

Teachers' Teaching Reading Practices For Non-Readers: Towards Developing A Teaching Framework For Reading

FREDIE B. FEROLINO

Deped-Liloy National High School
fredie.ferolino@deped.gov.ph

Abstract — Objective: This study aimed to determine the Teachers' Teaching Reading Practices for Non-readers: Towards Developing a Teaching Framework for Reading. Method: The study employed descriptive-analytic method of research and it was limited to teachers handling nonreaders and students enrolled in National High School within the Municipality of Liloy, Zamboanga del Norte. The researcher together with his Adviser constructed a self-made-questionnaire to assess the teaching practices for nonreaders in terms of adjustment, strategies and scaffolds.

The questionnaire consisted of two (2) parts. The first part focused on the profile of the teachers on educational attainment, length of services, trainings and seminars on reading attended. The second part focused on the perception of respondents on the teaching practices employed by teachers on nonreaders in terms of adjustment, strategies, and scaffolds.

The items in the questionnaires were submitted to three experts in the field of education for validation for suggestions and recommendations.

Items found not relevant to the study were deleted and changed to more relevant items before the final questionnaires were fielded to the respondents for pre-testing.

A total of fifty (50) respondents were made to answer the questionnaire in advance to test the validity and reliability of the items stated that answered the problems stated.

The reliability and validity of the instrument used were determined using the SPSS software. The instrument has high reliability and validity. Results:

Summarily, the data shows that all items such as adjustment, teaching strategies and reading scaffolds were all rated as "Always Practiced" there was no statistical evidence to support the difference between the educational attainment and on the extent of the teachers' teaching practices for nonreaders, no statistical evidence to support the difference between the length of service and on the extent of the teachers' teaching practices for nonreaders, the difference between the seminars and trainings on teacher's reading attended and on the extent of the teachers' teaching practices for nonreaders, On the relationship between the extent of teachers' teaching practices for nonreaders and the level of students' reading ability As reflected on the table, there was a moderate positive correlation between the effect of differentiated instruction and the pupils' reading comprehension which was statistically significant. Conclusions: Based on the findings of the study, it is hereby concluded that the teachers' teaching practices for nonreaders were very effective and the students' reading ability was high proficient. Through the result of the study, it was deduced that the teachers' reading practices moderately improved nonreaders' reading ability. Specially, this study concluded the following: This denotes that the adjustment, teaching strategies and reading scaffolds of the teachers for nonreaders is "Very Effective". This simply means that the extent of the teacher's teaching practices for nonreaders does not differ on the teachers'

educational attainment, length of service and seminars and trainings on reading attended. Generally, the mean score of 4.10 indicated that the students had high proficient level of reading comprehension and none was recorded to have basic and below basic level of reading comprehension. This simply means that the relationship between the teachers' teaching practices for nonreaders relates to their reading ability.

Keywords — Teachers' Teaching Reading Practices For Non-Readers: Towards Developing A Teaching Framework For Reading

I. Introduction

Reading is a vital basic skill that a learner needs to develop in order to succeed in school. Reading is a cognitive process that involves decoding symbols to arrive at meaning. It is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reason for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. |During this processing of information, the readers use strategies to understand what they are reading, use themes to organize ideas and use textual clues to find the meaning of new words ([https://study.com/academy/lesson/what is reading-definition process.htm](https://study.com/academy/lesson/what-is-reading-definition-process.htm)).

According to Davis, et.al. (2016) reading is an essential implement in apprehending the meaning of a book, writing, etc., by perceiving the form and relation of the printed or written characters. It is also the most important component in learning process and social interaction because reading is an indispensable communication tool in a civilized society.

They further stated that as a teacher, it is his or her prime duty that every student shall acquire knowledge, skill and understanding to combat the challenges of life in order to meet the global demands through reading.

Considering our ever changing curriculum, the level of difficulty in reading is ascending, a challenge among teachers teaching basic education. If the pupil has poor reading skills, most likely his or her comprehension in any lesson is poor and would certainly affects the learning process.

It is relatively the primary duty of teachers and learning institutions to intensify renewed efforts with the commitment in promoting and sustaining the necessary teaching practices in a rapidly changing conditions in our educational system.

Effective teaching practices in handling non-readers 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 (Davis, 2016).

In the Philippines, teaching how to read and write is a priority that the government is investing its efforts and finances to enhance high literacy. In relation to this, teachers are expected to use varied, relevant and effective methodologies and strategies for the development of teaching reading skills. Each student concern with regards to reading must be taken into consideration thoroughly and providing necessary strategies for its implementation.

In this technological age, most people are expected to possess basic skills in reading, writing and arithmetic. Nobody could translate one's vision of a nation free from illiteracy without those basic skills. Information and knowledge nowadays constitute power and skills required from a person to be able to access, interpret and process information. Hence, problem solver, creative communicator and decision maker are the successful workers in today's time. Most industries and educational institutions focus on the development of the overall potentials of its workers or its students in order to develop the desired goods and offer best services to the populace.

Without a doubt, the ability to comprehend written and spoken languages as well as to communicate ideas and concepts are vital in one's growth and progress. Access to knowledge in the various disciplines is made possible through comprehension and communication and through the mastery of the several study skills, habits and attitudes one can develop the enthusiasm necessary in the continual persistence of learning. Therefore, one that is unable to comprehend and communicate well in any forms is deprived of a wonderful learning experience in the life as a person.

Moreover, Davis, et.al. (2016) stated that the Philippines, upgrading educational system, through the K to 12, is geared toward the improvement of quality education. Our government sets out the ten point Educational Agenda and one of these points is making every child a reader in Grade I. There are many cases that a Grade I 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 is or her instruction, considering that the class is composed of readers and non-readers, establishes the difference in teaching and learning. No research has been conducted on the adjustments of Grade 2 teacher toward non-readers. Not much research has been conducted on the effective strategies of a Grade 2 teacher in teaching non-readers 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 plans 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 comprehensions 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 non-readers. Likewise, this study is also beneficial to them in strategic management, when they employ effective learning in the classroom. Thus, this study provides new perspective in seeing teacher's needs in teaching non-readers more effectively.

