

**RELATIONSHIP AMONG READING TEACHERS' CONTENT KNOWLEDGE,  
PROFESSIONAL DEVELOPMENT, USE OF INSTRUCTIONAL MATERIALS AND  
STRATEGIES, AND STUDENT ENGAGEMENT**

**LYNLE C. CACHO**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master of Arts in Education (Language & Literacy Education)  
of the Faculty of Education  
University of the Philippines Open University  
Los Banos, Laguna  
April 2016**

Permission is given for the following people to have access to this thesis:

Available to the general public	Yes
Available only after consultation with author/thesis adviser	No
Available only to those bound by confidentiality agreement	No

*Student's Signature*

*Signature of Thesis/Adviser*

**APPROVAL SHEET**

The graduate thesis attached hereto entitled, **“RELATIONSHIP AMONG READING TEACHERS’ CONTENT KNOWLEDGE, PROFESSIONAL DEVELOPMENT, USE OF INSTRUCTIONAL MATERIALS AND STRATEGIES, AND STUDENT ENGAGEMENT”**, prepared and submitted by **LYNLE C. CACHO**, in partial fulfillment of the requirements for the degree of Master of Arts in Education (Language and Literacy Education) is hereby accepted.

**NEMAH N. HERMOSA**

Adviser

**MA. THERESA L. DE VILLA**

Reader/Critic

**MARIE GRACE D. REOPEREZ**

Member

Accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education (Language and Literacy Education).

**PATRICIA B. ARINTO**

Dean

## ACKNOWLEDGEMENT

To God be the glory!

I will always be grateful to **Almighty God** for guiding me to reach my dream. His blessings and inspirations led me to where I am now.

Million thanks will never be enough to the people who made this research possible:

**Dr. Nemah N. Hermosa**, my thesis adviser, for her continuous support, selfless time, immense knowledge, encouragement, and understanding. Her utmost guidance and expertise helped me to finish this labor of love;

**Prof. Grace Reoperez**, panel member, for diligently perusing and editing my manuscript. Her constructive comments and suggestions contributed to the improvement of my thesis. Her challenging words motivated me to believe in myself;

**Dr. Ma. Theresa L. De Villa**, reader-critic, for her insights constructive criticisms, and suggestions to polish my paper;

**Dr. Juanito A. Merle, Reynald M. Cacho, and Sharon Villaverde** for sharing their time and knowledge to validate the instruments of the study;

**Prof. Honesto O. Camino** for his valuable support, wisdom, and statistical contribution for the completion of this academic endeavor;

**Madam Zenaida S. Cabangon**, for having passionately edited the final manuscript;

Lopez West District headed by Sir Faustino V. Parro, District Supervisor and all the principals of the district for providing needed information and allowing me to conduct the study among the elementary teachers;

**Lopez West Grade Four Teachers** for their cooperation during the data gathering and administration of instruments;

**My co-teachers and principal of Lopez West Elementary School Bldg. 1**, for their encouragement, and understanding when the research process was being undertaken;

**My parents, Mommy Lyn and Dad Lito** for their love and support throughout my endeavors;

And, finally, to my driver/mentor/critic/lover/husband, **Reynald**, with my handsome son, **Jonald Rey**, and pretty baby, **Ionalyn**, my priceless gems, to whom this thesis is dedicated.

## ABSTRACT

This study investigated the profiles of Grade Four teachers in terms of professional development, use of instructional materials, level of content knowledge, and instructional strategies used in reading. It also looked at the relationship between teachers' level of content knowledge and their teaching strategies used in reading, relationship between teachers' level of professional development and level of content knowledge, and how instructional materials enhance students' engagement. The study utilized the descriptive survey method with the application of both quantitative and qualitative analyses of data. Descriptive research was used to elicit data on teachers' profile and teachers' content knowledge in reading. Qualitative measures were used to determine the instructional strategies of Grade Four teachers and the effectiveness of these instructional materials to enhance students' engagement. Participants of the study were the Grade Four teachers in a district of Quezon (38). Six teachers were observed through purposive sampling to assess their instructional strategies. Each of the six classes was also observed to determine how the instructional materials enhanced students' engagement. Data were obtained through the following instruments: Instrument 1 –Teachers Profile in terms of the following contextual factors: professional development and instructional materials; Instrument 2– Teachers Level of Content Knowledge in Reading – TLCKR; Instrument 3 – Teaching Reading Observation Checklist; and Instrument 4 –Students' Engagement Rubric.

Findings reveal that majority of the teachers lack training in the area of teaching reading. None of them holds a master's degree or doctoral degree in an area related to reading. Few teachers have video-assisted materials or computer-assisted materials to aid them in teaching reading. Only one teacher has on-line resources inside the

classroom, but these are seldom used in the teaching-learning process. Grade Four teachers' content knowledge was pegged at the beginning proficiency level in all domains: principles of instructional design, delivery, and assessment, foundational knowledge of reading, and reading instruction and assessment for students with diverse backgrounds. Weak but significant relationship was found between overall level of content knowledge and seminars attended by the teacher. Strong but negative correlation exists between the level of content knowledge and organizing topics by guided reading (strategy). Moreover, a significant but moderate negative relationship was found between level of content knowledge and prediction as a strategy in teaching reading. It is further observed that the level of engagement of the pupils was neither affected by the available instructional materials in the classroom nor the teachers' meaningful and appropriate use of such materials. Eventually, most of the teaching reading strategies were not used by the teacher. Strengthening the professional development of teachers and providing them instructional materials which aid them in teaching-learning process are suggested for appropriate action at the classroom up to the district level.

## TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	
Background of the Study	1
Statement of the Problem	4
Significance of the Study	5
Scope and Delimitation	6
CHAPTER 2: REVIEW OF RELATED LITERATURE & CONCEPTUAL FRAMEWORK	
Reading Theories	8
Behaviorism	9
Cognitivism	10
Constructivism	11
Knowledge about Reading	13
Teaching Reading Strategies	22
Teaching Reading Strategies: Contextual Factors	28
Availability of Instructional Materials	28
Teachers' Professional Development	33
Student Engagement	36
Grade Four Pupils Stage of Reading Development	42
Conceptual Framework	44
Hypotheses	47
Definition of Terms	47
CHAPTER 3: METHODOLOGY	
Research Design	50
Sample	51

Instruments	54
Validation and Pilot Testing of the Instruments	58
Field Testing	59
Data Gathering Procedure	60
Data Analysis Procedure	61
<b>CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA</b>	
Research Question No. 1	64
Research Question No. 2	72
Research Question No. 3	74
Research Question No. 4	80
Research Question No. 5	84
Research Question No. 6	87
<b>CHAPTER 5: SUMMARY AND CONCLUSIONS</b>	
Summary	96
Conclusions	98
Implications/Recommendations	100
<b>BIBLIOGRAPHY</b>	105
<b>APPENDICES</b>	
Appendix A: Instrument 1 -Teachers' Profile	112
Appendix B: Instrument 2 -Teachers Content Knowledge in Reading	118
Appendix C: Instrument 3 – Teaching Reading Strategies Actual Observation Checklist	129
Appendix D: Instrument 4- Students' Engagement Rubric	131
Appendix E: Communications	132
Appendix F: Table of Specification on Reading Test of TLCK	135
Appendix G: Level of Indicators on Students Engagement	137

**LIST OF FIGURE**

Figure 1	Conceptual Framework	46
----------	----------------------	----

## LIST OF TABLES

Table 1	Domains and competencies in reading	16
Table 2	Teaching reading strategies	24
Table 3	Chall's stage of reading development	44
Table 4	Distribution of the respondents in percentage according to their gender	52
Table 5	Distribution of the respondents in percentage according to their age	52
Table 6	Distribution of the respondents in percentage according to their years in service	53
Table 7	Distribution of the respondents in percentage according to their designation	54
Table 8	Profile of the respondents according to seminars/trainings related to teaching reading	65
Table 9	Profile of respondents according to courses related to reading/language/literacy education	67
Table 10	Profile of respondents according to extent of use of instructional materials	69
Table 11	Profile of respondents' according to usefulness of instructional materials in teaching reading	72
Table 12	Teachers level of content knowledge	73
Table 13	Pre-reading strategies used by grade four teachers in teaching reading	75
Table 14	During reading strategies used by grade four teachers in teaching reading in percentage	75
Table 15	Post reading strategies used by grade four teachers in teaching reading in percentage	76
Table 16	Additional strategies used by grade four teachers in teaching reading in percentage	78

Table 17	Other strategies used by grade four teachers in teaching reading in percentage	79
Table 18	Relationship between teachers' level of content knowledge and their use of instructional strategies in reading	82
Table 19	Relationship between teachers' level of professional development (trainings) and their level of content knowledge	84
Table 20	Relationship between teachers' level of professional development (course/s directly related to reading/language/literacy education) and their level of content knowledge	86
Table 21	Indicators on level of engagement	87
Table 22	Level of students' engagement in reading class	88

## **CHAPTER I INTRODUCTION**

This chapter presents the study's background, problem statement, significance and the scope and delimitations.

### **Background of the Study**

Teaching reading is a challenging task. Teachers need to use varied strategies and techniques to make the teaching-learning process meaningful and stimulating. In a position statement, the International Reading Association (2000) pointed out that excellent reading teachers know a variety of ways to teach reading, when to use each method, and how to combine the methods into an effective instructional program. There is no single method or single combination of methods that can successfully teach children to read. Hence, teachers must be familiar with a wide range of instructional methods and must have strong knowledge in their classrooms to provide the most appropriate instruction for all learners. Furthermore, IRA emphasized that reading teachers must have strong content and pedagogical knowledge so that there is high rate of engagement. Similarly, Villanueva (2004) stressed that as teachers increase their understanding of the reading process, they increase their effectiveness in teaching reading. Teachers with extensive knowledge about reading facilitate effective literacy learning.

Studies (e.g. Andoy, 2006; Pado, 2004; & Quitlong, 2002; Villanueva, 2004; Viray, 2008) revealed the inadequacy of teacher preparation in elementary in the field of reading. Teachers have inadequate trainings and seminar-workshops related to teaching reading notwithstanding the fact that they have insufficient content knowledge in the domains of reading. Thus, majority of teachers employ limited strategies in teaching

reading. Therefore, teachers need to be developed in the content and pedagogical areas of knowledge. In School Year 2015-2016, Grade Four teachers are next in line to use the K to 12 curriculum; however, emerging problems regarding implementation continue to crop up.

In an interview conducted with Grade Four teachers from a district of Quezon province, they admitted that they have limited content and pedagogical knowledge in teaching reading. They know for themselves that they lack knowledge of theories and principles about the teaching/ learning of reading, language, and literacy. Numerous studies (e.g. Cockburn, Diamond, O'Leary & Powell, 2010; Cunningham, Perry, & Stanovich, 2004; Hal & Seaton, 2004) even concluded that teachers have limited knowledge in the domain of reading. They lack understanding of the concepts related to teach reading skills; they teach reading yet they are unaware of what they know and what they do not know.

