

Effective Teaching Practices in Handling Non Readers

Asia Pacific Journal of
Multidisciplinary Research
Vol. 4 No.3, 50-61
August 2016
P-ISSN 2350-7756
E-ISSN 2350-8442
www.apjmr.com

Yvonne T. Davis¹, Florelie Mae C. Datulayta², Jacklyn S. Dacalos³,
Bonifacio B. Cordova¹, Kenny A. Clerigo⁴, Niescy E. Canoy⁵,
Reynaldo B. Inocian⁶

^{1, 2, 3, 4, 5}Professional Education and Pedagogy Department, College of
Teacher Education, Cebu Normal University, Cebu City, Philippines

¹anntalledodavis@yahoo.com, ²datulaytafm96@gmail.com,

³jkdacalos@yahoo.com, ⁴cordovabonifacio@yahoo.com,

⁵kennyclerigo17@gmail.com, ⁶cniescy@yahoo.com,

⁷inocian03@yahoo.com

Date Received: April 12, 2016; Date Revised: June 23, 2016

Abstract - The study determined the effective teaching practices in handling nonreaders. This seeks to answer the following objectives: describe the adjustments, effective strategies, and scaffolds utilized by teachers in handling nonreaders; differentiate the teachers' reading adjustments, strategies and scaffolds in teaching nonreaders; analyze the teaching reading efficiency of nonreaders using effective teaching reading strategies; and find significant correlation of nonreaders' grades and reading teachers' reading adjustments, strategies and scaffolds. This study utilized mixed methods of research. Case studies of five public schools teachers were selected as primary subjects, who were interviewed in handling nonreaders in the areas of adjustments, strategies, and reading scaffolds. Actual teaching observation was conducted according to the five subjects' most convenient time. In ascertaining the nonreaders' academic performance, the students' grades in English subject was analyzed using T-Test within subject design. Handling nonreaders in order to read and understand better in the lesson is an arduous act, yet; once done with effectiveness and passion, it yielded a great amount of learning success. Effective teaching practices in handling nonreaders comprised the use of teachers' adjustments, strategies, and scaffolds to establish reading mastery, exposing them to letter sounds, short stories, and the use of follow-up. WH questions enhanced their reading performance significantly. Variations of reading teachers' nature as: an enabler, a facilitator, a humanist, a behaviorist, and an expert, as regards to their teaching practices, were proven significant to students' reading effectiveness.

Keywords: Adjustments; Strategies; Scaffolds; Nonreaders

INTRODUCTION

The definition of reading has moved beyond decoding printed symbols and recognizing words, thus, reading is a process of constructing meaning to a written text. It is a dream of any teacher that every student may acquire knowledge, skill, and understanding to combat the challenges of life in order to meet the global demands. Through the teaching of reading, knowledge in different areas can be ascertained. We can safely say that reading is the backbone in learning Mathematics, Science, Social Studies and other subjects, because these are just mere written texts, without understanding. Following our spiral curriculum, the level of difficulty in reading is ascending, that is the challenge among reading teachers. If the child has poor reading, chances are his

or her performance in any other subjects is poor and eventually affects learning.

To Mendoza, learning institutions need to intensify renewed efforts as well as commitment in promoting and sustaining effective skill, in a rapidly changing condition. Most often the determinant of a successful learning institution is through their students' reading proficiency [1]. In the Philippines, the ability to read and write is our priority that the government puts effort to promote effective readers and enhance high literacy. One can be literate, but not necessarily a reader because reading is a skill that requires the development of a habit that must be exercised regularly, if it is to be retained and enhanced. To Cruz, if left unexercised, the skill

becomes rusty and can even be lost [2]. Teachers are expected to use varied, relevant and effective methodologies toward development of teaching reading skills. Every need of a child regarding reading, this must be assessed thoroughly and provide appropriate effective implementation.

The Philippines, upgrading its educational system, through the K to 12, is geared toward the improvement of quality education. President Benigno Aquino III sets out the ten point Educational Agenda and one of these points is making every child a reader in Grade 1. There are many cases that a Grade 1 learner is promoted to Grade 2 without meeting this expectation. It is necessary to know the adjustments and effective strategies of a Grade 2 teacher in teaching reading to nonreaders. The ultimate challenge of a teacher is not letting the child know that he or she is left behind. How the teacher differentiates and modifies his or her instruction, considering that the class is composed of readers and nonreaders, establishes the difference in teaching and learning. No research has been conducted on the adjustments of Grade 2 teacher toward nonreaders. Not much research has been conducted on the effective strategies of a Grade 2 teacher in teaching nonreaders effectively, thus, this study is conducted.

Adjustment means the act or process of changing or adjusting something or the cognitive flexibility of the teacher to respond to non-readers. Strategies are high level plan to achieve one or more goals under conditions of uncertainty or simply the skill of making or carrying out plans to achieve a goal. Scaffolds refer to the temporary support that the teacher uses to help the students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Scaffolding refers to a variety of instructional techniques, which are used to move students progressively toward better understanding and, ultimately, greater independence in the learning process. This study endeavors to help novice reading teachers adjust their strategies in teaching nonreaders. Likewise, this study is also beneficial to them in strategic management, when they employ effective learning in the classroom. Thus, this study provides new perspectives in seeing teacher's needs in teaching nonreaders more effectively.