Results of this study will determine if there is a need for the conduct of remedial programs to improve the reading ability of the respondents and the classes they represent.

When it comes to reading, which is the most fundamental part of education, David (2018) emphasized in his article "Importance of Remedial Reading", that remedial comes in when the reading level of students does not match with the outcome of teaching. A remedial reading program is needed for slow and non-reading students because reading opens the door to a number of opportunities for growth and development. An effective remedial instructor should always be sensitive to the needs of every learner in his or her class, and must be concerned with the outcome of her teaching. She should plan ahead his or her lessons so that slow learners can keep up with the level of other pupils in the class. It is also important to provide a specific time slot for remedial instructions, as a teacher should maximize the use of the opportunity to make pupils master lessons taught and attain quality reading.

Improving the reading ability of students needs a lot of time, effort, and cooperation on the part of the teacher and the students, who find it hard to read, pronounce words, and don't even comprehend what they have read.

There are various factors that can affect the ability and the willingness of the students to read. Through this program, they will be given the opportunity to love reading again; increase phonemic awareness, develop skills or effective oral and written communications, organize and express ideas and develop skillful study habits, develop correct speech habits which guarantee automatic response in normal speech situations and help the students listen and read with comprehension (<https://www.pressreader.com>).

In his years of experience being the school head of Liloy National High School, Silucap Extension, problems on slow or struggling or nonreaders have been a common concern the author has observed during his monitoring of classes. During meetings or casual conversations of teachers in the school and hearing some feedbacks from other schools, the said problem on poor reading ability of some pupils will always be mentioned.

Considering the fact that reading is an indispensable basic skill that facilitates high level of learning not only in English subjects but in other subjects as well, this author is motivated to conduct this study to ascertain the gravity of the pupils' problem in reading and whether there is a need to conduct an enhanced remedial program to address the pupils' problem in reading.

Literature Review

Local 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. 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. According to Professional Developments Service for Teachers (PDST), reading is one strand of literacy. "Literacy plays a primary builder of an intelligent population", Valles believe in Ysatam. 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. 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.

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 Alcantara, Villamin, and Cabanilla said 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.

Jimenes (1999) stressed that reading ability is essential in school and in the life outside school. Failure to read means failure in the future. It is imperative that the teaching of reading in our schools received the greatest emphasis so that more learners will be able to find success in school.

It is said that reading is the primary avenue to knowledge. To advance in knowledge, one must always read, continue learning by continuously studying. Reading helps accomplish this and it is the most important task of learning and all lessons in school need reading.

One of the important habits that pupils must develop is reading. It is a habit that everyone must develop and practice. To neglect reading means to neglect studying. All learners should read habitually to further their intellectual growth and get additional information and materials to further their knowledge. Everyone must continuously read to keep abreast of the times and to be informed of the current events. \The success or failure of the learner depends in great measures upon the amount and quality of reading he does. (Lacambara, 1995).

Mondero (1995) said that one who reads well have a better chance to succeed in school work, over one who cannot. A pupil who has developed the basic skills in reading loves to read well. He is independent, well performed, and eventually becomes a better citizen. She stressed that success in reading is success in school and success in future life.

According to Alcantara, et al (1998) efficient reading is an active dialogue between the author and reader. The efficient reader is ready to evaluate, challenge, and criticize reading materials. The man who reads well is the man who leads. She said that many individuals read satisfactorily. They read well for their purpose. They progress smoothly from one level to another especially if the school has a good development reading program which emphasizes skills in vocabulary, comprehension, literary appreciation as well as location, library and study skills.

All men literate or semiliterate, need to become effective readers for it cannot be denied that reading is the primary key to all knowledge. Villaflor (1996) stressed that reading offers an effective access to information, ideals, aspirations and happening of both past and the present, hence, man can expand his horizons, from home, country and the world through this activity. It is the package of ability which brings man closer to his surroundings that change his outlook, broaden his interest, give a deeper insight of things and promote richer and stable personality.

This study consider three teaching practices – adjustment, strategies and scaffolds. These are just some of the practices teachers may adopt to facilitate the teaching of reading to slow or nonreaders.

One of the primary concerns of the teachers in the classroom is to conceptualize highly engaging teaching strategies to be able to deliver the kind of instruction that learners truly deserve.

To begin with, teachers must have a sufficient background about the learners. As the experienced educator, Herman Cruz Gregorio in 1976 emphasized, “The teacher who knows a great deal about learning, but little about the learner, is only half prepared.”

Exploring on how individuals learn must be considered by the teachers. This can be carried out with the help of numerous researches with emphasis on a thorough examination of the nature of learners (Sicat, 2014).

Foreign Literature

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. 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.

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. From Brozo as cited by Conde, the problems of our school, 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.

The following are some teaching practices that teachers may utilize to help slow or non-readers cope with their reading incapacities.

10 Teaching Practices for the 21st Century Teacher

Maintain good communication skills. A successful teacher is one that is able to build a rapport with his/her students, one that can easily connect with learners and feel their needs as individuals. Open and clear communication is the key to develop a healthy, friendly learning atmosphere inside your class.

Getting students engagement. There is nothing as challenging as getting students engaged. Today's students are multitasked and can hardly maintain a long concentration. They can easily get bored and therefore disconnected. There are many ways you fight off this problem: Use interesting educational games and activities, use technology and multimedia resources and finally make your teaching student – centered and try your maximum effort to relate what you teach to students' immediate environment.

Use Humour. Relevant doses of humour to spice up your teaching are highly recommended. Forget about the authoritative: coercive style of teaching, for experience proved that it only disheartens learners and kills their motivation. Use humour at appropriate times; this can lead to students engagement and build up their confidence.

Act don't react. Students are very smart and it is part of their juvenile nature to try to get you. Sometimes ignoring a disruptive behaviour is way better than reacting to it and in case it becomes repetitive or serious then make sure to talk with the student involved alone and not in front of the whole class.

