

Reading Delimma Of Learners: Addressing The Barriers Of Learning

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Abstract. The purpose of this qualitative study, employing a phenomenological approach, was to explore the experiences of public-school teachers in New Bataan District, Davao de Oro, regarding learners' reading dilemmas and how teachers addressed the barriers to learning. The study examined the challenges and difficulties encountered by teachers, as well as their coping mechanisms for overcoming each obstacle. Data were gathered through a qualitative process from ten participants who had direct involvement and experiences with the phenomenon. Ethical considerations and proper health protocols were observed throughout the research process. Data analysis employed an analytical framework aligned with the assumptions of qualitative research. The findings revealed that teachers' experiences involved pedagogical challenges, professional disappointments, and social frustrations. Consequently, strategies such as leading strategically, developing relevant skills, and fostering positive attitudes were identified as essential in managing learners' reading dilemmas. The study implied that, since reading was so vital, schools needed to dedicate significant time not only to teaching children how to read but also to demonstrating how to use reading for both informational and enjoyable purposes. School leaders were encouraged to empower teachers and reflect on their navigation of these experiences, while expanding resources, strategies, and communication methods.

KEY WORDS

1. Reading Dilemma 2. barriers to Learning 3. New Bataan district

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1. Introduction

Reading has an impact on a wide range of a student's education, from the ability to listen to and comprehend a story in preschool to the acquisition and practice of critical reading and comprehension skills in elementary, middle, and high school, and eventually to the effective outcome of reading as part of one's learning experiences as a young and aging adult. Because reading is so important for learning other subjects, guaranteeing that children have a stable base in reading has been a key priority in sev-

eral regions of the world. In the United States of America for instance, the 2000 National Assessment of Educational Progress reported that 37 percent of the nation's fourth graders failed to demonstrate that they are capable of reading at a basic level and approximately 20 percent of school children in their country encounter significant difficulties in learning to read. These difficulties often occur in disproportionate levels among children who are poor, racial minorities, and nonnative speakers of English (Santa-

pau, 2001). In South Asia on the other hand, illiterates represent two-thirds of the world's total population. In India alone, over 200 million adults above 15 years of age are unable to read. In Bangladesh, over 46 million adults are illiterate out of 67.8 million adults of age 15 and above. The absolute number of illiterates in Nepal may not be as large as compared with that of India and Bangladesh, but for a country whose total population is only about 20 million, the 8 million illiterate is definitely disproportionately high at 60 percent (Dhungana, 2005). Here in the Philippines, education has been declining continuously for roughly 25 years. Schools are failing to teach the competence particularly in reading to the average citizen who needs to become responsible, productive and self-fulfilling. Graduating people are learning less and less (Elance, 2007). A recent study by Meinardus (2007) showed that scores of Filipino children between 9 and 14 in Mathematics, Science and

Reading were two standard deviations below the international mean. The National Statistical Coordination Board data of 2003 also revealed that literacy rate in different regions of the country is low and that the regions with the lowest literacy rate all belong to Mindanao. According to PIA Press Release (2009), eight out of 10 starter grade school pupils in Misamis Oriental in 2008 have difficulty in English reading and comprehension, and at least one for every 10 pupils cannot read at all. The figures are quite alarming, prompting local and national government officials including non-government organizations and the private sector to band together and push for more interventions to address the problem. In the recent study of Tuba (2010) of Compostela Valley Division, the pupils' reading profile was only at moderate level and the reading comprehension of pupils particularly in Maco North District was only in the satisfactory level (Abanales 2002).

1.1. Purpose of the Study—The purpose of this qualitative study, phenomenological in approach, was to explore the of public-school teachers in New Bataan District, Davao de Oro regarding the reading dilemma of learners and how they address the barrier of learning. This study further explored on the challenges and difficulties encountered by teachers and their

coping mechanisms to surpass each difficulty. Lastly, this study also aims to gather insights that can be shared with others in general. In this study, the experiences of teachers in dealing with reading dilemma of learners and how they address the barriers provide the learners with the necessary learning activities as the leading platform, which supports independent learning.

1.2. Research Questions—The study aimed to explore and investigate the reading dilemma of learners to address the barrier to learning. The study specifically sought answers to the following queries:

- (1) What are the experiences of teachers in addressing the reading dilemma of learners?
- (2) How do the teachers manage the reading dilemma of learners?
- (3) What do the informants learn about addressing the barrier to learning?

1.3. Theoretical Lens—This study was grounded in Johnson's (2003) theory, which posits that a reading program can be effective if students are willing to engage in supplemental reading and that the presence of an accelerated reading program would not be beneficial

in improving reading comprehension without actual daily usage by students. The theory of Singson (2001) states that a school-based reading program is a vital component in developing the metacognitive processes of reading, providing a framework for the reading scheme of

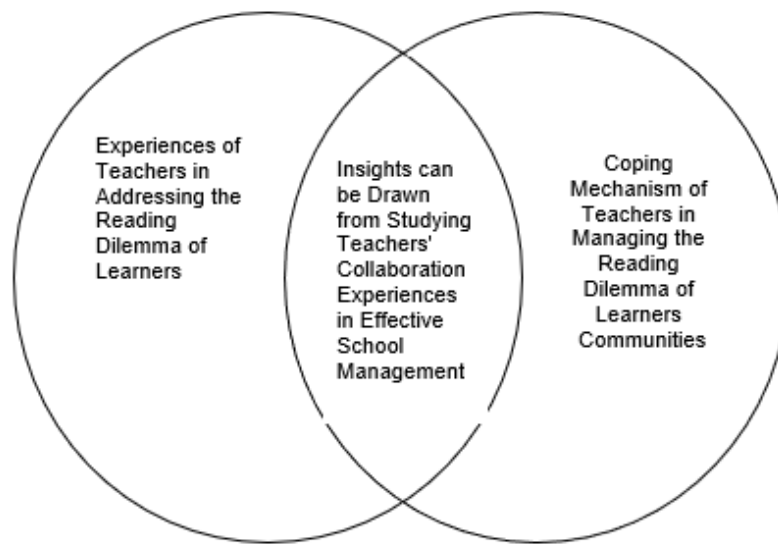


Fig. 1. Theoretical/Conceptual Framework

students. Halter and Felix (2003) stated that reading can be learned best if the reading program is tailored to the needs and capacities of learners. In grade schools, pupils are taught how to read through visual materials made available by teachers for the students. According to Gramd (2000), these materials provide a natural setting for students to learn the skill of reading effectively. Johan (2003) stated that a reading program should be evaluated based on the students' learning, as reflected in various exams. DepEd Memorandum No. 196, series of 2008, mandated that the Philippine Informal Reading Inventory (Phi-IRI) project is part of the assessment component of Every Child a Reader Program (ECARP). The Phi-IRI tools aim to assess the reading proficiency levels of pupils in both English and Filipino languages, in both oral and silent reading. The result of the Phi-IRI will indicate the reading proficiency of the pupils, and the reading proficiency of learners must be assessed regularly. Likewise, DepEd Memorandum No. 221, series of 2007, stipulated that every Filipino child should become a successful reader at their appropriate level by the end of grade 3. Hence, the