This study is supported by Lev Vygotsky's Social Development theory, which provides the importance of scaffolding lessons in reading by teachers who are considered as the 'more knowledgeable others' or

MKOs that affect their learners' zone of proximal development in reading. Reading teacher also use other sources like worksheets, online materials, and televisions ads as other MKOs to scaffold students' learning. Scaffolding is justified as a form of prompting the learners to read based on their existing schema. Karl Jung's Schema Theory provides an archetypal convergence of Vygotsky's theory that propels a connection of meaningful learning experiences, where learners' construct their own meanings, in a more constructivist approach of teaching.

REVIEW OF LITERATURE

Reading is essential to a person's life, especially to a child as this serves a key to wisdom and unlocks the gateway of imagination, pleasures, and glimpse of the world [3]. Reading is an active process in which readers interact with text to reconstruct the message of the author and give meaning based on their own experiences [4-10]. According to Professional Developments Service for Teachers (PDST), reading is one strand of literacy [11]. "Literacy plays a primary builder of an intelligent population", Valles believe in Ysatam [12]. Wolf rejoins that the basic reading skills necessary to become "literate" do not develop naturally; we have to learn to adapt the part of our brain that recognizes images to be able to recognize written letters and words [13]. To Cao, results from a Save the Children study in the Philippines reveal stark regional differences, with a very small percentage of children unable to read in Filipino and English (1% and 2%, respectively) in Manila, compared with 24% and 30% of students in Mindanao [14].

Fosudo affirms that the acquisition of reading skills has a beneficial effect on all school subjects, including social studies, science, mathematics, and so on. Poor reading skill can make a child develop a poor attitude toward school and can create self-esteem problems later in life [15]. According to "Read on, Get on Campaign", children living in poverty are less likely to be able to read well at school than their classmates—and this has the potential to be devastating for their future lives [16].

Reading failure is a serious national problem and cannot simply be attributed to poverty, immigration, or the learning of English as a second language by the Strategic Marketing & Research, Inc. [17]. From Brozo as cited by Conde [18], the problems of our

schools, the growth of poverty, and the loss of family values show some association with poor reading. To Goldenberg, a growing body of evidence suggests that reading problems are preventable for the vast majority of students who encounter difficulty in learning to read, if these students receive extra support in the form of an early intervention program [19].

Based on Zunguze, factors such as levels of education of parents, child entry at school, reading habit at home, family socio-economic status, preschool experience, similarity between the language of initial instruction, and the language spoken at home are encountered as factors that may contribute to low level readings [20]. The latter seems a contradiction of Chapman's statement that, first of all, there is no single cause of reading problems. The ability that correlates most highly with literacy achievement is language development, not phonemic awareness [21]. To Scalon & Velluntino, what a child knows about written language, not phonemic awareness, when he or she enters school is the best predictor of success in learning to read [21-22]. There are factors that influence acquisitions of reading ability, according to Alcantara, Villamin, and Cabanilla and these major factors affect reading performance such as interest, language facility, auditory discrimination, intelligence, motivation, visual discrimination, motor-ocular, home background teaching strategies and attitudes (parents, siblings, teachers, peers)[4].

The readiness of a child to learn how to read is important. According to Early Reading: Igniting Education for All, no two children develop their reading skills at exactly the same rate, readers progress through stages in their reading development, some simultaneously, which Gove and Cyelich support [23] Alcantara, Villamin, and Cabanilla, that there are various means in detecting a sign of the child's non readiness such as readiness test, physical examinations, and observation. Develop readiness of a child to read such as providing many and wide experiences, providing experiences with materials and techniques of reading, develop ability to recognize likeness and differences in words, word forms or other forms; training children to be attentive when in group, developing work habits [4]

To Bond and Wasson, teachers should be able to distinguish the differences of students [24]. National Educational Psychological Service points out that interventions may need to target particular aspects of reading; one student may need help with reading

comprehension (for example, an inference training program), while another may need explicit teaching of particular phonics. Therefore, teachers need to seek out interventions relevant to their particular context and students' individual needs [25]. The teacher must know the nature of reading growth, the types of reading difficulties that might impede growth, and the characteristics of children that might predispose them to reading difficulties. Moreover, children grouped according to reading ability would not be similar in many other characteristic [24].

Non-readers as defined by Carmine, Silbert and Kameenui, are students who are virtually unable to decode, who are able to identify 50-100 words by sight; however, they have no generalizable strategy for decoding words [26]. Martin and Pappas believe that non-readers lack the skills of a fluent reader [27]. To Torgesen, to be a fluent reader, children must be able to: (1) recognize most of the words in a passage 'by sight'; (2) correctly pronounce words 5 -10 times before they become "sight words"; and (3) make accurate first guesses when they encounter new words, or growth of their "sight word vocabulary" is delayed—they never become fluent readers [28].