Be clear and precise in your instructions. Remember you are teaching digitally focused students with short attention span. Several of the problems some teachers face are due to ambiguous and unclear instructions. Cut off on the clutter and be to the point. Show them the red lines and explain to them classroom ethics and what you can tolerate.

Give room to individualized learning. Not all students are equal in their comprehensive power. Students learn in different ways, some students are slow learners and others are quick, some kinesthetic (learn by experience or doing) others are auditory or visual. Put these

considerations in your mind and do your best to tend to every kind of learner you might have in your class.

Positive feedback. “good job, excellent, etc”. are simple words that might not mean anything to you but they mean the whole world for students. Think back to the days when you were a student and how a positive feedback from your teacher would make both you and your parents whole day. Publicly praise positive behaviour and show your students that you are celebrating their achievements as well.

Involve students in decision making. Students tend to do great when they feel they are trusted and that they are real parts in the learning/teaching operation. Use voting and polling to investigate about a certain topic or classroom assignment. Try from time to time to give them the wheel and let them lead.

Use peer learning. Peer learning is a form of “cooperative learning that enhances the value of student-student interaction and results to various advantageous learning outcomes”. Here are some of the strategies to help you facilitate successful peer learning as stated in this article:

“Buzz groups: This is a large group of students subdivided into smaller groups of 4-5 students to consider issues surrounding a problem.

Affinity groups: Groups of 4-6 students are each assigned particular tasks to work on outside of formal contact time.

Solution and critic groups: One sub-group is assigned a discussion topic for a tutorial and the other groups constitute critics who observe, offer comments and evaluate the sub-group presentation

Teach-Write-Discuss: At the end of a unit of instruction, students have to answer short question and justify their answers. After working on them individually they can then compare their answers with each other.

Love your subject/job. The best way to get students interested in your subject is to love it so much that your passion for the field shows your attitude. Students positively respond to authenticity. And as Abraham Lincoln once said “Love the job you have and you will never have to work a day” (<https://www.educatorstechnology.com/2012/06/10-teaching-practices>).

To Bond and Wasson, as cited by Davis, et.al. (2016), teachers should be able to distinguish the differences of students. 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. 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.

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. Martin and Pappas believe that non-readers lack the skills of a fluent reader. 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.

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 prescribe 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. 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. 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.

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. In dealing with nonreaders, oral strategies are commonly used, provide any essential information aloud or taped as the learner follows the print. To Cabalquinto, sounds of letters are taught instead of names of the letters of the alphabet.

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. 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. 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.

According to UN report, millions of people around the world cannot even decipher street signs, medicine labels, fill up simple forms, and are unable to compete for jobs where basic reading and writing are required.

While teachers are looked upon to do this job, parents have their assignments too, though, many parents are themselves educationally handicapped. But even an illiterate parent can be very positive in his approach to his child's education. He can encourage his child to go to school. He can help his child develop his reading skills, his love for reading by giving him the necessary advices.

In an examination of recent books and reports pertaining to reading Hun (1982) as cited by Cabarela (2012) is impressed with the assiduous way in which the problems of remedial reading have been devoted to the child who finds learning to read a difficult and discouraging task. The larger the numbers of reading clinics which have been established and directed by specialist reflect the impetus which is being given to the backwardness in school work in general. Not on the pupil's school life is affected by failure in reading, but also the visual result is maladjustment in all phases of life.

It is undeniable fact that today a great number of children and adults have hardly developed their reading skills, much less their love of reading.

The following is a list of ways you can help your struggling reader. These teaching strategies may be implemented in a school, a home or a homeschool setting.

*Reading the words form left-to-right can be a difficult task for struggling readers. Often, the words appear to move around, or the space between words is unclear. It helps to use a finger or a card underneath the words to help your eyes "track" and focus on each word and letter you are sounding out. This will train your eyes to focus on the word you are reading instead of skipping around, looking for other clues to simply guess at the word.

*Struggling readers often have many amazing strengths, such as building things; putting puzzles together, abilities in art, drama, and music; and they are very creative. Make sure to focus on those strengths and allow them experience and success in those areas.

*In order for someone to improve fluency, reading must become automatic. This happens when the struggling reader is able to see the word and quickly identify the patterns and sounds. This can be accomplished by teaching the person the patterns of English (the Five Phonetic Skills) and how these patterns affect the vowels; the more they work with these patterns, the more they will develop this automatic orthographic reading ability, and their fluency will increase.

*When you approach a word you do not know, it helps to look through it, identify the vowels, and decide what they are saying before you sound out the word (this helps if you know the phonetic skills to prove the vowels). Once you know the vowel sounds, the hardest part is

done! Then, sound out the word from the beginning all the way to the end, without stopping or guessing a couple of times, and you will get it! (Taken from the Dennis Davis Reading Method, 2006).

*One of the best reading comprehension strategies is to make connections with what you are reading. Can you relate to any of the characters or to the story? If you make a connection to yourself, it is called a text-to-self connection; if you make a connection from the story you are reading to another story you have read, it is called a text-to-text connection; and, if you make a connection to something you have seen on the news or to an experience someone you know has had, it is called a text-to-world connection. Helping a struggling reader involves encouraging them to make as many connections as they can. The more connections they made, the better they will remember and comprehend the story.

*Asking questions is another great reading comprehension strategy. If you ask questions about what is happening in the story, a character's feelings, or wonder what will happen next, you will be engaged in your reading, and that will help you understand on a deeper level.

*When you are sounding out a word and you are having a hard time, check to see if there are any Cs or Gs followed by an I or an E. Remember that those vowels change the sound of C and G to their soft sounds, as in the words city, cent, gentle, and giraffe. (Taken from the Dennis Davis Reading Method c 2006)

*If your struggling reader recognizes a word on one line and not on another, this be an indication of a phonological weakness known as dyslexia. The best thing to do is to observe your child and see if this is a pattern that happens often when they reads

Be patient. It is just as frustrating for them that they don't recognize the word as it is for you. Help them sound it out and look for the vowel sound(s) and patterns in the word. Remember, someone who has dyslexia must see a correct representation of the word almost 30 times more than the average reader in order for it to be stored into long-term memory!