Researchers have likewise raised the challenge that teachers need to have strong content knowledge to be effective reading teachers. However, several studies (e.g. Alfano, Brucker & Swerling, 2005; Bishop, et al., 2009; Goldfus, 2012; Mater, Bos & Babur, 2004; Moats & Foorman, 2003) revealed teachers' misconceptions about reading concepts and principles of instructions. These studies suggested that professional development could address teachers' needs for insight and knowledge about reading because it contributes a significant portion to classroom practice. They found that teachers are employing teaching reading strategies, yet majority still find difficulties when teaching reading. Teachers were found to provide students very little opportunities to explore and discuss text content; therefore, critical thinking skills of the learners are not developed. They have little or no knowledge of the concepts that

could enhance their teaching of literacy. Majority of them teach reading comprehension but they do not know the specific skills they are teaching. Studies also revealed that teachers do not employ appropriate strategies due to limited knowledge about teaching reading. Results of these studies (e.g. Andoy, 2006; Janet, 2004; Pado, 2004; Villanueva, 2004; Viray, 2008) showed that majority of teachers believe that teaching reading is difficult. Hence, the studies recommended that further enhancement on teachers' strategies be made to improve the reading instruction. As a result of the observation conducted during the Field Technical Assistance visits, Principals in-charge of English in the district of Quezon admitted that Grade Four teachers lack strategies and techniques in teaching reading (C. Dimaculangan; E. Empleo; M. Sario, interview, December 19, 2014). This situation is alarming at the micro level context since Grade Four teachers are next to undergo K to 12 training.

Along with the teachers' difficulties in teaching reading is the contextual factor that influences their day-to-day teaching. This factor includes professional development of teachers which affects the teaching strategies of the teachers. Studies pointed out that teachers lack training and knowledge in delivering effective teaching reading strategies (e.g. Andoy, 2006; Baccus, 2004; Gilchrist, 2009; Nash, 2010; Pado, 2006; Quitlong, 2002; Vickie Lynn, 2010; Villanueva, 2004). There was a gap between what teachers know and what they should know.

Aside from professional development of teachers, instructional materials are also invaluable in teaching and learning. However, inadequacy of instructional materials is one of the problems confronting reading teachers. Various studies (e.g. Adedijo, 2003; Agnes, 2005; Alvarez, Arnold & Kaufhold, 2006; Andoy, 2006; Cacho et al., 2005; Okobia, 2011; Olarewaju & Popoola, 2012) reported that teachers have

limited creative teaching materials, textbooks, manuals and other instructional materials. Even schools are in great need of additional reading materials to aid teachers achieve students' functional literacy development. In a personal communication with the English Supervisor in Quezon, it was confirmed that the Grade Four teachers although provided with instructional materials in their classroom do not even use them to increase their pupils' engagement (A. Castillo, interview, January 6, 2015). She stressed that majority of Grade Four teachers are not aware of appropriate teaching reading strategies due to insufficient in-service trainings in reading. As justified by the reading performance of the pupils assessed by the Philippine Informal Reading Inventory every school year. Most of the pupils fall under the frustration level. Hence, the researcher opted to investigate the nature and relationship that may exist among these variables, namely: teachers' professional development and use of instructional materials, teaching strategies, teachers' knowledge, and students' engagement. The findings of this study would have some implications on teacher education particularly in the area of reading.

### **Statement of the Problem**

The study seeks to investigate Grade Four reading teachers' content knowledge, professional development, use of instructional materials and strategies, and how these affect students' engagements in reading. Specifically, it aims to answer the following questions:

1. What are the profiles of Grade Four teachers in terms of the following contextual factors namely, professional development, and use of instructional materials?

2. What is the level of the content knowledge of Grade Four Teachers in terms of the following domains?
  - a. Foundational knowledge of reading
  - b. Principles of instructional design, delivery, and assessment in reading; and
  - c. Reading instruction and assessment for students with diverse backgrounds?
3. What strategies in reading instruction do Grade Four Teachers use?
4. Is there a significant relationship between teachers' level of content knowledge and teaching strategies they use in reading?
5. Is there a significant relationship between teachers' level of professional development and level of content knowledge?
6. How do teachers' choice and use of instructional materials enhance students engagement?

### **Significance of the Study**

The results of this study will hopefully contribute towards understanding teachers' quality in terms of domain expertise and teaching practice (specifically strategies) and the profiles of teachers in terms of contextual factors (professional development and instructional materials) in teaching reading. The study will hopefully make teachers more aware of their ability and knowledge, and, eventually, make them reflective of their teaching methodologies in reading. Assessment reveals strengths, as well as needs of the teachers. Furthermore, the study will help the teachers to determine the factors that affect students' engagement inside the classroom. It will also address some problems and issues regarding students' participation in teaching-learning

process. The result will serve as the baseline to enhance and reinforce students' engagement.

Consequently, this study has significant impact on teacher education institutions since assessment will serve as the baseline to strengthen the pre-service training and courses to equip the future teachers with knowledge and strategies in teaching reading. The teachers' content knowledge in reading and teaching strategies reflects their pre-service preparation translated into actual classroom practice. It is believed that good teacher preparation will most likely lead to effective instruction (Pado, 2004).

Information from this study can also help administrators know more about teachers so they can address and support their continued learning and development towards meeting the literacy needs of all children. It will present a clearer picture about the profile of reading teachers and application of certain strategies in reading instruction. Therefore, this study can serve as one of the bases for the Department of Education in formulating plans and implementing measures towards professional development that will specifically address the needs and problems confronting teachers in the field of reading at the school district level.