Bureau of Elementary Education launched the Every Child A Reader (ECARP), which aims to enable elementary-grade pupils to communicate and access a variety of information in written and oral forms through effective reading instruction. Moreover, anchored in the Enactment of the No Child Left Behind Act (NCLB, 2002) and the reauthorization of the Individuals with Disabilities Education Act (IDEA, 2004), the assessment landscape for all students in public schools, and particularly those at risk for poor reading outcomes, has undergone significant changes. One of the more significant provisions of NCLB was the requirement that states adopt standards and conduct annual assessments to gauge school districts' progress in improving students' academic achievement. States were similarly required to test and report the progress of various student subgroups, including English learners and students with disabilities. In addition, states were responsible for holding schools accountable for documenting Adequate Yearly Progress (AYP) of these subgroups based on the state assessments. As a result, states needed to know how to identify students who struggle with reading using fair and valid assessments.

2. Methodology

This chapter contains the descriptions of the methods that were employed in the conduct of the study. It includes the philosophical assumptions, research design, locale, respondents, research instrument, data gathering procedure, and data analysis.

2.1. Philosophical Assumptions—A good research undertaking begins with the selection of a topic, problem, or area of interest, as well as the underlying paradigm. Stanage (2017) traced the term ‘paradigm’ back to its Greek roots (paradeigma) and Latin origins (paradigm), meaning pattern, model, or example, among other things, an exemplar or model to follow, according to which design actions are taken. Differently stated, a paradigm is an action of submitting to a view (Stanage, 2017). This view was supported by Denzin and Lincoln (2000), who define a research paradigm as a “basic set of beliefs that guide action”, dealing with first principles, ‘ultimates’, or the researcher’s worldview or philosophy. **Ontology.** This assumption of qualitative inquiry pertains to the nature of the reality of things. Accordingly, when studying individuals, researchers expect to gather multiple realities coming from different perspectives. When a researcher conducts a qualitative inquiry into a certain phenomenon, they aim to gather and present multiple experiences of individuals related to that phenomenon. Thus, they present various viewpoints on a particular phenomenon, as reality varies from how a person experiences it (Moustakas, 1994). **Epistemology.** This assumption is that a researcher should establish rapport with the beings under research in order to bridge the objective form of inquiry. Employing epistemological assumption pertains to assembling subjective evidence that could be made possible by researchers getting close as possible to the people under study. In this sense, the researcher can gain more insight into what they can know through objective inquiry. The researchers establish a firm strategy for obtaining answers and a concrete description of experiences from the key informants through the words they share, the facial expressions they project, and even their tone of voice (Guba and Lincoln, 1988). **Axiology** refers to the role of values in research and inquiry. Denzin (1989) asserts that the role of values in a study is significant. Axiology suggests that the researcher openly discusses the values that shape the narrative and includes their interpretation in conjunction with the participants’ interpretations.

2.2. Qualitative Assumptions—Qualitative analysis was employed to establish credibility, transferability, dependability, and confirmability. The informants’ experiences were captured through conducting unstructured and open-ended interviews employing one-on-one interaction, audio-taping the interviews, and conducting the interviews. The researcher recorded information through note-taking as the informants described their experiences. In this study, the researcher employed interviews as a tool to collect and saturate information from the study’s informants. Interviewing involves asking questions and obtaining answers from the participants in the study. This instrument was believed to be suitable in this design to solicit informants’ descriptions of the experiences under study (Robert Wood Johnson Foundation, 2006). This study employed an in-depth, face-to-face interview to establish rapport among the key informants and between them. In-depth interviews provide an open space for informants to converse among themselves and discuss the phenomenon being shared; they allow them to freely discuss ideas, feelings, and motivations related to the topic. Furthermore, after conduct-

ing the face-to-face interview, the researcher would prepare an interview guide that includes open-ended questions, as well as probing questions to validate the study's findings. This face-to-face interview provides an opportunity for the researcher to interpret body language and facial expressions (Marshall, 2016). Thus, the researcher conducted face-to-face interviews as a mode of in-depth interviews and audiotaped the entire conversation to ensure that the data gathered from the interviews were complete and accurate. The researcher prepared an interview guide that comprised both general and probing questions to solicit information and complete the description of experiences gathered from the respondents. The open-ended questions stipulated in the interview guide provided respondents with the opportunity to elaborate on their answers and substantiate their opinions. Reliability of the questionnaire. According to Amin (2005), the degree to which an instrument consistently measures what it was intended to measure is referred to as. Hence, the researcher ensured reliability by constructing a thorough conceptual framework in which the terms used

in data collection instruments were analyzed and explained. The researcher also requested her supervisors and two other experts on qualitative research from the School of Education to review the instruments. The researcher also made a careful selection and briefing of research assistants who helped her with the delivery, administration, and collection of questionnaires. The questionnaires were then pilot-tested on five teachers and five deputy head teachers in some of the targeted, but non-sampled, schools. The outcome revealed the existence of some ambiguous and complicated terms, which the researcher simplified and clarified to make the structured interview more accessible. The questionnaire and the structured interview were improved after piloting them on two head teachers and fifteen teachers in the other district. Validity is the degree to which an instrument measures what it was intended to measure and does so correctly (Amin, 2005). The researcher ensured the content validity of the instrument by verifying that the questions in the Self-Administered Questionnaires (SAQs) accurately conformed to the study's conceptual framework.

2.3. Design and Procedure—The study employed a qualitative design, utilizing a phenomenological approach that describes the participants' experiences as they present them, free from preconceived notions. Qualitative research was a social inquiry that focuses in understanding human action. It was used to describe inherent and essential characteristics of social objects and human action. Additionally, this social inquiry relies primarily on the non-numeric data in form of words (Denzin Lincoln, 2000). Qualitative design was suitable in understanding the lived experiences of high school public school teachers in virtual classrooms, as participants freely describe them. In addition, this study employs a phenomenological approach, specifically to examine the common experiences of the

participants related to the same phenomenon. A phenomenological study aims to analyze and explain the meaning of the phenomenon through the eyes of the people being studied. This approach provides an interpretive understanding of human interaction and the essence of the phenomenon to an individual or a group of people (Christenson et al., 2010). Furthermore, a phenomenological approach in this study is believed to be suitable for understanding humans' lived experiences, as it was an approach appropriate for validating whether a specific phenomenon was plausible. This approach focuses on understanding the meaning, structure, and essence of the phenomena experienced by an individual, thereby understanding the meaning of the description of the phenomenon (Pereira, 2012).