*As a struggling reader encounters a new word, one reading strategy is to look up the meaning of that word. If you attach meaning, then you are more likely to remember it and to be able to decode it. After you decode the word, practice writing it and using it in a sentence.

*Many people who struggle with reading have low self-esteem and feel stupid. They may have been called "stupid" or "lazy." All researches have been conclusive in proving that difficulty with reading has nothing to do with intelligence. If you know people who feel this way, let them know that their reading struggles have nothing to do with their intelligence and they simply need to be taught in the way their brains learn. This can be one of the most empowering pieces of information they ever receive.

In the article “A Comprehensive Guide to Readers Theater: Enhancing Fluency and Comprehension in Middle School and Beyond,” by Black and Stave (2007), it was stated that with the current education climate so focused on accountability, teachers need to ensure that their teaching practices are supported by today’s content-specific standards. To meet this need, “A Comprehensive Guide to Readers Theatre” shows not only how to implement Readers Theatre in the classroom but also how to use it to meet current literacy standards. This practical, comprehension guide goes well beyond the scope of typical “how-to” books on Research Theatre and extends the applicability of this instructional method with the following special features: (1) Fun and easy-to-use supplementary activities; (2) Reproducible assessment tools; (3) Hands-on demonstrations of script creation using real literature-based scripts; (4) Performance schedules teachers can tailor to their classroom’s specific needs; and (5) Matrixes illustrating how Readers Theatre meets literacy standards. Although the descriptions of script creation and performance are geared toward the middle school classroom, the authors also show how to easily adapt Readers Theatre in the elementary or high school classroom and with struggling readers, gifted students, and English-language learners. Following a preface, this book is divided into three parts. Part I, Getting Started, presents: (1) An Introduction to Readers Theatre; (2) Launching Readers Theatre in the Middle School Classroom; and (3) Developing the Performance. Part II, Exploring Genres through Readers Theatre, continues with: (4) From Script to Performance: Fiction; (5) From Script to Performance: Nonfiction; and (6) From Script to Performance: Poetry: Poetry. Part III, Extending Readers Theatre Applications, concludes with: (7) Supplementary Activities for Students; (8) Readers Theatre beyond the Middle School Classroom; (9) Meeting the Standards through Readers Theatre; and (10) Assessing Readers Theatre. Appended are: (1) Recommended Sources and Resources for Scripts; (2) Cross-Curricular Connections; (3) Reproducible Forms; and (4) Standards. An index is also included in this research.

“Engaging adolescents in reading” (Guthrie, 2008) is a book asserting that secondary school teachers face the challenge of engaging students in essential reading tasks every day. This accessible text links key instructional practices with current research on reading motivation, engagement, and classroom context to help reluctant learners become active readers. Featuring contributions from content teachers working in collaboration with reading researcher John T. Guthrie, this book offers examples that vividly illustrate how motivation looks from the teacher’s vantage point and how students can experience deep reading engagement. The writers discuss teaching frameworks, student activities, and textbooks, and demonstrate how to use classroom-tested motivational approaches. This insightful book shows educators how to (1) Infuse reading assignments with significance and meaning; (2) Present choices that encourage students to take charge for their learning; (3) Tap into adolescents’ social natures through group activities; (4) and Build proficiency and confidence in struggling readers. With examples from the content areas, these strategies help teachers increase adolescents’ engagement with texts and boost their reading enjoyment.

Caldwell and Rizza, (2014), state in their article “A Computer-Based System of Reading Instruction for Adult Non-Readers” that the Basic Skills Learning System is a modularized network of computer assisted tutorials, drills, tests, printed materials, and videotaped presentations directed at improving the basic reading, math and language skills of adults who have mastered these skills at a level above third grade but below the eight. Advance computer technology enables the system to locate and apply instructional methods which will enhance learning motivation, reinforce increased student achievement in the basic skills and develop an improved model of management for student learning.

“Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, \Genre, and Content Literary.” (Fountas & Pinnel, 2001) is a book which is a resource for fostering success that will enable students to enjoy a future filled with literacy journeys that was developed while exploring all the essential components of a quality upper elementary literacy program. Sections of the book address: special help for struggling readers and writers; a basic structure of the literacy program within a framework that encompasses the building of community; independent reading; guided reading; literature study; teaching for comprehension and word analysis; and the reading and writing connection. Chapters in the book are: (1) Becoming Lifelong Readers and Writers: The Goal of the Intermediate Literacy Program; (2) Achieving Literacy with a Three-Block Framework: Language and Word Study, Reading, and Writing; (3) Investigating and Using Language: The Language and Word Study Block; (4) Becoming Joyful Readers; The Reading Workshop; (5) Developing Accomplished Writers: The Writing Workshop; (6) Making It Work: Organizing and Managing Time, Space, and Resources; (7) Encouraging Independent Reading; (8) Planning Effective Mini lessons and Conferences; (9) Getting Started: The First Twenty Days of Independent Reading; (10) Writing to Explore Meaning: Response Journals; (11) Understanding Guided Reading; (12) Planning for Guided Reading; (13) Dynamic Grouping for Effective Teaching in Guided Reading; (14) Selecting, Introducing, and Using Leveled Texts; (15) Discovering Literature Study: The Essential Elements; (16) Putting Literature Study in Action; (17) Responding to Literature : Multiple Paths to Meaning; (18) Understanding the Reading Process; (19) Teaching for Comprehending Written Text: Across the Language and Literacy Framework; (20) Teaching for Sustaining Strategies in Guided Reading; (21) Teaching for Connecting and Expanding Strategies in Guided Reading; (22) Teaching for Word-Solving Phonics, Spelling, and Vocabulary; (23) Teaching Genre and Content Literacy: Explore Fiction and Nonfiction Texts; (24) Creating the Poetry Workshop: Reading, Writing, and the Arts; (25) Exploring the Writing, Terrain: Writer Talks, Writer’s Notebooks, and Investigations; (26) Supporting Readers and Writers: Tools That Make a Difference in Comprehending and Constructing Texts; (27) Understanding the “Testing Genre”: Preparing Students for High Quality Performance; and (28) Making Teaching Decisions Using Continuous Assessment. The book concludes with a comprehensive book list containing 1,000 books organized by title and level. Appendices contain reading and writing workshop forms, graphic organizers; a list of the 500 most frequently used words and spelling demons, writer websites, and magazines for kids;

bibliographies of picture books for use with intermediate students; a bibliography of poetry anthologies; and other practical tools.