### **Scope and Delimitation of the Study**

This study is delimited to examine Grade Four reading teachers' profile, content knowledge, teaching reading strategies, and students' engagement to determine if these variables are correlated. Grade Four reading teachers profile covers the professional development and use of instructional materials (contextual factors).

The subjects of the study are limited to all Grade Four teachers who teach reading (English) in a district in Quezon province since emerging problems were

revealed in the implementation of K-12 curriculum among this group of teachers. The researcher did not include other districts because the number of Grade Four Teachers (38) in the chosen district is sufficient for a descriptive study. Fraenkel and Wallen (2007) recommended that a minimum number of subjects is 30 for a descriptive study. Only six teachers were observed, based on these criteria: test rating, professional development, designation and gender. Six classes were also observed to assess pupils' engagement to triangulate the data. Another limitation of this study is lack of local instruments that would measure teachers' content knowledge in reading. Thus, the researcher adopted the Texas Education Agency (2006) assessment tool that measures reading teachers' knowledge in different domains: Foundational knowledge of reading, Reading, principles of instructional design, delivery, and assessment in reading, and Reading instruction and assessment for students with diverse background. Some items were modified according to Philippine context, after the validation of the panel of experts. Other instruments used were researcher-made.

## **CHAPTER II REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of the review of related literature that discusses and explains the variables investigated in this research which includes knowledge about reading, teaching reading strategies, profile of the contextual factors, students' engagement, reading theories, and researches relevant to the present study and conceptual framework.

### **Theories about Reading**

An understanding of reading theories, particularly, the variety of educational perspectives on instruction and learning, could be used as basis for improving the strategies of teaching reading. Pardede (2006) and Vaezi (2006) presented various theories which are further simplified in this study. By far, there are three main theories which explain the nature of learning to read. One, is the behavioristic traditional perspective which like the bottom up model focuses on the printed form of a text. Second is the cognitive view which enhances the role of background knowledge and mental processes in addition to what appears on the printed page. Third is the constructivist perspective, which is based on providing readers a rich learning environment that allows them to create their own meaning. The connection between the text, the readers' thinking about what they are doing while reading, their ability to create meaning, and the role of teachers in these processes is discussed to give more light on the variables of this study. These three theories have led teachers to a variety of beliefs about instructional choices to help children develop successful reading strategies.

## **Behaviorism**

Kamil and Samuels (1988) pointed out that the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words; meaning lives in the text and the reader has to create it with the guidance of the teacher. The bottom up model reflects the perspective of behaviorism. This model views reading as starting with some graphic input (print). Reading begins with the synthesis of letters into words, words into sentences, and so on until a large enough unit of language is perceived. It operates on the principle that the written text is hierarchically organized (i.e, on the grapho-phonetic, phonemic, syllabic, morphemic, word, and sentence levels) and that the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (Dechant, 1991).

LaBerge and Samuels (2013) propose a concept called automatic information processing or automaticity. This model of the reading process hypothesizes that the human mind functions much like a computer and that visual input (letters and words) is sequentially entered into the mind of the reader. Almost without exception, humans have the ability to perform more than one task at a time (computer specialists sometimes call this “multitasking”). LaBerge and Samuels (2013) model predicts that if reading can occur automatically, without too much focus on the decoding process, then improved comprehension will be the result.

This model has also influenced reading materials or resources to include exercises that focus on literal comprehension. In addition, the model gives little or no importance to the reader’s knowledge or experience about the subject matter; hence, the only interaction that comes out is with the basic building blocks of sounds and words. The activities are based on recognition and recall of lexical and grammatical

forms with emphasis on the perceptual and decoding dimension (Pardede, 2006); hence, teachers, whether they may be aware or not, are translating the behavioristic perspective into action in the classroom.

Rudell (2002) cited the instructional strategies based on the behaviorism theory of Skinner, Bandura, Thorndike, and Pavlov which influenced the teaching reading strategies of teachers. These strategies include the following: instructional cues to elicit correct responses, practice paired with target stimuli, reinforcement for correct responses, building fluency (get responses closer and closer to correct response), multiple opportunities/trials (drill and practice), discrimination (recalling facts), generalization (defining and illustrating concepts), associations (applying explanations), chaining (automatically performing a specified procedure).

### **Cognitivism**

The cognitive view of reading emphasizes that reading is a process in which the reader actively searches for meaning in what she reads. This search for meaning depends very heavily on the readers existing store of knowledge, or schemata, that they draw in the search for meaning. The active contribution of the readers is significant enough to justify the assertion that she actually constructs much of the meaning she arrives in reading.

The schema theory is another theory that influences the view of the reading process. Schema theory is concerned with knowledge, particularly with the way knowledge is represented in our minds and the importance of prior knowledge to learning something new. Rumelhart (2013) stressed that reading involves perceptual and cognitive processes in obtaining meaning from print. The meaning produced in

reading depends in part on the meanings already stored in the readers' schemata (or prior knowledge). The reader takes information from various sources, and these sources act together to produce meaning.