2.4. Research Participants—To generate the necessary data for this study, I found that the best informants to provide me with the information I needed are teachers who serve as reading coordinators in their respective schools. To present my choice to participants more clearly, here are my criteria in selecting them: (1) they should be teaching handling reading subjects in the school, (2) they should be at least three (3) years above handling the subject, and (3) they should be willing to participate in the interview. With these criteria set, this study adhered to purposive sampling technique. Purposive sampling is a technique widely used in qualitative research for identifying and selecting information-rich cases to maximize the effective use of limited resources (Patton, 2002). This

involved identifying and selecting individuals or groups of individuals who were exceptionally knowledgeable about or experienced in a particular area. Bernard (2012) emphasizes the importance of availability and willingness to participate, as well as the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. Purposive sampling was utilized in the study as Patton (2015) introduces explicitly purposeful sampling as an approach to qualitative study. Accordingly, the power of this purposive sampling lies in the selection of participants, from which one can gain a great deal of knowledge on the issues and topics at hand in the context of the inquiry. To achieve triangulation, I ensured that I had multiple sources of information. Hence, my informants comprise ten teachers from the Davao de Oro Division.

2.5. Ethical Considerations—It is essential in this study. The researcher obtained approval from the Davao de Oro Division Superintendent and school district officials. Informed consent was obtained from participants and the relevant institutions. Participants were briefed on the study's purpose and their right to decline participation. Confidentiality and anonymity were maintained, with data used solely for research and measures taken to prevent harm. Social Value. This study is particularly valuable for the community as it sheds light on the experiences of educators, especially senior high school teachers. The insights gained aim to guide policymakers and educational authorities in designing additional initiatives and policies that support classroom teachers more effectively in addressing the difficulties faced by senior high school English instructors in fostering resilient learners. This societal concern is one that I find especially meaningful. Informed Consent. Participants provided written consent after being fully informed about the study's objectives. They received detailed explanations

to help them understand their involvement, enabling them to make an informed choice about participating. Participation was entirely voluntary, and participants were assured that declining to participate would not lead to any negative repercussions. The researcher also prioritized the mental well-being of participants by securing written consent and clarifying that the study focused on factors influencing students' attitudes toward English learning and their self-perceptions, which could help improve educational practices. Participant Vulnerability. Since the respondents were senior high school students, some were considered vulnerable due to their age and psychological maturity. The researcher emphasized that the survey would be administered at their convenience and assured them of the confidentiality of their responses. Data Privacy and Confidentiality. The research adhered to the Data Privacy Act of 2012, ensuring that participant information remained anonymous and could not be linked back to individuals. Personal data would not be shared without explicit consent, and access to the data

was limited solely to the researcher. After the data collection phase, all responses were permanently deleted to prevent any identification of the participants. Risks, Benefits, and Safety Measures. During the survey process, the researcher explained the nature and purpose of the study, emphasizing confidentiality and safety. Participants were encouraged to ask questions, and their well-being was prioritized; questionnaires and interview guides contained no harmful or offensive content. The study was designed strictly for academic purposes, avoiding sensitive or personal inquiries. Participants were given sufficient time to complete the surveys and could abstain from answering any questions that caused discomfort or choose to withdraw at any point. Fairness and Transparency. To ensure impartiality, the researcher selected participants based on clear eligibility criteria—specifically, being bona fide junior high school students in selected schools—without bias. Respect for participants' routines was maintained, and their time was valued by providing tokens of appreciation. These tokens were carefully sealed and sanitized before being sent via courier. The researcher committed to honesty and transparency throughout the study, providing all relevant documents related to data analysis and explaining the research process clearly. Throughout the

data interpretation and presentation process, the researcher maintained objectivity to uphold the credibility and impartiality of the findings. Researcher Qualifications. The researcher took measures to prevent any influence on participants' responses, avoiding conflicts of interest. The results are shared with respondents, parents, and school administrators, provided proper protocols are followed to ensure anonymity. Acknowledgments were given to all contributors, and a copy of the research report was shared with the Division of Panabo City for educational purposes and potential future research. Facilities and Resources. A suitable environment and adequate learning materials were provided for data collection, all within a designated time-frame. Accuracy was ensured through careful data entry, especially when the researcher was well-rested, minimizing errors. The analysis was thorough and consistent with the collected data, ensuring the reliability of the conclusions. Community Involvement. Engaging the community throughout the research process—from planning to dissemination—was regarded as best practice. The researcher aimed to share the findings with the community and involve them in decision-making regarding the research focus, methods, and application of results, ensuring their participation and relevance.

2.6. Role of the Researcher—This research aimed to explore the leadership styles of school administrators in the ComVal Division, with the hope of providing empirical data. The topic sparked my interest, as I am inspired to become a school head someday. As a student in post-graduate studies, pursuing a Master of Arts in Teaching English (MAT), I feel the need to explore this study since I believe it could pave the way for me to aid colleagues who are experiencing difficulties due to the poor reading culture among students. As a researcher, I conducted in-depth interviews with the informants. The

interviews were conducted in the school of the informants. The interviews were recorded on audio tape. After the interview was conducted, the recorded conversations, which were carried out in either the dialects of the informants or English, were transcribed by a transcriber. Then, the transcripts were translated by English major teachers, so that the answers were shortened and translated into English. Likewise, as a researcher, I acted as a data analyst with the help of my adviser. I reviewed, read, and analyzed the data. After the analysis, the data was presented in a figural form, wherein themes were drawn out from the transcribed information.

2.7. Data Collection—Prior to undertaking the study, I sought the permission of the Schools Division Superintendent to conduct the study in the Division of Davao de Oro. With the necessary approval of the SDS, I likewise sought the permission of the School Heads of the identified schools for the study. Upon approval, I sent a letter request to the selected schools to allow the gathering of relevant data. Before the interview, a background of the study was given to the informants. The informants were notified that the interview would be audio-recorded. Before each interview, informants were informed that the data would be coded to protect their identities, and all audio and written records would be securely stored after data extraction. The consent form was signed by the

informants, and upon agreement, the interview was conducted one at a time. The interviews were conducted at the participants' workplaces after their class hours in the afternoon. To ensure the accuracy of responses during the interview, the proceedings were audio-recorded. All the informants freely agreed to audio record the interviews. Notes were taken for further correctness of data collection. All responses, both verbal and non-verbal, including body movements and gestures, were taken into account. Furthermore, triangulation was also employed to validate the informants' responses. Triangulation was achieved through document analysis, where the researcher reviewed the teachers' records using observation sheets to corroborate the school heads' responses.