Since there is no best way to teach beginning reading, professionals who are closest to children must be the ones to make the decisions about what reading methods to use and they must have the flexibility to modify those methods when they determine that particular children are not learning. The federal and state governing bodies, in the US, never prescribes particular methods, but rather support balanced approaches to reading instruction at the state level. International Reading Association Policy makers provide funds for professional development and books, so that children can read for enjoyment [29]. With the factors that affect the child to be a non-reader, teachers and parents should work collaboratively.

To improve reading instruction teachers need to be better educated in the area of reading. Improvement in instruction in the form of materials does not replace teacher knowledge in helping struggling readers become independent readers [29]. Clay notes that children may develop phonemic awareness in reading in other learning activities such as playing with rhyme and exploring beginning writing. An essential component of recording one's speech in print is to work out what is heard can be recorded by letters [30].

Reading scaffolding, as defined by Benjamin, is a learning support system of some kind that brings students far enough along that they can complete the rest of the task themselves [31]. In dealing with nonreaders, oral strategies are commonly used, provide any essential information aloud or taped as the learner follows the print [27]. To Cabalquinto, sounds of letters are taught instead of names of the letters of the alphabet [32].

Benjamin denotes that, scaffolding for reading instruction is not giving students the answer, doing the work for them, reading aloud for them, giving hints or diluting the information and learning it for them [31]. Kinberg states that scaffolds provide students with support in their learning. He also adds that, these supports are designed to be temporary and they serve the purpose of assisting the students until they can complete the task independently. Scaffolds can take many forms; some of these are hand-outs, wall charts, graphic organizers, verbal reminders [33]. Boom, in Alumbro cites that good reading does not happen overnight. It can only result from a carefully planned program of instruction with evaluation as its indispensable component [34].

OBJECTIVES OF THE STUDY

The study determined the effective teaching practices in handling nonreaders. This sought to: describe the adjustments, effective strategies, and scaffolds utilized by teachers in handling nonreaders; differentiate the teachers' reading adjustments, strategies and scaffolds in teaching nonreaders; analyze the teaching reading efficiency of nonreaders using effective teaching reading strategies; and find significant correlation of nonreaders' grades and reading teachers' reading adjustments, strategies and scaffolds.

METHODS AND MATERIALS

Research Design

This study utilized mixed methods of research. Case studies of five public schools teachers were selected as primary subjects, as being a reading teacher in Grade 2 for more than 5 years, who were interviewed in their lived experiences in handling nonreaders in the areas of adjustments, strategies, and reading scaffolds. Actual teaching observation of each of them was conducted according to their most convenient time in order to examine the nuances of meaning of the responses they had given from the interview. In ascertaining the nonreaders' academic

performance, the students' grades in English subject was analyzed using T-Test within subject design. These teachers were selected by their respective principals after a letter of permission was granted. Data generated from each of them were coded in letters as A for teacher 1, B for teacher 2, C for teacher 3, D for teacher 4, and E for teacher 5. Their students who were also observed during actual observations were also coded in letters, to ensure confidentiality of the results.

Research Tool

The interview sheet consisted of teaching and learning scenarios commonly faced by teachers in handling nonreaders. This interview sheet aimed to determine the adjustments, effective strategies, and reading scaffolds made in handling nonreaders. Observation sheet was constructed based on the answers of the teachers on the interview. This observation sheet was utilized in the actual-teaching observation to each subject in order to examine the nuances of meaning of the responses they have given from the interview. The students' grades were gathered from each reading teacher to determine if the adjustments, strategies, and reading scaffolds were effective in the improvement of students' reading capabilities. The study was conducted in five selected public schools in Cebu City namely: Kamputhaw Elementary School, Alaska Elementary School, Pasil Elementary School, Sawang Calero Elementary School, and Pardo Elementary School. The schools were primarily selected considering these factors: schools with big population, children came from depressed families, classroom with bigger class size, and accessibility to location.

RESULTS AND DISCUSSION

Teacher's Profile on Effective Teaching Practices

Theme 1: Teacher as an Enabler

Teacher A, who has been teaching for 6 years in School I, maintains 48 students in her Advisory class. She uses mostly remedial reading, with story books and Big Books in enhancing the reading skills of her learners. Leaning on her adjustments to the given scenarios, Teacher A is an enabler in the teaching of reading, by using motivational story telling lessons. As an enabler, she designs the learning environment through the use of videos and exposing her students to practice reading routines.

Table 1. Teacher A’s Profile

Scenarios	Adjustments	Strategies	Scaffolds
1. Student A recognizes the letter name however he doesn’t know how to pronounce the letter sound.	1. Teacher conducts story telling.	1. Teacher motivates the pupils through phonetic singing of the alphabet.	1. Primary step in Reading using Big books
2. Student B only mimics what the teacher utters but can’t read it if the teacher lets him read it on his own.	2. Teacher uses technology like phonetic video so students gain interest in reading.	2. Remedial Teaching	2. Beginning reading, Story books
3. Student C can read but cannot comprehend what he was reading.	3. Story telling. Encourage the student to practice more in reading with focus.	3. Remedial Teaching	3. Developing Reading Power, Story books
4. The teacher is planning to let the class read aloud that words written on the board, how the teacher makes it possible knowing that she has nonreaders in class.	4. Let the nonreaders mimic so other reader would not be disturbed. Conduct remedial reading after class.	4. Remedial Teaching	4. Primary Step in Teaching
5. Every time the teacher let student D read, he gives alibi and seems reluctant just to avoid the task.	5. Conduct story telling every day to motivate student to love reading	5. Remedial Teaching	5. Developing Reading Power