In the book “Struggling Adolescent Readers: A Collection of Teaching Strategies” Moore, Alvermann and Hinchman, (2000), state that after recognizing that productively engaging low-achieving adolescents in print-rich classrooms is complicated, this book presents 40 articles that focus specifically on teaching struggling readers in middle school and high school classrooms. The articles in the book are drawn primarily from the “Journal of Adolescent and Adult Literacy.” The book is divided into six sections: Working with Struggling Adolescent Readers, Acknowledging Cultural Ties, Supporting Classroom Reading, Supporting Classroom Writing and Inquiry, Varying Texts to Meet Students’ Interests and Needs, and Connecting In-school and Out-of-School Reading.

“Guidelines to Education of Nonreaders” Ruchlis, 1973, is a book where some practical steps for organizing programs for secondary level nonreaders. Included are chapters which describe common characteristics and problems of nonreaders, discuss alternative reading approaches for the teacher or tutor who is not an expert in reading, and explain specific techniques for teaching nonreaders. Two chapters are devoted to methods of organizing programs for readers in school, community centers, and prisons, including ways of identifying nonreaders and arranging for effective use of student tutors who were themselves former nonreaders or high school dropouts. The second half of the book contains case studies of nonreaders who were successful in learning to read, providing insight into the special methodology required for nonreaders as well as the type of psychological and reading problems encountered.

II. Methodology

This chapter contains the research methods and procedures. It includes research design, research setting, respondents of the study, research instrument, data gathering procedure and statistical treatment of data.

Research Method Used

This study aimed to investigate the Teachers’ Teaching Reading Practices for Non-readers: Towards Developing a Teaching Framework for Reading.

The study employed descriptive-analytic method of research and it was limited to teachers handling nonreaders and students enrolled in national high school within the municipality of Liloy, Zamboanga del Norte.

Respondents of the Study

The respondents of this study were thirty (30) teachers and one hundred twenty (120) students who were nonreaders enrolled in national high school in Liloy, Zamboanga del Norte.

Table 1

The Respondent of the Study

Respondents	Frequency	Percent
Teachers	30	20
Students	120	80
Total	150	100

Reliability and Validity of Research Instrument

The researcher together with his Adviser constructed a self-made-questionnaire to assess the teaching practices for nonreaders in terms of adjustment, strategies and scaffolds.

The questionnaire consisted of two (2) parts. The first part focused on the profile of the teachers on educational attainment, length of services, trainings and seminars on reading attended. The second part focused on the perception of respondents on the teaching practices employed by teachers on nonreaders in terms of adjustment, strategies, and scaffolds.

The items in the questionnaires were submitted to three experts in the field of education for validation for suggestions and recommendations.

Items found not relevant to the study were deleted and changed to more relevant items before the final questionnaires were fielded to the respondents for pre-testing.

A total of fifty (50) respondents were made to answer the questionnaire in advance to test the validity and reliability of the items stated that answered the problems stated.

The reliability and validity of the instrument used were determined using the SPSS software. The instrument has high reliability and validity.

Research Procedures**Gathering of Data**

The researcher requested for approval from the office of the School Supervisor to gather data relative to the study. After the approval of the request, the researcher personally administered the questionnaires to the respondents. After the questionnaires were accomplished, it was retrieved, tallied, analyzed and interpreted.

Treatment of Data. The data collected were summarized for analysis and interpretation. The following descriptive and inferential measures were used in this study:

Frequency and Percentage Distribution

The frequency and percentage distribution tables were used to determine the profile of teachers in terms of educational attainment, length of service, and seminars and training in teaching reading attended.

Weighted Mean

The weighted mean was used to determine extent of teachers' teaching practices for nonreaders along adjustment, teaching strategies, and reading scaffolds. This was also used to describe the level of students' reading ability.

The following statistical continuum was used to interpret the extent of teachers' teaching practices for nonreaders:

Scale Value	Description	Statistical Continuum	Implication
4	Always Practiced	3.26 – 4.00	Very Effective
3	Often Practiced	2.51 – 3.25	Moderately Effective
2	Least Practiced	1.76 – 2.50	Less Effective
1	Not Practiced	1.00 – 1.75	Not Effective

The following statistical continuum was used to interpret the level of students reading ability:

Scale Value	Level of Agreement	Statistical Continuum	Implication
5	4.21 – 5.00	Master	Mastery of the subject matter
4	3.41 – 4.20	High Proficient	Able to understand the subject matter
3	2.61 – 3.40	Proficient	Understand more than half the subject matter
2	1.81 – 2.61	Basic	Only understand a little of the subject matter
1	1.00 – 1.80	Below Basic	Unable to comprehend at all

Mann-Whitney U Test

The Mann-Whitney U test was used to test the difference in the extent of teachers' teaching practices for nonreaders when grouped according to sex.

Kruskal-Wallis H Test

The Kruskal-Wallis H test was used to test the difference in the extent of teachers' teaching practices for nonreaders when grouped according to educational attainment, length of service, and seminars/training in teaching reading attended.

Spearman Rank-Order Correlation

This was used to determine whether there is a significant relationship between the extent of teachers' teaching practices for nonreaders and level of students' reading ability.