2.8. Data Analysis—Following the Positioning Theoretical Analysis, the participants' responses were processed and underwent a series of analyses. The analysis of data was divided into two general phases, as shown in the figure, reflecting the positioning triad and phases of analysis, following the traditional procedure of discursive psychology, which included reading and re-reading, coding, and analysis of the text. Phase II utilized the Positioning Triad as a framework to analyze the data generated from Phase I. Slocum and Lagenhove (2004) posit that the Positioning Triad was an analytical tool that highlights the relationship between the building blocks of meaning, which are constituted by informants' thoughts, informants' experiences, and the conversation experiences. Transcripts were coded in considerable detail, with the focus shifting back and forth between the key claims of the participants and the researchers' interpretation of the responses. After which, the respondents' replies were clustered according to themes. Emergent themes were analyzed and subjectively interpreted. The collected data were sorted, coded,

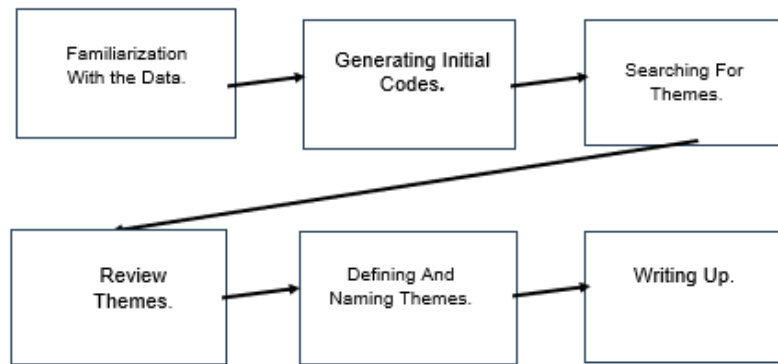
and organized in tables to reveal the percentage scores of the different study attributes. The findings are also subjected to further analysis using qualitative techniques. Qualitative data analysis is the process of inspecting, organizing, and interpreting collected data to provide an explanation, understanding, or insight into the case study (Learning Qualitative Data Analysis, 2010). Here is the thematic analysis method, as outlined by Braun and Clark (2006), which consists of six phases for analyzing data. Six phases of thematic analysis (Braun Clarke, 2006) This should not be viewed as a linear model, where one cannot proceed to the next phase without completing the prior phase (correctly); instead, analysis is a recursive process. 1) Familiarisation with the data is common to all forms of qualitative analysis –the researcher must immerse themselves in, and become intimately familiar with, their data; reading and re-reading the data (and listening to audio-recorded data at least once, if relevant) and noting any initial analytic observations. 2) Coding is also a common element of many approaches to qualitative analysis (see Braun Clarke, 2012a, for

thorough comparison). This involves generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a method of data reduction; it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher codes every data item and ends this phase by collating all their codes and relevant data extracts. 3) Searching for themes is a coherent and meaningful pattern in the data relevant to the research question. If codes are the bricks and tiles in a brick-and-tile house, then themes are the walls and roof panels. Searching for themes is a bit like coding to identify similarities in the data. This ‘searching’ is an active process; themes are not hidden in the data waiting to be discovered by the intrepid researcher. Rather, the researcher constructs themes. The researcher ends this phase by collating all the coded data relevant to each theme. 4) Reviewing themes is to the involvement of checking that the themes ‘work’ about both the coded extracts and the whole data-set. The researcher

should reflect on whether the themes tell a convincing and compelling story about the data and begin to define the nature of each theme, as well as the relationship between the themes. It may be necessary to combine two themes, split a theme into two or more themes, or discard the candidate themes altogether and restart the process of theme development. 5) Defining and naming themes requires the researcher to conduct and write a detailed analysis of each theme (the researcher should ask ‘what story does this theme tell?’ and ‘how does this theme fit into the overall story about the data?’). identifying the ‘essence’ of each theme and constructing a concise, punchy and informative name for each theme. 6) Writing up: Writing is an integral element of the analytic process in TA (and most qualitative research). Writing-up involves weaving together the analytic narrative and (vivid) data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it within existing literature—challenges in teaching TA and other qualitative methods.

2.9. Framework of Analysis—As a researcher, I adopted a systematic approach to analyze the qualitative data. The process started with familiarization, during which I immersed myself in the data to develop a thorough understanding. Next, I engaged in coding, carefully identifying significant segments and recurring patterns. This was followed by the development of themes, which I refined and clarified to capture the main insights accurately. Ultimately, I synthesized and documented my findings, ensuring that the analysis was clear, transparent, and well-organized. This methodology allowed me to uncover subtle nuances within the rich, non-numerical data and provided a structured framework for interpretation. I also found Braun Clark’s (2020) six-phase framework to be invaluable as a guide for conduct-

ing this kind of analysis. I recommend reviewing their publication alongside our example. In my overview, I moved through each step in sequence; however, I understood that these phases are not necessarily linear. I often revisited previous stages multiple times, especially when dealing with complex datasets. These steps are central to qualitative analysis within an analytical framework, involving several interconnected phases . Familiarization With the Data. Initially, I conducted a thorough review and re-examination of all qualitative data, including interview transcripts and field notes, to gain an in-depth understanding of the content. During this phase, I also noted initial impressions and observations to inform subsequent analysis. Generating Initial Codes. Next, I assigned labels or codes to specific segments of the data



that represented particular ideas, concepts, or phenomena. This involved identifying relevant keywords or quotations that directly addressed the research questions. Searching for Themes. Next, I grouped related codes to identify potential themes, searching for broader patterns of meaning across the coded material. Review Themes. The coded data were then grouped into broader categories based on their similarities and relationships. These categories were further developed into overarching themes that highlighted recurring patterns and significant aspects within the dataset. Defining Naming Themes. In the process of defining and naming themes, I systematically organized and condensed the

data into specific categories and themes, frequently using matrices or frameworks to aid in this organization. For each theme, I provided clear definitions that reflect their core essence and assigned brief, descriptive titles. Additionally, I included discussions to highlight the importance and relevance of each theme within the overall analysis. Writing Up. Produce a coherent report of the analysis, presenting the themes and their significance. Figure 2 illustrates that Braun and Clarke’s six-phase framework provides a structured yet flexible approach, enhancing depth and clarity in qualitative analysis. Its iterative process ensures a thorough understanding, resulting in nuanced and credible insights.

2.10. Trustworthiness of the Study—The trustworthiness of this study was established to ensure the rigor of the research at hand. The common critiques of qualitative research focus on validity and reliability; however, I present the trustworthiness of the study, anchored in Guba’s (1981) framework. Guba emphasizes that qualitative research should embody credibility, transferability, dependability, and confirmability. Credibility refers to internal validity and it was concerned with the question on how congruent are the findings to the reality. Lincoln and Guba (1985), as cited by Shenton (2005), emphasize that credibility in study ensures correctness of the data, and this is the most impor-

tant factor in trustworthiness. As a researcher, I established credibility in my study, grounded in the suggestion of Shenton (2004), which employed the Triangulation method (Shenton, 2004)—a strategy for ensuring trustworthiness in qualitative research projects. Triangulation method is a strategy used to gather data from many sources. It can be done through interviews, focus group discussions, observation a document analysis. As a researcher, I employed the use of Triangulation method by affixing the transcript of interview done to collect different data coming from different perspectives of the informants of the study. I employed skills in ensuring honesty on the responses of my in-

formants. It is of my understanding that it is my responsibility to solicit answers from the participants during the interview that are truly based from their experiences. However, from the beginning of the conduct of the interview, I ensured that informants who would be participating in the study I am carrying out are those people who are willing to participate and pledge to give honest answers to the questions. As a researcher, I used tactics to pave way for questions that intends to gain answers to the questions that gave description to the phenomenon under study. Credibility refers to internal validity and it is concerned with the question on how congruent are the findings to the reality. Lincoln and Guba (1985), as cited by Creswell, (2014) emphasizes that credibility in study ensures correctness of the data and this is the most important factor in trustworthiness. As a researcher, I established credibility in my study as anchored to the suggestion of Shenton (2004) as cited by Creswell (2013), using the Triangulation method. Strategies for ensuring trustworthiness in qualitative research projects. Triangulation method is a strategy used to gather data from many sources. It can be done through interviews, focus group discussions, observation and document analysis