Table 2 Teacher B’s Profile

Scenarios	Adjustments	Strategies	Scaffolds
1. Student A recognizes the letter name, however he doesn’t know how to pronounce the letter sound.	1. Every individual is unique. Individual differences must be taken into consideration. Respect is needed to avoid bullying nonreaders.	1. Go back to basic learning. Sound of every letter in the alphabet must be mastered by the pupils to prepare them to read.	1. Printed pictures with label, Drill card, Books with colorful illustrations
2. Student B only mimics what the teacher utters but cannot read it if the teacher lets him read it on his own.	2. Never engage the class in “round robin” reading activities. Provide opportunities for re-readings and choral reading.	2. Individualized instruction in reading is needed. Involvement of parents is needed to improve the child’s reading ability.	2. Printed reading materials, Books with colorful illustrations , Big books
3. Student C can read but cannot comprehend what he was reading.	3. Give numerous opportunities to work with peers to “fill the gaps” in comprehension.	3. Expose them to short stories with follow-up questions. Using WH-questions enhance their interest to read and comprehension.	3. DIORAMA or improvised TV with short stories using colored illustrations to attract the pupils or enhance and motivate them to read.
4. The teacher is planning to let the class read aloud that words written on the board, how the teacher makes it possible knowing that she has nonreaders in class.	4. It can be done but with different set of words. Easy words (CVC) for nonreaders and another set for the readers.	4. Peer teaching, Conduct remedial to follow-up nonreaders, Constant follow-up to achieve the reading progress of the pupils	4. Flashcards, Printed materials, Strips of words, Textbooks
5. Every time the teacher let student D read, he gives alibi and seems reluctant just to avoid the task.	5. Use computer programs and other technology resources to support word analysis and comprehensions.	5. Home visiting to follow the child’s situation. Varied interventions may be applied to different situations. Use “Telling Boards” where they can draw simple stick figure sketches they find in texts.	5. Different graphic organizers , Big books , Poetry books (rhymes)

Theme 2: Teacher as a Humanist

Teacher B, who has been teaching for 21 years in School II, maintains 44 students in her Advisory class. She utilizes individualized instruction in reading, constant follow-up and exposure to short stories aided by printed reading materials, dioramas and textbooks to enhance the reading skills of her learners. Based on her adjustments to the given scenarios, Teacher B is a humanist in the teaching of reading because she

believes that every individual is unique and their differences must be taken into consideration. She designs the learning environment in a collaborative manner by giving them numerous opportunities to work with peers.

Theme 3: Teacher as a Facilitator

Teacher C, who has been teaching for 10 years in School III, maintains 48 students in her Advisory

class. She focuses on the engagement of students to reading, like relating particular sounds to the letters of the alphabet and rote memorization with the use of flashcards and charts to enhance student reading skills. Regarding on her adjustments to the given

scenarios, Teacher C is a facilitator in teaching reading by exposing her students on reading materials. She has a high level of inclusion and exhibits regard for a shared responsibility in the class.

Table 3 Teacher C's Profile

Scenarios	Adjustments	Strategies	Scaffolds
1. Student A recognizes the letter name however he doesn't know how to pronounce the letter sound.	1. Exposure of reading materials such as letters of the alphabet.	1. By observing reading behavior in his/her immediate environment. Conventional reading relating particular sounds to letters of the alphabet.	1. Flashcards of letters of alphabet
2. Student B only mimics what the teacher utters but cannot read it if the teacher lets him read it on his own.	2. Exposure of word families e.g. <i>at, an, all, am</i>	2. Blending the sounds of a consonant and a vowel grouping set of letters within a word, with a picture clues or modeling and rote memorization.	2. Flashcards of word families and word building. Chart e.g. <i>sa, se, si, su, so</i>
3. Student C can read but cannot comprehend what he was reading.	3. Making body actions, Picture clues, Spelling pattern.	3. Reading simple words in simple sentences. Decorable story.	3. Phonics in Reading w/ short and long vowels. Sight words Vocabulary easy list.
4. The teacher is planning to let the class read aloud that words written on the board, how the teacher makes it possible knowing that she has nonreaders in class.	4. Let them follow what the teacher says. Group the pupils based on their reading ability: *fast reader *average reader *slow reader *non reader	4. One-on-one reading Paired teaching Focused to the nonreaders Rote Memorization Remedial classes for nonreaders	4. Sight words Vocabulary: Dolchword and fry list
5. Every time the teacher let student D read, he gives alibi and seems reluctant just to avoid the task.	5. Give more patience to the pupils. Encourage him/her to read	5. Praise him/her to uplift self-confidence Give rewards/prizes for the job well done e.g. games, songs Remedial classes	