The guide for interpreting the correlation coefficient ρ as suggested by Cohen, West, and Aiken (2014) were as follows:

Value	Size	Interpretation
± 0.500 to ± 1.000	Large	High positive/negative correlation
± 0.300 to ± 0.499	Medium	Moderate positive/negative correlation
± 0.100 to ± 0.299	Small	Low positive/negative correlation
± 0.001 to ± 0.099	Negligible	Slight positive/negative correlation
± 0.000	No correlation	

Data analysis were made using Statistical Package for Social Sciences (SPSS v. 19.0) and Microsoft Excel. All statistical test for this study were performed at 0.05 level of significance.

III. Results and Discussion

This section presents, analyzes and interprets the data gathered in the study. The data are presented in tabular and textual forms in the following sequence: 1) profile of the teachers, 2) profile of the students, 3) teachers' teaching practices for nonreaders, 4) difference on the extent of teachers' teaching practices for nonreaders when respondents are grouped according to profile and 5) relationship between the teachers' teaching practices for nonreaders and their reading ability.

Profile of Teachers
Table 2

The Profile of Teachers

Profile	Frequency	Percent
Educational Attainment		
Doctoral Degree	0	0
With Doctoral Units	0	0
Master's Degree	2	6.7
with Master's Units	25	83.3
Bachelors Degree	3	10
Total	30	100
Length of Service		
22 years and over	2	6.7
15-21 years	6	20
8-14 years	15	50
7 years and below	7	23.3
Total	30	100
Seminars and trainings on teacher's reading attended		
International Level	0	0
National Level	0	0
Regional Level	2	6.7
Division Level	14	46.7
District Level	14	46.7
Total	30	100

Table 2 presents the profile of teachers. The table shows the profile, frequency, and percent.

As reflected on the table, out of thirty (30) teachers as respondents, only two (2) or 6.7% attained Master's Degree while twenty five (25) or 83.3% also attained with Master's units, and two (2) or 6.7% had Master's Degree. The data shows that majority of the teachers were with Master's units.

Out of thirty (30) teachers as respondents, only two (2) or 6.7% were 22 years and over while six (6) or 20% had 15-21 years length of service, fifteen (15) or 50 % had 8-14 years length of service and seven (7) or 23.3% had 7 years and below length of service. Majority of the teachers had 8-14 years length of service.

Out of thirty (30) teachers as respondents, only two (2) or 6.7% had attended regional level seminars, fourteen (14) or 46.7% had attended division level seminars and fourteen (14) or 46.7% had attended district level seminars.

Teachers' Teaching Practices For Nonreaders
Table 3
The Extent of Teachers' Teaching Reading Practices for Nonreaders Along Adjustment

Items	WM	SD	Implication
Preparing lessons that suit different levels of students' readiness.	4.00	.000	Very Effective
Shifting to another approach if one in use fails to make pupils' learn.	4.00	.000	Very Effective
Grouping of pupils with similar level of reading ability.	3.83	.379	Very Effective
Assessing the suitability of the audio-visual aids for the students.	3.97	.183	Very Effective
Applying the differentiated instruction to the class	3.97	.183	Very Effective
Peer teaching.	4.00	.000	Very Effective
Introducing words in line with students interest.	3.87	.346	Very Effective
Letting the students record every new word they can read.	3.33	.479	Very Effective
Making the students read a paragraph or story of their choices.	3.43	.504	Very Effective
Grand Weighted Mean	3.82	.383	Very Effective
1.00 – 1.75 Never Practiced/Not Effective	1.76 – 2.50 Seldom Practiced/Least Effective		
2.51 – 3.25 Often Practiced/Moderately Effective	3.26 – 4.00 Always Practiced/Very Effective		

Table 3 presents the extent of teacher's teaching practices for nonreaders along adjustment. The table shows the items, weighted mean (WM), standard deviation (SD), grand weighted mean, and implication.

The data showed that all items were rated as "Always Practiced" with a mean ranging from 3.33 to 4.00 with a standard deviation of .000 to .504 implied as "Very Effective".

Generally, the grand weighted mean of 3.82 with a standard deviation of 0.383 indicated that the extent of the teacher's teaching practices for nonreaders on adjustment was "Very Effective". This is manifested by the result of the Phil-IRI which was the basis to measure their reading ability which was high proficient.

The ultimate challenge of a teacher is not letting the child know that he or she is left behind. It is now the teacher who differentiates and modifies his/her instruction, considering that the class is composed of readers and nonreaders, establishes the difference in teaching and learning through *adjustment*.

According to Davis, (2016), adjustment means the act or process of changing or adjusting something on the cognitive flexibility of the teacher to nonreaders.

Table 4
The Extent of Teachers’ Teaching Reading Practices for Nonreaders Along Teaching Strategies

Items	WM	SD	Implication
Making decisions on what reading methods to use and to modify the methods if particular students are not learning.	4.00	.000	Very Effective
Encouraging the students to practice more in reading with focus.	3.90	.305	Very Effective
Giving numerous opportunities to work with peers.	4.00	.000	Very Effective
Applying the use of technology in the classroom.	3.97	.183	Very Effective
Conducting remedial classes after class.	3.70	.466	Very Effective
Developing ability to recognize sight words.	3.97	.183	Very Effective
Enriching reading programs.	3.97	.183	Very Effective
Establishing a reward system to motivate the learners.	3.93	.254	Very Effective
Attending seminars and trainings on reading.	3.63	.490	Very Effective
Overall Weighted Mean	3.90	.305	Very Effective
1.00 – 1.75 Never Practiced/Not Effective	1.76 – 2.50 Seldom Practiced/Least Effective		
2.51 – 3.25 Often Practiced/Moderately Effective	3.26 – 4.00 Always Practiced/Very Effective		

Table 4 presents the extent of teacher’s teaching practices for nonreaders along teaching strategies. The table shows the items, weighted mean (WM), standard deviation (SD), grand weighted mean, and implication.

The data showed that all items were rated as “Always Practiced” with a mean ranging from 3.63 to 4.00 with a standard deviation of .000 to .490 implied as “Very Effective”.