Rudell (2002) enumerated the teaching strategies that reflect schema theory. (1) *Pre-reading activities*, wherein the teacher drives students to think, write, and discuss everything they know about the topic, employing techniques such as *prediction*, *semantic mapping*, and *reconciled reading*. The objective is to make sure that students have the relevant schema for understanding the text. (2) *During-reading activities*, wherein the teacher guides and monitors this interaction between the reader and the text. One important skill teachers can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions. (3) *Post-reading activities* which facilitate the chance for teachers to evaluate students' adequacy of interpretation, while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intentions are addressed. A wide range of questions that allow for different interpretations must be the focus of post reading activities. While schema activation and building can occur in all three stages, the pre-reading stage deserves special attention since it is here, during the students' initial contact with the text, where their schemata will be activated.

### **Constructivism**

Constructivism emphasizes that comprehending a text is very much an active, constructive process. In addition to emphasizing the active nature of reading, constructivism holds that the meaning one constructs from a text is subjective—the

result of one particular reader's processing of the text. Each reader is influenced by the sum total of her experience as well as by her unique intellectual makeup (Glasserfeld, 1984). Constructivist teachers consider the interaction of students in meaningful experiences as the essence of experiential learning. The change is from passive transfer of information to active problem solving and discovery. Constructivists posit that learners create their own interpretations of the world of information. In contrast to behaviorist and cognitivists, mind of the learners can never be mapped.

The role of the reading teacher is not to impart information but to provide students with ways to assemble knowledge. Constructivist theory emphasizes that teachers need to encourage students to create their own meaning from text, rather than impose their interpretation of the meaning upon the learners; hence reading teachers may help as resources to bridge the linguistic and cultural gap that students experience in reading a text.

Vacca (2009) identified teaching reading activities based on the theoretical foundation of constructivism. Before reading activities include the following: picture walk, previewing discussion, predicting activities, vocabulary, prior knowledge discussions, KWL charts, genre and investigations. During reading activities include the following: periodic comprehension checks, decoding/phonics skills activities, semantic skills activities using content and/or context, syntactic skills activities, self-correcting and monitoring activities, journaling activities, graphic organizers, post-it-notes, reading silently or to partner, choral reading activities, buddy reading, and guided questioning. The after reading phase includes activities that engage children in application, reflection, and clarification, and innovations.

## **Teachers' Knowledge about Reading**

The International Reading Association (2010), in its standards for reading professionals, describes what candidates for the reading profession should know and be able to do in professional settings. The standards are performance based, focusing on the knowledge, skills, and dispositions necessary for effective educational practice in a specific role.

The first standard refers to Foundational Knowledge. Reading teachers are expected to understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge.

The second standard pertains to Curriculum and Instruction. Reading teachers should use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in implementing that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

Similarly, a position statement from IRA (1999) emphasized that excellent reading teachers know that reading development begins well before children enter school and continues throughout a child's school career. They understand the definition of reading as a complex system of deriving meaning from print that requires all of the following: the development and maintenance of a motivation to read, the development of appropriate active strategies to construct meaning from print, sufficient background information and vocabulary to foster reading comprehension, the ability to read fluently, the ability to decode unfamiliar words, the skills and knowledge to understand how phonemes or speech sounds are connected to print.

Moreover, excellent reading teachers know a wide variety of instructional philosophies, methods, and strategies (Dreher, 2004; Kletzein, 2003; Rudell, 2002; Ryder, 2010; Smith, 1994). They understand that excellent reading instruction addresses all the essential elements of reading. They are aware that instructional strategies vary along many dimensions, including the component of reading targeted by the instruction, the degree to which the instruction is teacher- or student-directed, and the degree to which the instruction is explicit or implicit. They understand that children vary in their responses to different types of instruction, and they select the most efficient combination of instructional strategies to serve the children in their classrooms. They know early intervention techniques and ensure that children get the help they need as soon as the need becomes apparent. They do not only understand that all components of reading influence every stage of reading, but they also realize that the balance of instruction related to these components shifts across the developmental span and shifts for individual children. Moreover, they understand how reading and writing

development are related, and they effectively integrate instruction to take advantage of the child's development in both areas (IRA, 1999).

Texas Education Agency (2006) developed an assessment that could measure reading teachers' knowledge in different domains: Foundational knowledge of reading, reading, principles of instructional design, delivery, and assessment in reading, and reading instruction and assessment for students with diverse backgrounds. It was validated by reading specialists as well as certified reading teachers, certified elementary teachers, and certified English Language Arts teachers. They cited the following competencies in the area of reading in Table 1.

Reading teachers are expected to be knowledgeable in terms of the following—  
Foundational Knowledge of Reading, Principles of Instructional Design, Delivery, and Assessment in Reading, and Reading Instruction and Assessment for Students with Diverse Backgrounds and Needs.

Several studies measured teachers' knowledge in the area of reading. Cunningham, Perry, and Stanovich (2004) investigated the disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy in Urban School District in Northern California. The study assessed 722 kindergarten to third grade teachers' actual and perceived reading related subject matter knowledge, and investigated the extent to which teachers calibrate their reading related subject matter knowledge by examining relationship between actual and perceived knowledge. The teacher completed a large comprehensive battery of measures tapping teachers' disciplinary knowledge and self-perceptions in the domain of reading. Results indicated that while teachers demonstrated limited knowledge of children's literature, phonemic awareness, and phonics, the majority of the same teachers evaluated their

knowledge levels quite positively. Teachers demonstrated some ability to calibrate their own knowledge levels in the area of children’s literature, yet they were poorly calibrated in the domains of phoneme awareness and phonics. These findings suggest that teachers tend to overestimate their reading related subject matter knowledge, and are often unaware of what they know and what do not know.