Table 4. Teacher D's Profile

Scenarios	Adjustments	Strategies	Scaffolds
1. Student A recognizes the letter name however he doesn't know how to pronounce the letter sound.	1. Start from the very basic sounds. Do not start from consonant letters.	1. Parent conference	1. Drill cards, Audiotape and videos on beginning reading
2. Student B only mimics what the teacher utters but can't read it if the teacher lets him read it on his own.	2. One-on-one reading While reading look at the mouth of the students.	2. Tutorial, Monitoring of reading progress	2. Drill cards

Table 4 (cont.) Teacher D's Profile

Scenarios	Adjustments	Strategies	Scaffolds
3. Student C can read but cannot comprehend what he was reading.	3. Oral reading and let them answer the –wh questions. Letting the students to read again	3. Translating the sentence or question into simpler one for the understanding of the students	3. Reading between the lines and rephrase the question
4. The teacher is planning to let the class read aloud that words written on the board, how the teacher will make it possible knowing that she has nonreaders in class.	4. Back to basic Separating the nonreaders to the readers	4. One on one tutorial in reading	4. –
5. Every time the teacher let student D read, he gives alibi and seems reluctant just to avoid the task.	5. Encourage and motivate them <i>s n f</i> let them feel that you want to help them.	5. Encourage and motivate, Awards and plus points	5. Reward system

Theme 4: Teacher as a Behaviorist

Teacher D, who has been teaching for 17 years in School IV, maintains 45 students in her Advisory class. In enhancing the reading skills of her learners, she uses mostly one-on-one tutorial and drill cards. Based on her adjustments, Teacher D is behaviorist in teaching reading because she understands her students by starting from the basic sounds and prompts to use drill cards. She also separates non readers to the readers. She designs learning environment by encouraging and motivating students using reward system.

Theme 5: Teacher as an Expert

Teacher E, who has been teaching for 6 years in School V, maintains 46 students in her Advisory class. She uses mostly remedial reading, one by one reading with the use of audio-visual materials that can help the students see and listen the words. Teacher E is an expert in teaching reading based on her adjustments to the given scenarios because she is authoritative and not sensitive enough on the differences and the needs of her students. She designs the learning environment through the use of visual aids and exposing them to activities like play.

When the five teachers are given five scenarios to read, each of them responds to each scenario in terms of adjustments, strategies, and scaffolds. One effective way in handling nonreaders is conducting a storytelling, which motivates students to love reading. Teacher A's adjustments common to the five

scenarios are focused on story telling more specially on scenarios A, C, and D. But, she also uses technology like phonetic video and also conducts remedial reading in her remedial teaching as dominant teaching strategies. She scaffolds her reading lessons in developmental manner by engaging her students to read in a step-by-step manner using story books and big books, until they achieve development on their reading power. Teacher B's adjustments are focused on choral reading and peer reading of easy words. She uses peer teaching using letter sound in the alphabet. She scaffolds by engaging students in reading books with colorful illustrations and big books. Teacher C's common adjustments are focused on the exposure of the words more specifically on scenarios A, B, and C. She groups students according to their reading ability and uses rote memorization and conventional reading relating to sounds of the alphabet and blending sounds. She scaffolds by using flashcards and sight words for the development on their reading prowess. Teacher D's adjustments common to all the scenarios are oral reading specifically to scenarios B and C. She also uses tutorial for remedial reading as her reading strategies. She scaffolds the students by using drill cards and also uses videos on beginning reading prowess. Teacher E's adjustments common to the five scenarios are remedial classes, more specifically on scenarios A, B, C, and D; but she also uses video clips and audio-visual learning in her teaching strategies.

Table 5. Teacher E's Profile

Scenarios	Adjustments	Strategies	Scaffolds
1. Student A recognizes the letter name however he doesn't know how to pronounce the letter sound.	1. Use remedial classes for the pupils who need to practice.	1. Use audio-video learning Ex: listening and watching videos that has letter sounds	1. Identify the sound of letters Repetition of words/letter sounds heard
2. Student B only mimics what the teacher utters but can't read it if the teacher lets him read it on his own.	2. Remedial classes for more time and one-on-one lesson.	2. Start with letter recognition and sounds Use audio-video learning	2. Identify the letter Practice the sounds of letters
3. Student C can read but cannot comprehend what he was reading.	3. Read by group or one by one.	3. Start with simple short stories. Can answer WH-questions like who, what, where, etc.	3. Preview test Discuss the vocabulary Read and discuss Use modeling for explaining
4. The teacher is planning to let the class read aloud that words written on the board, how the teacher makes it possible knowing that she has nonreaders in class.	4. The teacher can identify pupils who can read or cannot. Start with reading one by one.	4. Call students randomly and let them read aloud.	4. Use visual aids and ask questions
5. Every time the teacher let student D read, he gives alibi and seems reluctant just to avoid the task.	5. Use interesting materials like video that a pupil can see and listen to the words.	5. Have a day with the student to read Remedial classes	5. Use visual aids or activity like a play