Generally, the overall weighted mean of 3.90 with a standard deviation of 0.305 indicated that the extent of the teacher’s teaching practices for nonreaders on teaching strategies was “Very Effective”.

The strategies employed by the teachers is consistent with the elements of an effective reading remediation program to improve the reading skills of nonreaders: 1) teach all skills directly. Directions instruction is particularly critical in remediation as these students previously failed to acquire necessary skills. 2) teach in a systematic manner. Systematic presentation helps the student make sense of our complex written language. <https://www.righlookreading.com>.

Teaching technique like short stories and remedial classes for students enhance their comprehension skills (Davis, 2016).

Table 5
The Extent of Teachers' Teaching Reading Practices for Nonreaders Along Reading Scaffolds

Items	WM	SD	Implication
Teaching through modeling or demonstration.	4.00	.000	Very Effective
Using audio-visual aids.	4.00	.000	Very Effective
Engaging the students in oral activities.	4.00	.000	Very Effective
Pre-teaching of vocabulary.	4.00	.000	Very Effective
Using flash cards and drill cards.	3.47	.507	Very Effective
Choral reading by the whole class.	3.43	.504	Very Effective
Teaching through games.	4.00	.000	Very Effective
Reading the same word several times.	3.93	.254	Very Effective
Asking plenty of questions to develop comprehension.	4.00	.000	Very Effective
Grand Weighted Mean	3.87	.337	Very Effective
1.00 – 1.75 Never Practiced/Not Effective	1.76 – 2.50 Seldom Practiced/Least Effective		
2.51 – 3.25 Often Practiced/Moderately Effective	3.26 – 4.00 Always Practiced/Very Effective		

Table 5 presents the extent of teacher's teaching practices for nonreaders along teaching strategies. The table shows the items, weighted mean (WM), standard deviation (SD), grand weighted mean, and implication.

The data showed that all items were rated as "Always Practiced" with a mean ranging from 3.43 to 4.00 with a standard deviation of .000 to .507 implied as "Very Effective".

Generally, the overall weighted mean of 3.87 with a standard deviation of 0.337 indicated that the extent of the teacher's teaching practices for nonreaders on reading scaffolds was "Very Effective" which is consistent with the result of the study conducted by Rababah (2012) on the effect of scaffolding in instruction. Results of his study show that there are significant differences in the students' achievement in reading comprehension skills, in favor of the experimental group. Therefore, it is recommended that scaffolding instruction be integrated into the curriculum and that teachers should watch their teaching techniques with the students' zone of proximal development.

The most dominant scaffold in the teaching of reading is using flash cards and drill cards. According to Komachali, (2012) using vocabulary flash card facilitates their involvement in the class work by sharing answers, trying to participate, paying attention, giving the example,

encouraging to take part in the lesson, participating as volunteer and working on the vocabulary and pronunciation.

Table 6

The Summary of the Extent of Teachers' Teaching Reading Practices for Nonreaders

Teaching Practice	GWM	SD	Implication
Adjustment	3.82	.383	Very Effective
Teaching Strategies	3.90	.305	Very Effective
Reading Scaffolds	3.87	.337	Very Effective
Overall Weighted Mean	3.86	.344	Very Effective
1.00 – 1.75 Never Practiced/Not Effective		1.76 – 2.50 Seldom Practiced/Least Effective	
2.51 – 3.25 Often Practiced/Moderately Effective		3.26 – 4.00 Always Practiced/Very Effective	

Table 6 presents the summary of the extent of teacher's teaching practices for nonreaders. The table shows the teaching practice, grand weighted mean (GWM), standard deviation (SD), overall weighted mean, and implication.

Summarily, the data shows that all items such as adjustment, teaching strategies and reading scaffolds were all rated as "Always Practiced" with a mean of 3.82, 3.90 and 3.87 with a standard deviation of .383, .305 and .337 implied as "Very Effective". This denotes that the adjustment, teaching strategies and reading scaffolds of the teachers for nonreaders is "Very Effective".

Difference In The Extent Of Teachers' Teaching Practices For Nonreaders When Grouped According To Profile

Table 7

The Difference in the Extent of the Teachers' Teaching Reading Practices for Nonreaders When Teachers are Grouped According to Educational Attainment

Teaching Practices for Non readers	H-Value	P-Value	Interpretation	Decision on Ho
Adjustment	1.46	.481	Not significant	Do not reject
Teaching Strategies	.22	.897	Not significant	Do not reject
Reading Scaffolds	1.04	.594	Not significant	Do not reject

Table 7 presents the difference in the extent of the teacher's teaching practices for nonreaders when teachers were grouped according to educational attainment. The table shows the teaching practices for nonreaders, H-value, P-value, Interpretation, and decision on H_o .

As shown on the table, there was no statistical evidence to support the difference between the educational attainment and on the extent of the teachers' teaching practices for nonreaders (H-Value 1.46, .22 and 1.04, P-value = .481, .897 and .594, $\alpha = 0.05$). Therefore, the null hypothesis which stated that there is no significant difference on the extent of the teacher's teaching practices for nonreaders when respondents are grouped according to profile of the teachers on educational attainment was accepted. This simply means that the extent of the teacher's teaching practices for nonreaders does not differ when teachers are grouped on educational attainment.

Torrevillas (2008) claimed that one reason why the reading proficiency of Filipinos deteriorate is due to fact that there are schools who do not have enough number of teachers, so there are some teachers handling English subject even if they are not English major.

Table 8

The Difference in the Extent of the Teacher's Teaching Practices for Nonreaders When Teachers are Grouped According to Length of Service

Teaching Practices for Non readers	H-Value	P-Value	Interpretation	Decision on Ho
Adjustment	2.24	.524	Not significant	Do not reject
Teaching Strategies	6.22	.101	Not significant	Do not reject
Reading Scaffolds	12.40	.106	Not significant	Do not reject

Table 8 presents the difference in the extent of the teacher's teaching practices for nonreaders when teachers were grouped according to length of service. The table showed the teaching practices for nonreaders, H-value, P-value, Interpretation, and decision on H_o .