Table 1. Domains and Competencies in Reading

Domain	Competencies
Domain I- Foundational Knowledge of Reading	Competency 001-Application of knowledge of oral language skills and development to teach reading
	Competency 002- Knowledge of phonological and phonemic awareness skills and development to teach reading
	Competency 003- Knowledge of the alphabetic principle to teach reading
	Competency 004- Knowledge of word analysis skills and development to teach reading
	Competency 005- Knowledge of reading fluency at the word and text level to teach reading
	Competency 006- Application of knowledge of vocabulary development and reading comprehension to teach reading
	Competency 007- Application of knowledge of written language and concepts of print to facilitate and promote student literacy
Domain II— Principles of Instructional Design, Delivery, and Assessment in Reading	Competency 008- Knowledge how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research
	Competency 009- Knowledge how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction
Domain III— Reading Instruction and Assessment for Students with Diverse Background and Needs	Competency 010- Knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy
	Competency 011- Knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading

Similarly, Alfano, Brucker, and Swerling (2005) examined teachers' literacy-related knowledge and self-perceptions in relation to preparation and experience in the state university in the Northeastern United States. One hundred thirty-two graduate elementary and special teacher -education students completed five tasks intended to measure their actual disciplinary knowledge in these areas: knowledge about reading/reading development, phonemic awareness/ phonics, and morpheme awareness/structural analysis). Teachers with high levels of prior background (i.e., course preparation and experience) rated themselves more significantly more knowledgeable than did low-background teachers in all areas; high-background participants also significantly outperformed low-background participants on all tasks. Results suggest that differentiating levels of preparation may be useful in studying teacher knowledge, and also support the notion of a substantial gap between research on reading and teacher preparation in reading.

In addition, Babur, Bos, and Mater (2004) examined the perceptions and knowledge of 293 pre-service and in-service teachers about literacy instruction in Major Southwest University. Data were collected on two measures, a perception survey and a knowledge assessment. The Teachers Perceptions Toward Early Reading and Spelling (TPERS) was adopted from an instrument originally developed by Deford (1985). For the TPERS, a 2X2 mixed design analysis of variance (ANOVA) was computed to determine whether the pre-service and in-service teachers differed in their perceptions toward the two theoretical orientation, CB and MP (within- subjects factor). A *t test* for independent sample was used to determine if differences were evident between the two groups on their knowledge about the structure of the language. Overall, the results demonstrated that in-service teachers were more knowledgeable about the structure of

language than pre-service teachers. However, many general educators, both preservice and in-service levels are not prepared adequately for literacy instruction.

Hayden and Patrick (2007) conducted a study about the project report on secondary teachers' knowledge and professional development needs in content area reading in Missouri United States. A survey was developed to gather information directly from secondary teachers and sent to a random selection of 100 districts. Data were collected from 315 teachers representing 19 states, with each teacher responding to 25 questions. The study revealed significant differences in subgroups indicating the need for differentiated development in order to increase reading achievement. Moreover, the secondary teachers have insufficient knowledge in content area reading. Recommendations were made to address secondary reading and content area professional development.

Goldfus (2012) conducted a study in the center and north of Israel. It examined knowledge of elementary school teachers (n=126) and undergraduate students (n=120) at college of education in English in order to become successful early reading teachers in English as a foreign language. The findings showed that in-service teachers had better content knowledge than pre-service teachers, although the results indicated overall low performance and insufficiently developed concepts about the structure of language, spelling rules, and academic terminology in both groups.

Cockburn, Diamond, O'Leary, and Powell (2010) examined Head Start teachers' views and challenges in implementing instruction to improve children's sound and word skills in Midwest state. Fifty-six Head Starts teachers participated in the study. The researchers used semi-structured interviews. Fourteen audiotaped interviews were transcribed and analyzed, Hatch (2002) recommended use of inductive,

interpretive methods with transcribed data. Teachers' descriptions of their instructional strategies emphasized more planning of explicit instruction for phonological awareness than for vocabulary knowledge. Teachers expressed uncertainties about research-based practices in teaching letter sound associations and novel words to children with limited English language skills. Findings suggest that teachers may benefit from individualized approaches to professional development that emphasizes the developmental continuum of phonological awareness and strategies of intentional instruction in vocabulary knowledge.

Bishop, Brownell, Gersten, et al. (2009) examined the relationship between beginning teachers' knowledge for teaching reading and their classroom practices during reading instruction and, further, relationships between classroom practices and student achievement gains on various reading measures. Thirty-four special educators from a total of nine schools district in Florida, Colorado, and California participated in the study. To examine elementary reading instruction, the researchers drew on the English Language Learners (ELL) Classroom Observation Instrument as well as observational research on effective teaching of special education students in inclusive and special education. Teachers completed test items drawn from the Content Knowledge for Teaching Reading Survey developed and validated by Phelps and Schilling (2004). Findings revealed that special education beginning teachers were somewhat knowledgeable about teaching reading, but this knowledge did not contribute a significant portion of variance to classroom practice. Practices in classroom management, decoding practices, and providing explicit, engaging instruction accounted for a significant portion of variance in student reading gains.

Similarly, Foorman and Moats (2003) conducted a study in different schools in the District of Columbia. Fifty kindergarten teachers were surveyed on their knowledge of reading related concepts. This study established a modest predictive relationship between teacher's knowledge, classroom reading achievement levels, and teachers' observed teaching competence. There were significant associations among these variables at the third and fourth grade levels. To obtain this result, measures of teacher content knowledge language and reading were refined in a three-stage process. After experimenting with measurement of K-2 teachers' content knowledge (Form #1), the researchers piloted a Teacher's knowledge Survey with 41 second and third grade teachers in one study site (Form #2). They refined and expanded the Survey (Form #3) and administered it to 103 third and fourth grade teachers in both project sites. Teachers' misconceptions about sounds, words, sentences, and principles of instruction were pinpointed so that professional development could address teachers' needs for insight and information about language structure and student learning.