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3. Results and Discussion

This chapter discusses the presentation of results, the analysis and interpretation of data gathered. This is done through thematic approach where exposition of transcripts as responses of the participants using pseudonym to hide the profile in verbatim forms and figures are produced. Words of opinions from the authors are also given importance. Thus, the following examination of responses are grouped based on the statement of the problem posed.

3.1. Experiences of Teachers in Addressing the Reading Dilemma of Learners—Li, et.al (2020) stated that if a student is failing in school, the teacher will probably tell that the students does not comprehend what he reads. In addition, the teacher may mention that the student gets more from just listening than he does from reading. Another teacher will tell that a student

reads well in his social studies book but cannot quite figure out his math problems. Yet another teacher will tell that one of her students comprehends when there are pictures on the page but take the pictures away and the student is lost. It seems that a partial answer to the total comprehension dilemma is two-phased. One part is the type of material students are exposed to during

the first three grades, and the other is the type of comprehension questions asked. In the context of the study, participants responded when asked about their experiences in addressing the reading dilemma among learners, responses are most likely common on the process of having learners engaged into reading and comprehension. As the author said in this article that translating inability and more significantly on interpreting strategies while students work out the meaning of spoken or written combinations (Al Nasarat, 2018).

3.1.1. Pedagogically Challenging—Most learners are having difficulty of focus and while parents do try their best to redirect learners' attention in various reading activity interventions. Teachers on the other hand are looking for ways as to improve the strategies to infuse to mitigate difficulties.

3.1.2. Professionally Disappointing—Although, reading strategies and approaches as perceived by the participants, conventional in nature such as assessing learners profile, establishing approaches to ignite learners' interest in reading, and support with colleague could count on the overcoming difficulty in facilitating reading among learners. Here in the Philippines, education has been declining continuously for roughly 25 years. Schools are failing to teach the competence particularly in reading to the average citizen who needs to become responsible, productive and self-fulfilling. Graduating people are learning less and less (Elance, 2007). A recent study by Meinardus (2007) showed that scores of Filipino children between 9 and 14 in Mathematics, Science and Reading were two standard deviations below the international mean. The National Statistical Coordination Board data of 2003 also revealed that literacy rate in different regions of the country is low and that the regions with the lowest literacy rate all belong to Mindanao. According to PIA Press Release (2009), eight out of 10 starter grade school pupils in Misamis Oriental in 2008 have

difficulty in English reading and comprehension, and at least one for every 10 pupils cannot read at all. The figures are quite alarming, prompting local and national government officials including non-government organizations and the private sector to band together and push for more interventions to address the problem.

3.1.3. Socially Frustrating—As the verbatim responses of experiences among participants in none of them expressed of giving up for their own comfort and satisfaction. It can be read between lines of the participants responses that they still kept on exploring the possibilities of finding what is the right strategies to improve reading skills and ability to augment comprehension. There are many scholars who argue the recognition of the legitimacy of vernacular-based voices (Canagarajah, 2002). Thus, Belcher and Connor (2001) reported that second language learners often feel alienation for common discourses that ESL classes force students to write in. Thus, participants' contentions on their personal experiences can be synthesized as shown in figure According to Dela Cruz (2002) that compared to the previous year, our children or pupils nowadays are not inclined to book reading or any reading materials. The proliferation of dream cast play stations, family computers or game-boys, internet games easily attract the attention of the children. To make children book lovers, children and parents should be involved in storytelling sessions. As early as possible, children should be exposed to reading and children's questions should be answered in order to stimulate their minds. On the other hand, Cestina (2006) stressed that unless pupils in the school learn to read the pertinent books and materials which are necessary to their work and which enhance the appreciation of our culture and heritage, they will fall behind their associates and be harassed by failures and disappointment throughout their lives, thus value of reading is placed on education. Further stressed that a household where there are lots of books,

even newspapers and magazines, is always a good environment for reading. Parecki (2000) posited that when collecting and reading books are a part of family life, you send your child a message that books are important, enjoyable and full of new things to learn. Inadequate reading ability can diminish a student's acquisition of the knowledge and skills embedded in the general education curriculum and result in reduced or limited learning outcomes (Morocco, 2001). Children's Britanica (2000) stated that because reading is so important, schools spend a great deal of time showing children not only how to learn to read but also how to use reading to gain information and for enjoyment. Dogelio (2006) emphasized that inadequate development of reading readiness is the main factor that accounts for the slow progress in classroom instruction in all grades. The smooth functioning of classes depends to a great extent upon a vigorous and sound foundation in reading. This is to be expected because the basic to all instruc-

tion is reading. Bradley, Danielson, Hallahan, (2002) concluded that, when students cannot read, or struggle to learn to read, their ability to learn other subject matter and achieve at grade level is severely limited. Scanlon Vellutino (1996) as cited by Pascopella, (2001) believed that if students receive better quality reading instruction, they may be less likely to fall behind in reading and therefore be more likely to succeed in school and access the curriculum in all content areas. Snow, Burns, and Griffin (2008) stressed that one important way teachers support student acquisition of solid reading skills is through quality classroom instruction of skill-appropriate content. Quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure. The older a child gets the more that solid reading comprehension and higher-order thinking skills are required to complete complex and often demanding assignments.

3.2. *Coping the Challenges in Managing the Reading Dilemma of Learners*—According to Hebb as cited by Abanales (2002) that teachers and pupils must understand that everyone learns differently and has individual needs. Pupils bring varied personal and reading experiences with them to the reading situation. They have different “repertoires” (discourse form, convection, beliefs, values, and ways of understanding) and reading “schema” (ways of understanding text structure and organization based on prior knowledge and experience) by which they make sense of texts.