Actual Observation

On Teacher Adjustments

The most dominant adjustments in the teaching of reading are the use of technology and separation of nonreaders to those who are fluent readers. According to Bhatti [35], "using technology like computers in reading instruction generated a lot of interest among the students for reading comprehension. In addition, students enjoyed the reading material with a variety of pictures and sounds." The separation of fluent readers to those who are not is supported by Briggs in Abadiano and Turner [36], when "fluent readers do not have to concentrate on decoding words, they focus on what the text means. They recognize words and comprehend at the same time. Nonreaders focus their attention on figuring out the words leaving them little attention for understanding the text". Another adjustment that is featured by the teacher informants are the exposure to reading materials, basic vowel sounds, and collaboration with peer. To Clark and Foster, primary and secondary students prefer different reading materials, which partly reflect on

their age differences and access to resources such as computer [37]. According to Klinger and Vaughn, Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively [38]. Of the five teachers, Teacher B is the most flexible teacher with 56% of the expected numbered adjustments. Teacher A follows with 39%. The rest of the teachers show less adjustments due to these reasons: number of students the teacher needs to handle in a class; time allotted to teach for they are only having a half day class; and they do not focus much on nonreaders.

On Teachers' Strategies

The teaching techniques like short stories and remedial classes for students enhance their comprehension skills by using the WH-questions. According to Handayani, the use of children short stories displays some advantages: it facilitates to enrich their vocabulary; it encourages their critical thinking; it increases their motivation; and it accommodates their language skill [39]. Students who

have comprehension understand to answer the different questions. The Master Teacher, Inc. [TMTI] urges teachers to assess a student’s ability to comprehend text that they read silently, orally, or loudly by another person asking the WH-questions (who, what, when, where, why, and how) [40]. Additional strategies that they use are individualized instruction in reading and students’ constant follow-up. Two out of five teachers possess more effective strategies. Teacher C has reached 73% which means that she has used varied strategies, which tare effective followed by Teacher B with 53% of the expected number of strategies.

Teachers’ Scaffolds

The most dominant scaffold in the teaching of reading is using flash cards and drill cards. According to Komachali, using vocabulary flash card facilitates their involvement in the class work by sharing answers, trying to participate, paying attention, giving the examples, encouraging to take part in the lesson, participating as volunteers, interacting with each other in a low-risk, warm-up activity, utilizing the newwords in the example, working on the vocabulary and pronunciation [41]. Another scaffolds featured by the teacher informants are the use of CDs for Audio-Visual learning, colorful pictures, big books, diorama, textbooks, and vocabulary dolch words. UNESCO–UNICEF CO-OPERATIVE PROGRAMME reveals that research shows 80% of learning occurs through the sense of sight and hearing and, therefore, planned use of audio–visual aids which are essentially materials of sight and sound, help to improve learning and teaching [42]. In using big books, Lynch states that big books enrich oral language development through a modeled reading, through risk-free participation by the children in subsequent readings and discussions, and through the meaningful teaching of skills within context—all positive and therefore powerful learning experiences [43]. As Rashidi and Kehtarfard in Cunnings-worth argue that textbooks are effective resources for self-directed learning and presentation material, sources of ideas and activities,

reference sources for students, syllabuses reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence [44]. Lee in Farrell, Osegna and Hunter further states that Dolch compiles this graded list to help teachers anticipate which words children most likely encounter when reading books at the indicated grade levels [45]. Dolch strongly advocates that teachers select sight words from books they use in the classroom. According to Lee, Dolch intends the Word List by Grade as a guide to help teachers identify words to teach from books they are using. Of the five teachers, Teacher B uses more scaffolds with 90% of the expected number of scaffolds.

Grades

To ascertain the nonreaders’ academic performance, their grades are analyzed using T-test within subject design. The second and third grading grades are the main focus of this analysis. The average grade from the forty-seven students in second grading is 75.91; while in third grading, the average is 77.17. As observed, there is a significant difference between the second and third grading grades of nonreaders which indicates that there is an increase and improvement on their academic performance. It implies that the adjustments, strategies, and scaffolds used by the 5 subjects indicate best practices, in improving their reading skills. With a Cohen’s d of 0.6, 73% of the treatment group is above the mean of the control group (Cohen’s U3), 76% of the two groups overlaps, and there is a 66% chance that a person is picked at random from the treatment group has a higher score than a person who is picked at random from the control group (Probability of Superiority). Moreover, in order to have one more favorable outcome in the treatment group is compared to the controlled group we need to treat 4.9 people. This means that if 100 people go through the treatment, 20.5 more people may have favorable outcome compared to, if they have received the control treatment 1.