Hall and Seaton (2004) examined the relationship of teacher self-concept, knowledge of skills for teaching reading, and teaching effectiveness as judged by reading supervisors in Florida. One hundred one teachers were administered of self-concept and knowledge of reading tests, and the effectiveness of each teacher was evaluated by a reading supervisor and the school principal. The results indicated that teachers' self-concept and years of teaching experience were the best predictors of teacher knowledge of reading, while knowledge factor was a highly significant predictor of teacher effectiveness. Other findings suggested that the most effective teachers, as judged by reading supervisors had the least knowledge of skills for teaching reading and had the poorest self-concept and that conversely,

those teachers judged least effective had the greatest knowledge of skills for teaching reading and had the highest self-concept.

In a like manner, Phelps and Schilling (2004) developed survey measures of the content knowledge that teachers need to teach elementary reading. Tests were administered to a total of 1,542 teachers participating in 23 separate week-long, summer institutes in California Institute. Results from this pilot were analyzed using factor analysis, classical test theory, and item response theory to identify the best items for further analysis and inclusion in a potential scale of teacher knowledge. The researchers found that content knowledge for teaching reading includes multiple dimensions, defined both by topic and by how teachers use knowledge in teaching practice. The factor results further indicate that there are differences in teachers' understanding of the content of reading specific to the context of the work they do. Findings suggested that content knowledge for teaching reading has not only domains related to topical knowledge, but also domains that are more directly rooted in teaching, what could be called pedagogical content knowledge for teaching reading.

Swerling (2011) examined the knowledge base of 142 elementary-level educators for implementing response-to-intervention (RTI) models in reading in Netherlands. A questionnaire assessed participants' professional background for teaching reading, as well as their familiarity with specific assessments, research-based instructional models, and interventions potentially useful in RTI approaches. The study revealed that participants obtained the highest scores on a knowledge survey subscale involving fluency/vocabulary/comprehension and obtained the lowest on a subscale involving assessment/RTI practices. The study revealed that most participants were familiar with basic features of RTI such as the three-tiered model but were unfamiliar

with the research-based instructional approaches and interventions named in the study questionnaire.

Cacho (2012) examined 47 pre-service teachers' reading efficacy beliefs and their Technological Pedagogical Content Knowledge (TPCK) in a Philippine university. A descriptive survey method with focus on quantitative data collection and analysis was adopted. Three self-report Likert type instruments were employed for self-assessment of the respondents' teaching reading efficacy beliefs, TPCK level and their teacher educator's TPCK modeling. Findings revealed that pre-service teachers maintain a high sense of efficacy in teaching reading and very good TPCK levels. The pre-service teachers reported that their university-based teacher educators have been highly competent and oftentimes modelled effectively TPCK in the classroom. Cooperating teachers on the other hand have shown some competence too but do not demonstrate so often TPCK in their student teaching program. Implications germane to the transformational leadership of school administrators and teacher educators in the 21<sup>st</sup> century educational paradigm are forwarded.

### **Teaching Reading Strategies**

After briefly discussing the ideas and concepts presented in the three reading theories (Behaviorism, Cognitivism, and Constructivism) or perspectives, this part presents strategies for implementing a theory of teaching reading which will help develop learners' abilities. Freitag and Gambrell (2009) stressed that selecting and applying a particular strategy is a creative process; no two teachers use a strategy exactly the same way. The efficacy of any strategy lies in (a) the way the teacher shapes that particular strategy for the students who will use it and (b) whether it enables those

students to perform the task. Teacher expertise in shaping and adjusting strategies to fit the particular learning situation is the key to effective strategy.

Effective teaching strategies help to activate students' curiosity about the topic, engage students in learning, develop critical thinking skills, keep students on task, and engender sustained and useful classroom interaction. Vacca (2009) cited strategies which are arranged in three sections parallel with the three consecutive reading stages: before reading, during reading, and after reading (See Table 2).

Some studies cited teachers' knowledge and the application of teaching reading strategies in teaching-learning process. What follows after the Table 2 are relevant studies of which their findings are found to be the bases and justifications of this investigation.

Arias (2004) conducted a study to determine the reading beliefs of reading teachers, their comprehending strategies as they read a text in L2 (English) and the role played by their L1 (Filipino) and L2 (English) as they read a text in L2. Fourteen students who are enrolled in the reading specialization program in a Philippine university in the school year 2002-2003 participated in the study. The inquiry made use of qualitative and quantitative description of data gathered from a Reading Belief Questionnaire (RBQ) as well as from the Think-Aloud (TAP) and Immediate Written Recall (IWR) protocols of 14 graduate students as they read an academic text written in English. The following conclusions are drawn: (1) Reading teachers employ processing techniques that are consistent with their reading beliefs; (2) Reading teachers tend to respond to the text being read in the extensive as well as reflexive mode; (3) The reading teachers tend to employ more strategies in the oral than in the written protocols; (4) No two readers process a written text similarly; and (5) Readers

who have access to first and second language utilize both in their processing of text in the second language.