3.2.1. *Appropriate Strategic Projects and Activities Interventions*—As what the author said, Reading is basic to learning and one of the most important skills in everyday life. The ability to read well constitutes one of the most valuable skills a person can acquire. Skilled readers contribute to creating a prosperous and

productive society (The World Book Encyclopedia, 2000). Furthermore, reading as a subject should be given emphasis for it is the springboard in learning other areas. Learning reading is open to a lot of words for children. A child should be ready to read and ready to get a clear understanding of what he sees and reads in order to provide him a good early experience. Similarly, the National Institute of Child Health and Human Development (2000) also addressed that on reading fluency, it was concluded that guided repeated oral reading had a significant impact on word recognition, reading fluency, and comprehension for students of all ages. For silent reading, another common instructional approach for fluency, more research is needed to understand what factors of independent silent reading practices affect reading fluency. When panel members addressed reading comprehension, they concluded that efforts to build vocab-

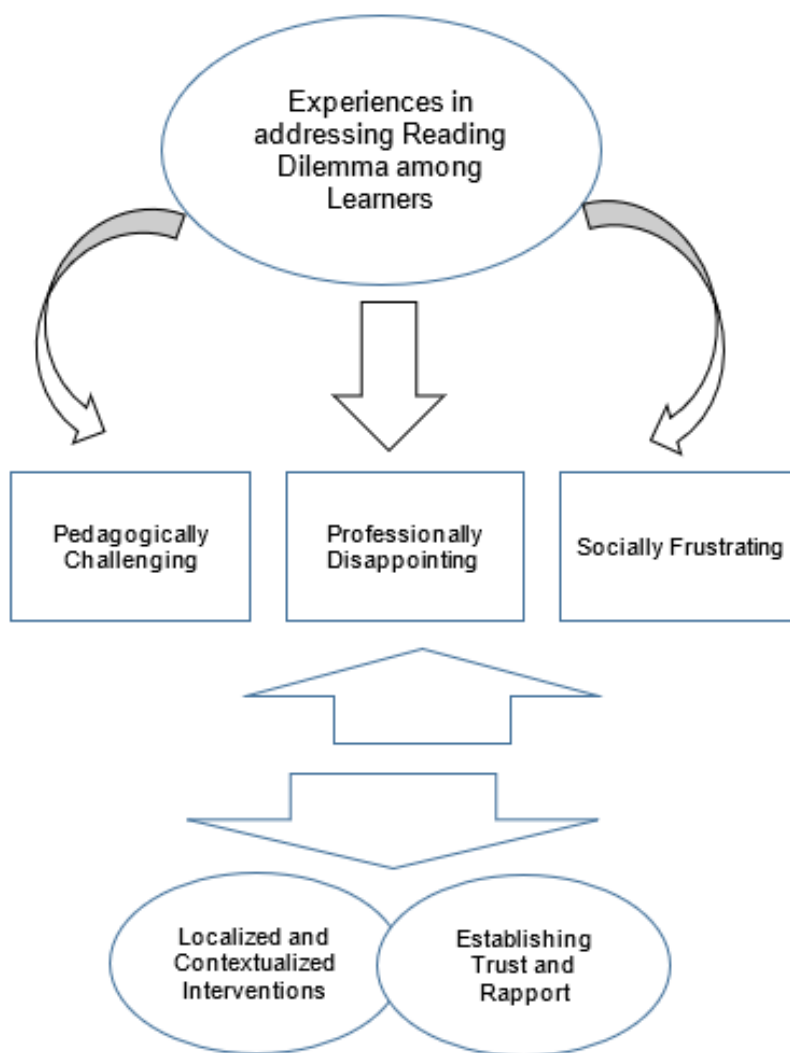


Fig. 2. Experiences in Addressing Reading Dilemma

ulary and develop strategies for comprehending vocabulary in text are also important for reading comprehension, especially when vocabulary words are taught directly as well as indirectly through a variety of methods and used repeatedly across many contexts. The panel also concluded that teaching students through a combination of reading comprehension techniques (e.g., question answering, question generation, and summarization) led to better performance in recall, answering questions, generating questions, and summarizing text).

3.2.2. Leadership Practices, Styles and Skills —The conventional practices that has been practice my many, assumes that appreciating learners' performance can be a very sound feedback. As the participant said that conventional way of teaching the pupils to read is the most practical way and that there is no guarantee without proper monitoring and supervision especially in the classroom where learning difficulty is evident. Teachers need technical assistance in their work to improve teaching processes. This means that everyone can get back to basics to make improvement so that learners can make an easy follow in dealing with fundamentals of reading. In this manner, normal reading practice can make sound improvement. Learning sight words can help your child become a better reader. Studies show that children who have a good grasp of sight words can increase their reading fluency (the rate at which they read), and reading comprehension. When your child spends less time sounding words out, he or she will have a better understanding of the material read (Ziggity Zoom Parents, 2010). Casareo-Obmina (2006) cited that reading is an interesting pastime or hobby for those whose like it. It broadens one's knowledge. Letters in the books talk to the reader. Reading teaches a child many things. It may be good or it may be bad. It should be guided learning. Reading to every citizen is a new civil right. A child should be ready to read and ready to get a clear understanding

of what he sees and reads in order to provide him a good early experience.

3.2.3. Knowledge, Skills and Attitude — Boyer as cited by Balingit, et. al (2004) pointed that learning to read is, without question, the top priority in elementary education. So important is learning to read that the success of a school is judged by its students' proficiency in reading. The literacy demands on students now in the future are for proficient and advanced not merely basic reading ability. In this case, proficient readers must be able to extend the ideas of the text by making inferences, perceiving cause and effect, noting details, getting the main idea, sequencing events, drawing conclusions, making connections to their own personal experiences and others readings, and analyzing the author's literary devices. Bedasua (2006) stressed that reading is a subtle and complex process that involves sensation, perception, comprehension, application, and integration. Reading is the magic key to the world of enlightenment and enjoyment. It is the basic tool for learning in all the subject area. It can be one of the man's deepest pleasures. It enables man to ponder the mysteries of the world, explore accumulated knowledge, and contemplate the unknown. Teachers and parents must be able to lead. Contextual leadership is importance to influence followers. Thinking outside the box is unconventional and it upgrades skills among leader. Flexibility in leading depends on the situation for a varied situation. As the participants responded to such type of leadership process, the following are presented. There is of course there are other factors that make a person wiser and more credible, but reading as a competency is a basic to personality growth and development. Maturan-Tyko, et. al (2004) added that reading as a concept is a set of abilities empowering a person to unlock the wealth of knowledge from the external and internal sources of information. This gives an idea that leadership in implementing reading instructional process can provide a

