, and I can comprehend what I read. I'm grateful to my mentor because I can now read.

The mentor talked about her interactions with the mentee. She uttered: at first, my mentee resisted reading or pronouncing words. She occasionally flipped some words. By showing my mentee how to read and speak words correctly, I was able to assist her. She was always there, so we met five days a week. She has made progress in that she can now confidently read words. I provided her with food. She made such progress. I'm overjoyed with the outcomes.

Regarding the mentee, the advisor voiced her opinion. She uttered: case G attended school on a regular basis and was acquainted with her classmates and schoolmates. She had a very worried mother who sincerely requested assistance in teaching her to read. At first, she was unable to read since she was missing several of the alphabet's letters. But she read much better because of how dedicated she was during the coaching sessions. Her progress was rapid.

The motivation provided by the mother was thought to be a factor in Case O's desire to improve after the researcher noticed her improvement. She belonged in the academic category. She had improved because of the mentor.

Approaches, Methods, and Strategies Employed

Approaches used were the constructivist approach. The collaborative learning strategies used were Think, Pair and Read, identify the underlying and Mix Mine,

Constructivist Approach

Five examples that belonged to the frustration level were treated using the constructivist technique, which was modeled after the constructivist philosophy. H Cases A, C, D, F, and H were those. According to the constructivist method, students create their own experiences based on the concepts from the past and present that they have been exposed to. Most people agree that this method, when appropriately supplemented with motivation, flashcards, picture cards, and letter cards, encourages the mentees to come up with original ideas, recognize words, and pronounce words correctly. The mentees will then be required to read word clusters.

Case C is able to read two- or three-syllable easy words. He developed the practice of finishing the tasks assigned to him and having them reviewed at the subsequent mentorship session.

Case D was able to identify all the alphabetic letters as well as the letters C, B, D, and F. He can read simple words with one syllable. He wanted to know everything. Case K was a late bloomer, yet she was still able to get better at reading. The text she read made sense to her. She first struggled to recognize the letters D, A, T, and S, but she eventually picked them up. Her diction also became better. A shift in behavior was observed in Case H. She stopped acting foolishly, and she started getting along with all of her classmates. Her problems with replacement, omission, and reversal in reading were resolved. Her reading ability was improved, and she was taught the proper pronunciation of the words. Using the CVC and CVCV patterns, she can read effectively.

In Case F, there was a gradual improvement. Her ability to recognize letters and their associated sounds has improved as a result of her mentor's focus. She was able to make the proper noises. Identifying simple words and their associated visual words were further skills she was learning. She was able to describe the images in English.

Additionally, the Gallery Walk Approach was applied in five situations that fell into the frustrated category. Cases E, D, E, F, and G were those. The region was larger. On the area were large photo cards. Word cards were on display on the opposite side of the space. The mentees were required to obtain a word card, add it to the picture card, write it down, and then read the word aloud to the mentor. The findings revealed that:

Case E did not read. Following the mentorship session, he was able to become familiar with the letters and their associated sounds. His pronunciation skills include CVC and CVCV word patterns.

Before the mentorship session, Case F struggled to read because he couldn't make the right sounds. He was able to make the right sounds and read the words correctly after the mentorship session.

The problem with substitution, reversal, and mispronunciation was brought to the mentor's attention. He was urged to blend the letters together to sound out the word, which he accomplished with success. Both at home and in school, he was an obedient youngster. Case G developed and realized his desire to improve his ability and reading abilities. He is able to read, make the sounds correctly, and recognize and comprehend what he reads. He was certain that there will be additional mentorship sessions.

Following the mentoring program, Case H could read words with numerous syllables. This was accomplished over time by repeatedly sounding out the syllables until she was able to combine the sounds to form a word.

Case F was able to accurately recognize and pronounce the letters. She can understandably read simple words. She has the ability to read CVC-based words.

Cooperative Learning Strategies

Cases M and O, which were both on the instructional level, were taught using cooperative learning techniques like Mix Mine and Think, Pair, and Read. Improved interpersonal skills, peer relationships, attitudes toward education and teachers, and higher-level reasoning are all outcomes of cooperative learning practices.

The mentor employed a collaborative learning approach called Mix Mine employing scrabble letters. The mentee had to piece together words from the jumbled letters after having them dictated to her. Five words were created in all, although one new word was added every day. For the duration of the mentorship sessions, this was done.

The mentors also used the Think, Pair, and Read method. Word cards and picture cards were paired. The case must read, spell, and read the word again after identifying the image and the word. Following the matching of all the words and images, everything was combined and jumbled. The text and images in the case must be arranged and matched. Once more, each word is written out. As a type of reward, candies were distributed according on how many answers were accurate.

Among the improvements were her ability to read simple words, improve her attendance in class, recognize all of the alphabet's letters, and become more helpful in the school by participating in projects and other activities. Because mentorship took place five days a week, Case M was able to recognize all the letters and accurately pronounce the sounds. Later, she was able to understandably and properly read words.

The peer mentors employed appropriate tactics, methods, or strategies with a variety of methodologies to their various mentees. All of the examples showed improvement after the mentorship sessions. This demonstrates that using the right tactics, methods, or strategies actually helps the mentees a lot.

CONCLUSION

The study focused on the students' reading challenges, the techniques, methods, and strategies used, as well as the changes seen following the mentoring sessions. The study's output was the formulation of a plan for peer mentoring. It was determined that Cases A, E, F, and G were non-readers. Additionally, they experienced issues with identification, omission, and pronunciation. Cases B, C, E, F, and H all had pronunciation issues. Cases B, F, and G's problem was substitution. The issue in Cases B, F, and G was letter identification or recognition. There was a lot of omission in Cases E and G. The issue in Cases E, F, and G was reversal. Case H struggled to comprehend what she was reading, while Case B refused to read. Following the peer mentoring sessions, improvements were observed. Cases A, B, C, D, E, F, and G have correctly recognized, pronounced, and sounded out the letters. Cases G could accurately read simple words. The suggestions listed below are intended to help peer mentoring be used and improved. In order to extensively examine the handicap, search for correlates of the disability, and pinpoint the underlying causes of the reading problem, it is essential that all students from Grades Two through Grade Six be diagnosed. The principles and methods of corrective or remedial reading instruction should be taught to all teachers during in-service training. The in-service training should introduce peer mentoring. It could benefit from a mentors' demonstration technique. To gauge its efficacy, the study might be repeated in other districts and schools. The district's or other districts' elementary schools should be made aware of the proposed peer mentoring plan. Developing Teachers' Creativity in the Mentoring Program Coaching and Mentoring as Practical Methods to Improve Learning are some recommended areas for additional research.

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