As shown on the table, there was no statistical evidence to support the difference between the length of service and on the extent of the teachers' teaching practices for nonreaders (H-Value 2.24, 6.22 and 12.40, P-value = .524, .101 and .106, $\alpha = 0.05$). Therefore, the null hypothesis which stated that there is no significant difference on the extent of the teacher's teaching practices for nonreaders when respondents are grouped according to profile of the teachers on length of service was accepted. This simply means that the extent of the teacher's teaching practices for nonreaders does not differ on the teachers' length of service.

One of the key finding of the study on profiling teachers' readiness for teaching and learning in higher education conducted by Scherer R. (2021) was that teachers with prior experience were more likely to be considered to high-readiness profile. This finding is in line with previous studies showing that prior experience in teaching is positively related to attitudes towards self-efficacy.

Table 9
The Difference in the Extent of the Teacher's Teaching Practices for Nonreaders When Teachers are Grouped According to Seminars and Training in Teaching Reading Attended

Teaching Practices for Non readers	H-Value	P-Value	Interpretation	Decision on H_0
Adjustment	0.63	.730	Not significant	Do not reject
Teaching Strategies	0.91	.636	Not significant	Do not reject
Reading Scaffolds	0.07	.968	Not significant	Do not reject

Table 9 presents the difference in the extent of the teacher's teaching practices for nonreaders when teachers are grouped according to seminars and training in teaching reading attended. The table showed the teaching practices for nonreaders, H-value, P-value, Interpretation, and decision on H_0 .

As shown on the table, there was no statistical evidence to support the difference between the seminars and trainings on teacher's reading attended and on the extent of the teachers' teaching practices for nonreaders (H-Value 0.63, 0.91 and 0.07, P-value = .730, .636 and .968, $\alpha = 0.05$). Therefore, the null hypothesis which stated that there is no significant difference on the extent of the teacher's teaching practices for nonreaders when respondents are grouped according to profile of the teachers on seminars and trainings on teacher's reading attended was accepted. This simply means that the extent of the teacher's teaching practices for nonreaders does not differ on the teachers' seminars and trainings on reading attended.

Regional Memorandum no. 440 s. 2021 in partnership with World Vision – Philippines shall conduct a series of trainings on literacy instruction for teachers and instructional supervisions via zoom meeting room.

Target particularly are the key reading teachers in public elementary schools. The number of slots for each schools Divisions is indicated.

Students' Reading Ability

Table 10
The Level of Students' Reading Ability based on the remediation program develop

Score	Post-test		Description	Implication
	f	%		
4.21 – 5.00	99	82.5	Master	Mastery of the Subject matter
3.41 – 4.20	15	12.5	High Proficient	Able to understand the subject matter
2.61 – 3.40	6	5	Proficient	Understand more than half the subject matter
1.81 – 2.60	0	0	Basic	Only understand a little of the subject matter
1.00 – 1.80	0	0	Below Basic	Unable to comprehend at all
Total	120	100		
Mean Score	4.10		High Proficient	Has proficient level of comprehension and understand the subject matter

Table 10 presents the level of students' reading ability. The table shows the posttest score, frequency, description, and implication.

As shown on the table, among the one hundred twenty (120) students under study, ninety-nine (99) or 82.5% have master level of reading comprehension, fifteen (15) or 12.5% have high proficient level of reading comprehension and six (6) or 5% have proficient level of reading comprehension.

Generally, the mean score of 4.10 indicated that the students had high proficient level of reading comprehension and none was recorded to have basic and below basic level of reading comprehension.

This study is reinforced by the study of Schalg (2009) who examined the effects of flexible grouping on reading instruction at the fifth-grade level. He found that implementing flexible grouping made a significant gain in reading comprehension.

Further, this study is also supported by the study conducted by Rachel M. Simmons of St. John College. She discovered positive effects that differentiation has on students' reading interest and reading level.

Relationship Between The Extent Of Teachers' Teaching Practices For Nonreaders And The Level Of Students' Reading Ability

Table 11
The Relationship Between the Extent of Teachers' Teaching Practices for Nonreaders and the Level of Students' Reading Ability

Variables	Computed ρ	P-Value	Interpretation
Teachers' Teaching Practices for Nonreaders and Students' Reading Ability	.461	.001	Moderate Positive Correlation/ Significant

Table 11 presents the relationship between the extent of teachers' teaching practices for nonreaders and students' reading ability. The table shows the variables, computed ρ , P-value, and interpretation.

As reflected on the table, there was a moderate positive correlation between the extent of teachers' teaching practices for nonreaders and students' reading ability which was statistically significant ($r_s(\rho) = 0.461$, P-value = 0.001). Therefore, the null hypothesis which stated that there is no relationship between the teachers' teaching practices for nonreaders and their reading ability was rejected. This simply means that the relationship between the teachers' teaching practices for nonreaders relates to their reading ability

The result of this study is supported with the findings of Davis (2016) that teachers' effective practices in handling nonreaders which comprised of adjustments, strategies and scaffold established reading mastery. Further, the findings revealed that their teaching practices were proven significant to students' reading effectiveness.

IV. Conclusion

Based on the findings of the study, it is hereby concluded that the teachers' teaching practices for nonreaders were very effective and the students' reading ability was high proficient. Through the result of the study, it was deduced that the teachers' reading practices moderately improved nonreaders' reading ability.

Specially, this study concluded the following:

This denotes that the adjustment, teaching strategies and reading scaffolds of the teachers for nonreaders was "Very Effective".

This simply means that the extent of the teacher's teaching practices for nonreaders does not differ on the teachers' educational attainment, length of service and seminars and trainings on reading attended.

Generally, the mean score of 4.10 indicated that the students had high proficient level of reading comprehension and none was recorded to have basic and below basic level of reading comprehension.

This simply means that the relationship between the teachers' teaching practices for nonreaders relates to their reading ability.

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