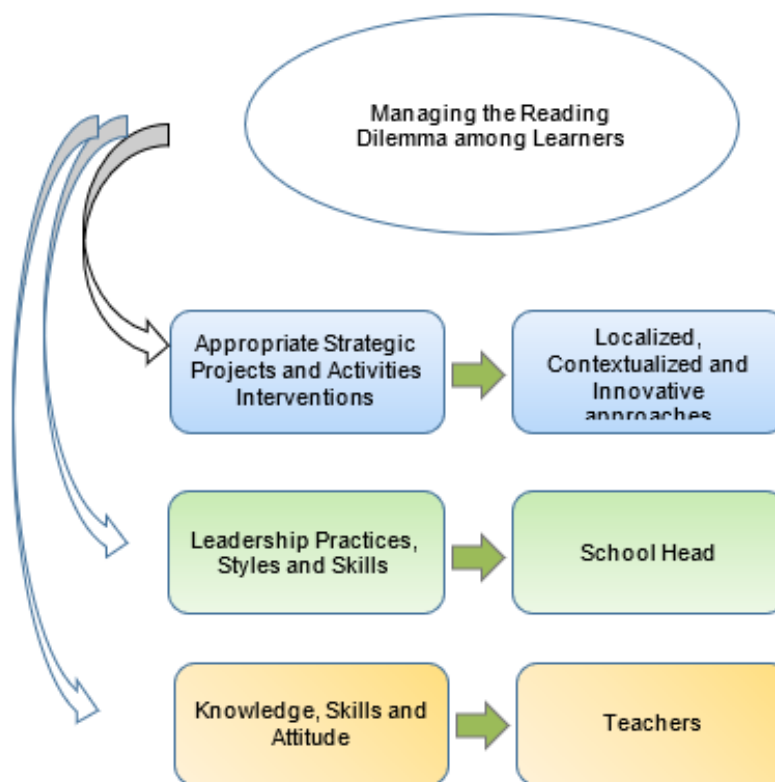


Fig. 3. Managing the Reading Dilemma among Learners

way to improve teachers and school heads in the learning of community. A school head can exercise contextual leadership that considers current situation and influences improvement through upgrading the use of technology for teaching strategies. This will make an effective practice in overcoming difficulties among learners' low ability to read. Changing leadership style from time to time can make the possibility of discovering potential strategies. Capiña (2004) on the other hand, emphasized that the improvement of reading instruction is an important undertaking that has captured the attention of people all over the world. The pursuit of better strategies and techniques for teaching reading has taken different people in a variety of directions. He further

stressed, that general reading levels is one of the most fundamental ways to make reading remediation responsive to individual differences among students. Reading level of the students is the result of consistent enhancement of their ability to read and comprehend in a series of reading activities in the reading program. Providing the opportunity to read a wide variety of passages is possible through a remedial reading program, which enhances higher reading levels among the learners. Figure 4 presents the synthesis where participants' views and perspectives in dealing with challenges are explored through managing the reading dilemma among learners.

3.3. Lessons Learned In Addressing The Barriers Of Learning—The power of teaching

students the structure strategy is that it enables them to follow the logical structure of text to

understand how an author organized and emphasized ideas; use processes parallel to these structures to increase their own learning and thinking, and use these text structures to organize their own writing, such as written summaries, recalls, and essays.

3.3.1. Sound Planning, Implementation Monitoring and Evaluation—Dell Hymes, the one who coined the term communicative competence stress the idea that “a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others”. In this manner, the inclusion of understanding communicative competence is anchored by the different areas as cited by Riau (2008) from the study of Canale and Swain (1980). Participants showed importance on how reading skills and ability influenced one’s life skills improvement. These skills can be developed through patience and perseverance between learners and teachers. Teachers though has to change approaches and strategies time to time. Resourcefulness and knowledgeable at all times to solve issues and mitigate problems. As long as the teachers are guided, and do positive respond, teachers can get much involvement and become supportive and can take actively part of it. This is the time that they can be happy together, by making them understand and having practice the appropriate and relevant reading activities through trainings and workshops. Teachers have to be responsive, innovative and cooperative.

3.3.2. Good decision making as inputs to continuous improvement process—Mevarech (2001) stressed that feedback, correctives, and enrichment are extremely important, they alone do not constitute mastery learning. To be truly effective, Bloom stressed they must be com-

bined with the second essential element of mastery learning: instructional alignment. Reducing variation in student learning and closing achievement gaps requires clarity and consistency among all instructional components. The teaching and learning process is generally perceived to have three major components. To begin there must be some idea about what we want students to learn and be able to do; that is, learning goals or standards. This is followed by instruction that, hopefully, results in competent learners students who have learned well and whose competence can be assessed through some form of assessment or evaluation. Mastery learning adds the feedback and corrective component, allowing teachers to determine for whom their initial instruction was appropriate and for whom learning alternatives may be needed. On the other hand, the feedback, correctives, and enrichment process, and instructional alignment elements of mastery learning represent powerful tools that teachers can use to capitalize on the influence they have. They are not, of course, the only factors of importance. In his later writing Bloom described exciting work on other ideas designed to attain results even more positive than those typically achieved with mastery learning (Bloom, 1988). Still, careful attention to these elements allows educators at all levels to make great strides in their efforts to reduce variation in student achievement and close achievement gaps. Below presents the realization of respondents given contentions of challenges encountered and how they manage them. Being a consultative in nature, to come up with a good decision through including actions into School Improvement Planning and Annual Implementation Plans. The activities as interventions can be strategic enough when implemented appropriately. Leadership matters in every and anyway. This can make or break a performance. A conventional education or customary education refers to long-established customs that society traditionally used in schools.

Some forms of education reform promote the adoption of progressive education practices, a more holistic approach which focuses on individual students' needs and self-control. In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning. However, many parents and conservative citizens are concerned with the maintenance of objective educational standards based on testing, which favors a more traditional approach (Beck, 2009).

3.3.3. Right attitude on Pedagogies and Assessment Approaches—Research indicates that many learners come across many barriers in attaining the target of second language reading. The main reasons pertaining to the issue of learning include: lack of linguo-cultural knowledge, lack of interest and motivation for learning, complete dependence on the classroom activities, lack of opportunities to read interesting material. Teaching style can be considered as another barrier for learning. Pedagogies also exert great impact on reading comprehension. The important elements of reading comprehension are quite complex due to the reason that these involve some psycholinguistic variables. A specific study reveals 'that there are learning connections with the linguistic and sociolinguistic factors'. As mentioned earlier, motivation plays a highly significant role in encouraging the learners to come up to the desired level. As teaching is considered as an interactive and two-way process, the concerned teacher must deliver the material to the learners, and they must receive the teacher's delivery. The teacher's and learner's motivation also interact with each other to yield better results; or else the entire activity be somewhat futile. In another study, the researcher is of the opinion that 'Learning skills and behavioral patterns have close connections, and affect each other during the teaching-learning activities. Both kinds of motivation are

important in a given context of education. Sometimes, external motivation affects the internal motivation of the teachers as well as the students. Intrinsic (internal) motivation is highly important which creates a basis for other forms of motivation. It has been best understood as the sense of satisfaction which learners obtain during the process. On the other hand, extrinsic motivation is the outcome of those external factors that encourage participation in the classroom. Motivational factors can lead to autonomous learning (self-directed or independent learning), as felt by a researcher, which can be described as the capacity of learners to manage and self-monitor their learning processes. The issues like interest, attitude, dedication, and commitment are not only related to the educational context of Saudi Arabia, but are perhaps the most challenging issues in the field of education in the rest of the world as well. A teacher without motivation, sincerity, and dedication may not be a true professional as a teacher. Language anxiety is another crucial factor that it seems to be inevitable in the English language teaching and learning situation in Saudi Arabia. Studies describe language anxiety as nothing but just an apprehension of the learner when they get ready to acquire the target language. It has been an established fact that there is always a negative effect of language anxiety on the learning of a second or foreign language. Clark (2011) posited that teaching towards each student's way of learning and interests is Not standardized and Basic Beliefs that has no two children are alike or no two children learn in an identical way. It is not possible to treat everyone one the same when it comes to learning. An enriched environment for one student is not necessarily an enriched environment for another. Grabe and Stoller (2002), emphasized that the reading process extends beyond these basic mechanistic and cognitive skills and calls for interpretation, comprehension and critique in a search for meaning. When students en-