Table 6. Students’ Grades

	M	Calculated T	p-value one tailed	Effect Size	Remarks
Second grading grades	75.91	-4.38807142	3.31126E-05	With the Cohen’s d of 0.6	There is a significant difference between the second and third grading grades of non- readers, reject null hypothesis
Third grading grades	77.17				

CONCLUSION

Handling nonreaders in order to read and understand better in the lesson is an arduous act, yet; once done with effectiveness and passion, it yielded a great amount of learning success. Effective teaching practices in handling nonreaders comprised the use of teachers' adjustments, strategies, and scaffolds established reading mastery, exposing them to letter sounds, short stories, and the use of follow-up WH questions enhanced their reading performance significantly. Variations of reading teachers' nature as: an enabler, a facilitator, a humanist, a behaviorist, and an expert, as regards to their teaching practices, were proven significant to students' reading effectiveness. Addressing to the demands of the 21st century teaching and learning provided reading teachers opportunities to develop learners' critical thinking, communication, collaboration, and creation. To wit, a teacher expert could propel learners to hone their critical thinking skills with the use of process approach in the teaching of reading. A teacher behaviorist/enabler could frequently indulge learners with exercises or worksheets to master the required reading skills by means of visual and manipulation media. A teacher facilitator could organize learners to collaborate and share their reading experiences with others without competition. A teacher humanist could dispel traditional teaching of reading by encouraging learners to become more creative in engaging in meaningful outcomes or create evidences of their learning like: elocution, debate, oration, declamation, and technical and creative writing compositions as products of their reading outcomes.

RECOMMENDATION

This study is limited only on the teaching of reading. Thus, it is recommended that a close supervision will have to be conducted by school administrators to observe reading teachers and find ways to conduct training on the enhancement teaching adjustments, strategies, and scaffolds that will improve teaching practices in the teaching of reading. For further investigation, future researchers will be challenged to look into the interconnections of the reading curriculum, the reading strategies, and the reading outcomes and their effects to the learners' reading competence.

REFERENCES

- [1] Mendoza, J., (2008). *Effectiveness of remedial instruction in reducing oral reading errors and*

- improving reading levels of selected fourth grade slow readers.* Unpublished Master's Thesis. Bayombong, Nueva Vizcaya: Saint Mary's University
- [2] Luz, JM., (2007). *Literature and literacy.* Diliman, QC: Philippine Center for Investigative Journalism. Retrieved March 28, 2016, from <http://pcij.org/stories/a-nation-of-nonreaders/>
- [3] Nedira, E.N., (2009). *Students' reading inventory: Constructivist-based reading unit plan.* Master's Thesis, Cebu Normal University, Cebu City.
- [4] Alcantara, R. et.al, (1996). *Remedial reading: a handbook for teachers and students.* Quezon City: Phoenix Press Inc.
- [5] Downing ,J., (1982). *Psychology of reading.* New York: Macmillan Publishing Co. Inc
- [6] Tejero, E. & Cachillar, G., (2004). *Teaching reading in elementary grades.* Mandaluyong City: National Bookstore
- [7] Leipzig, D.H., (2001). *What is reading?* January 2, 2016 Retrieved from <http://www.readingrockets.org/article/what-reading>
- [8] Chall, J.S (1983). *Stages of reading development.* New York: McGraw-Hill Book Company.
- [9] Rionda, C., (1992). *A handbook of reading in language education.* Quezon City: Phoenix Publishing House, Inc.
- [10] Barr, R., Sadow, M. W., & Blachowicz, C. L. Z., (1990). *Reading diagnosis for teachers: an instructional approach.* New York: Longman.
- [11] Professional Development Service For Teachers. (n.d.) *The Reading Process.* Retrieved from <http://www.pdst.ie/sites/default/files/Reading%20Booklet%20-%20to%20circulate.pdf>
- [12] Ysatam, E.I. (2009). *DepEd's basic literacy program: cordero's vs. calderon's reading models.* Master's Thesis, Cebu Normal University, Cebu City.
- [13] Wolf, M., (2007). *Proust and the squid: the story and science of the reading brain.* New York: Harper Collins.
- [14] Cao, Y., (2010). *Literacy boost 2009 assessment: philippines.* Prepared for Philippines Country Office, Save the Children
- [15] Fosudo, S. (2010). *Reading as part to success.* A Lecture delivered at the College Library Day, Adeniran Ogunsanya College of Education, Otto/Ijanikin, Lagos on February 24th
- [16] Read on Get on Campaign, (2014). *How reading can help children escape from poverty .london: save the children.* Retrieved March 29, 2016 from http://www.savethechildren.org.uk/sites/default/files/images/Read_On_Get_On.pdf
- [17] Strategic Marketing & Research, Inc. (2014). *Factors affecting reading ability in school age*