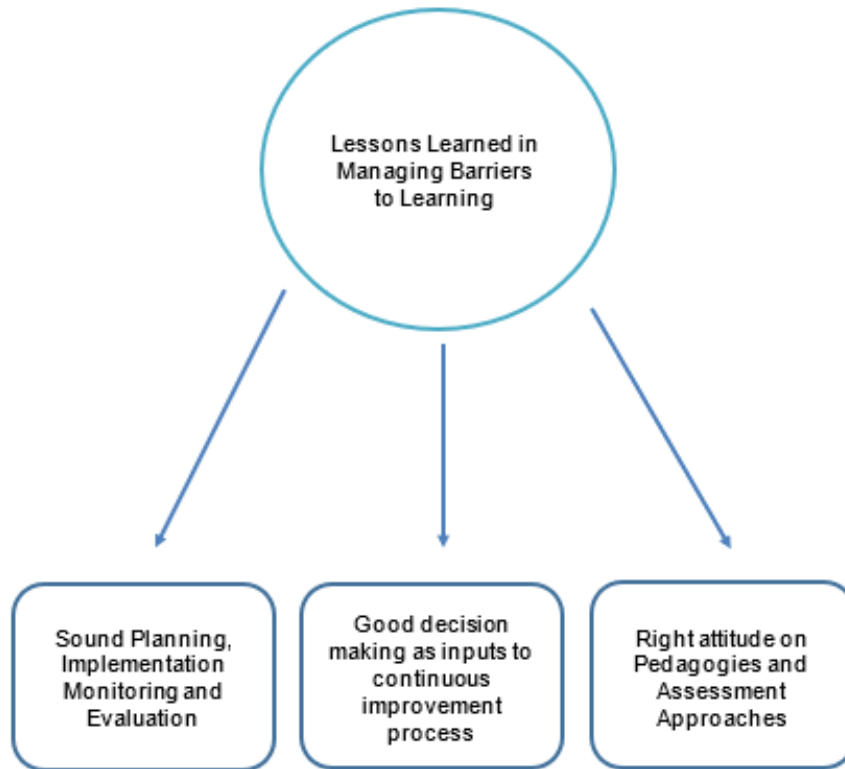


Fig. 4. Lessons Learned in Managing Barriers to Learning

engage in literary studies it is assumed that they are equipped not only with adequate literacy or reading skills, but also with the ability to interpret and comprehend what is read. The primary responsibility belongs to the classroom teacher. Inspire a love of reading. Lastly, figure 5 exhibits lessons learned from among the participants. Some forms of education reform promote the adoption of progressive education practices, a more holistic approach which focuses on individual students' needs and self-control. In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning.

However, many parents and conservative citizens are concerned with the maintenance of objective educational standards based on testing, which favors a more traditional approach (Beck, 2009). Figure 5 provides information that a conventional education or customary education refers to long-established customs that society traditionally used in schools. Sound planning implementation, monitoring and evaluation process on reading policy and as advocated in schools could be a good inputs and approaches to continuous improvement processes and the right attitude towards pedagogical practices among school leaders and teachers can make everything in place.

4. Implications and Future Directions

This chapter presents the study's implications and directions given the discussion of the results of analysis of the data gathered. The following are findings and implications based on the analysis of the themes generated and its corresponding future directions.

4.1. Findings—Thoughts shared by the participants paved the way in addressing the issues and concerns posed in the study. Through the facilitating questions and explicitly analyzing the responses through reviewing in verbatim manner, the researcher come up with realization that experiences of teachers in the new normal school year, have journeyed along with travails, where preparing oneself to be equipped with knowledge, skills and attitude through preparations of various interventions for reading program and advocacy. Personal experiences such as pedagogically challenging, professionally disappointing and socially frustrating have stressed that one important way teachers support student acquisition of solid reading skills is through quality classroom instruction of skill-appropriate content. The older a child gets the more that solid reading comprehension and higher-order thinking skills are required to complete complex and often demanding assignments. Support system was a strong synergy of action among them, though takes a lot of virtues and action plans and techniques to be done, however, support system among colleagues and significant others worked well. This can be done through appropriate strategies, leading effectively and active in knowledge, skills and sound attitude in facilitating reading practices. Holding on through what is relevant, practical and beneficial to all makes sense to make things happen in a very productive way. Sound planning implementation, monitoring and evaluation process on reading policy and as advocated in schools could be a good inputs and approaches to continuous improvement processes and the right attitude towards pedagogical practices among school leaders and teachers can make everything in place.

4.2. Implications—Reading dilemma among learners is one of the most challenging tasks attended by teachers in the current days, even before pandemic school years. Feed-

back, correctives, and enrichment process, and instructional alignment elements of mastery learning represent powerful tools that teachers can use to capitalize on the influence they have. Reading is so important, schools must spend a great deal of time showing children not only how to learn to read but also how to use reading to gain information and for enjoyment. Textbooks and other instructional materials have a direct impact on what is taught in schools and how it is taught, curriculum development and curriculum materials are sensitive matters which are of great political importance. There is always a need for a mechanism to review and control the quality of learning materials used in classrooms with regard to relevance, content, educational approach and efficacy, as well as to ensure that the provision of learning materials reflects government policies.

4.3. Future Directions—To overcome reading dilemma among learners, school leaders may have the need to connect with and empower their teachers. This is the time for leadership to capture how educators have navigated this experience and broadened their classroom resources, teaching strategies, and creative communication practices. It is important to recognize the role of leaders at a time of crisis and rapid change. In sustaining the coping mechanisms through support system, developing and substantiating a continuity of learning plan that will really work which is important to the stability and success of goals, through strategic planning, implementation, monitoring and evaluation making parents as partners. To share with insights, teachers' learning is therefore a necessary condition for pupil advancement of reading. Building in time for reflection is an essential component of effective approaches to teaching reading. Reflection involves the opportunity to engage in the exploration of understandings with other learners and a teacher, and in giving students opportunities to become more aware of their own levels of learning.

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