- children. Retrieved March 29, 2016 from http://www.savethechildren.org.uk/sites/default/files/images/Read_On_Get_On.pdf
- [18] Conde, J.T., (2008). *The reading skills evaluation of grade vi pupils: the phil. iri model*. Master's Thesis, Cebu Normal University, Cebu City.
- [19] Goldenberg, C. (1994). *Promoting early literacy development among Spanish speaking children: Lessons from two studies*. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting reading right from the start* (pp. 171-200). Boston: Allyn & Bacon
- [20] Zunguze, S.J., (2011). *Teachers' views on factors contributing to low level reading levels among Mozambican primary school pupils*. Dissertation, University Of Zambia. Retrieved from <http://dspace.unza.zm:8080/xmlui/bitstream/handle/123456789/1993/salvador00001.PDF?sequence=1>
- [21] Chapman, M. L., (2003). *Phonemic awareness: clarifying what we know.* [electronic version]. *literacy teaching and learning: an international journal of early reading and writing*, 7, 91-114. Retrieved March 30, 2016, from http://www.readingrecovery.org/sections/home/LTLVol7No1_2.asp
- [22] Scanlon, D. M., & Vellutino, F. R., (1997). *A comparison of the instructional backgrounds and cognitive profiles of poor, average, and good readers who were initially identified as at risk for reading failure*. *Scientific Studies of Reading*, 1(3), 191-215.
- [23] Gove, A. and P. Cvelich, (2011). *Early reading: igniting education for all*. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: Research Triangle Institute
- [24] Goldenberg, C. (1994). *Promoting early literacy development among Spanish speaking children: Lessons from two studies*. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting reading right from the start* (pp. 171-200). Boston: Allyn & Bacon.
- [25] Bond G. L., (1989). *Reading difficulties: Their diagnosis and correction*, MA: A Division of Simon and Schuster Inc
- [26] Carnine, D. W., (1997). *Direct reading instruction*, New Jersey: Prejudice Hall Inc.
- [27] Martin, P. & Pappas P., (2006). *Strategies for Struggling Readers*. Retrieved from <http://www.peterpappas.com/blogs/read-blog/non-reader-complete.pdf>
- [28] Torgesen, J., (2004). *Struggling readers: what works for intermediate level students. pennsylvania: the florida center for reading research*. Retrieved March 28, 2016, from http://www.fcrr.org/science/pdf/torgesen/penn_speci_al_ed.pdf
- [29] International Reading Association, (1999). *Using multiple methods of beginning reading instruction: A position statement of the International Reading Association*. Newark, Delaware: Author
- [30] Clay, M., (1991). *Becoming literate: the construction of inner control*. Auckland, New Zealand: Heinemann Education.
- [31] Benjamin, A. (2007). *But I'm not a reading teacher: Strategies for literacy instruction in the content areas* [Google Books version]. Retrieved from <https://goo.gl/YtQKt9>
- [32] Cabalquinto, M. A (n.d.). *Developmental reading 2: The teaching of reading*. Self-made Module. Cebu Normal University, Cebu City, Philippines.
- [33] Kinberg, M. (2006). *Your teaching reading in the content areas of elementary teachers* [Google Books version]. Retrieved from <https://goo.gl/DsN21U>
- [34] Alumbro, E.C., (1991). *The reading skills of the VISCA, foundation elementary school pupils: A basis for an improved reading instruction*. Master's Thesis, Cebu Normal University, Cebu City.
- [35] Bhatti, T M. (2013), *Teaching reading through computer-assisted language learning*, *The Electronic Journal for English as a Second Language*, 17(2)
- [36] Abadiano, H. & Turner, J. (n.d.). *Reading Fluency: The Road to Developing Efficient and Effective Readers*, Retrieved from http://www.reading.ccsu.edu/6th_year_renewal/Jesse_Turner/Files/Reading%20Fluency-%20The%20Road%20to%20Developing.pdf
- [37] Clark, C. , & Foster, A., (2005). *Children's and young people's reading habits and preferences the who, what, why, where and when*. London, UK: National Literacy Trust. Retrieved March 23, 2016, from http://www.literacytrust.org.uk/assets/0000/0577/Reading_Connects_Survey_2005.pdf
- [38] Klinger, J., & Vaughn, S., (1998). *Using collaborative strategic reading*, Retrieved from http://www.utexas.edu/cola/tlc/_files/conferences/newmedianewmaterials/using_collaborative.pdf
- [39] Handayani, M.P., (2013). *Using children short stories to enhance students' reading comprehension*, *Journal of English and Education* 2013, 1(1) 133-141
- [40] The Master Teacher, Inc. (2010). *Intervention sheet answering wh-queastion*. Retrieved from https://system.netsuite.com/core/media/media.nl%3Fid%3D45521%26c%3D713075%26h%3Dd9adfdb685435c0f8d59%26_xt%3D.pdf%26gc%3Dclear
- [41] Komachali, M.E., (2012). *The effect of using vocabulary flash card on iranian pre-university students*. *Vocabulary Knowledge International Education Studies*, 5(3), 137-138. doi:10.5539/ies.v5n3p134

- [42] Marayan, (1980). *UNESCO–UNICEF Co-Operative Programme*. Retrieved from <http://unesdoc.unesco.org/images/0003/000395/039578Eb.pdf>
- [43] Lynch, P., (1996), *A guide for using big books in the classroom*. 604 King Street West, Toronto, Ontario M5V 1E1, C:Scholastic Canada Ltd. Retrieved March 23,2016 from <http://www.scholastic.ca/bigbooks/AGuidetoUsingBigBooksInTheClassroom.pdf>
- [44] Rashidi, N., & Kehtarfard, R., (2014), *A needs analysis approach to the evaluation of iranian third-grade high school english textbook*, SAGE Publication,1-9, 2-3. DOI: 10.1177/2158244014551709
- [45] Farrell, Osegna & Hunter, (2013). *Comparing the dolch and fry high frequency word list*, Retrieved from <http://www.readsters.com/wp-content/uploads/ComparingDolchAndFryLists.pdf>

Copyrights

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)