Table 2. Teaching Reading Strategies

	Purposes	Activities
Prereading	<ul style="list-style-type: none"> <li>To promote personal responses</li> <li>To activate and background knowledge</li> <li>To set purpose for reading</li> <li>To arouse curiosity and motivate students to read</li> </ul>	<ul style="list-style-type: none"> <li>Anticipation guides, Opinionnaires /Questionnaires, Book boxes</li> <li>Book bits, Character quotes</li> <li>Contrast charts, K-W-L charts</li> <li>Semantic maps, Preview-predict-confirm, Concrete experiences</li> <li>Picture packets, Picture carousels</li> <li>Quickwrites, Quickdraws</li> </ul>
During reading	<ul style="list-style-type: none"> <li>To deepen comprehension</li> <li>To elicit personal responses</li> <li>To prompt students' use of comprehension strategies</li> <li>To enhance awareness and use of text structures</li> <li>To focus attention on language</li> <li>To facilitate thinking about characters, events, themes, and big ideas</li> <li>To promote collaborative building interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Literature circles, Strategy cards</li> <li>Literature maps, Character maps</li> <li>Character webs, Character carousels</li> <li>Graphic organizers, Character perspective charts, Journals</li> <li>Character blogs, Feeling charts</li> </ul>
Post reading	<ul style="list-style-type: none"> <li>To encourage personal responses</li> <li>To stimulate thinking</li> <li>To identify what is meaningful</li> <li>To promote reflection</li> <li>To facilitate organization, analysis, and synthesis</li> <li>To share and build interpretations</li> <li>To prompt connections</li> </ul>	<ul style="list-style-type: none"> <li>Polar opposites, Literary report cards</li> <li>Character trait charts, Plot profiles</li> <li>Powerful passages, Sketch to stretch</li> <li>3-D responses, Multimedia responses, Dramatic responses</li> <li>Venn diagrams</li> </ul>

Janet (2004) examined teachers' beliefs and knowledge about reading, their reading pedagogy, and their students' concepts of reading. Participants were 24 elementary and secondary teachers and 144 of their students in Virginia. All participants completed individual interviews and the Theoretical Orientation to Reading Profile. Results indicated that school district-mandated reading programs had a strong impact on teachers' beliefs about reading and reading instruction. There were glaring gaps and inconsistencies in teachers' knowledge about reading instruction. Although teachers taught vocabulary and sequencing and relied on discussion questions offered at the end of stories, only one teacher mentioned reading comprehension strategies. Eventually, teachers tended to equate teaching reading comprehension with testing. Studies further revealed that most students preferred asking their teacher or peers for help rather than using specific reading comprehension strategies to develop their understanding. Finally, many teachers were unable to clearly explain their beliefs about literacy teaching and learning.

Nichols, Rupley, Zellner, et al. (2006) examined kindergarten, first-grade, and second-grade teachers' intended and reported classroom use, as well as perceptions and knowledge of reading strategies and methods, before and after their participation in a 120-hour professional development workshop in public school in South Carolina. A cluster analysis was conducted on the teachers' (n = 33) responses to a reading strategies/methods measure, followed by discriminant analysis on the three predominant types of teachers: (a) those using a structured approach to reading, (b) those using an integrated approach, and (c) those using an eclectic approach--to determine the most important strategies and methods characterizing the different groups. Analysis of variance and qualitative analysis of written evaluations revealed

that teachers involved in the professional development experience made significant gains in their use of several reading strategies and methods. The results of the study showed that teachers' reported use of selected reading instructional strategies and methods was influenced by several factors: (a) the workshop, (b) the district curriculum policy, (c) teacher implementation of targeted reading strategies, (d) teachers' perceptions of their own instructional efficacy, and (e) teachers' perceptions of students' academic needs and performance

Viray (2008) examined Developmental Reading (DR) teachers' belief and practices regarding reading and reading instruction and then developed a new design for the DR course offered in Tertiary Education Institutions under the umbrella of whole language. The redesigned DR program was tried out in the main campus and the nine Extramural studies Centers of the Palawan State University. Thirteen Developmental Reading teachers who were found to have implemented the program participated in the focus group discussion and answered the survey questionnaire. Majority of the respondents believed that teaching reading is difficult. Most of the beliefs and practices were found not to be reflective of the whole language perspective. The researcher recommended that further studies on teachers' beliefs and practices be made not only in the area of reading instruction but also in other content areas to improve instruction.

Cabaroglu and Yurdaisik (2008) investigated university preparatory school teachers' views about approaches to reading instruction and reading strategies in Cag University, Cukurova University and Mersin University in Turkey. Fifty instructors participated in the study. Quantitative data were collected through questionnaires, and qualitative data were gathered through semi-structured open-ended interviews. The findings showed that 88% of the teachers viewed themselves good or very good readers

and reported that they are using reading strategies. Limited number of interviewees expressed clear awareness of reading strategies. They thought that reading instruction should involve strategy training. The respondents also pointed out that teachers' beliefs, which formed the basis of the way the teacher approaches reading instruction, was another important factor. The findings revealed that teachers who used reading strategies in their daily lives were more knowledgeable about reading strategies stressing the fact that they had a clear awareness of reading strategies while teaching in the classroom. The results of both questionnaire and the interviews revealed that teachers made use of pre-reading strategies more than the post-reading strategies.

Vanda Lea (2010) investigated whether reading instruction provided in small groups at the child's own reading level, known as "guided reading instruction" would result in significant improvement in the reading achievement of fourth- and fifth-grade students in Illinois. Teachers' commitment to and perception of guided reading instruction were also examined in the study district. Chi-square goodness-of-fit and paired-samples t tests were statistical tests employed in the quantitative portion of the study. Surveys and focus groups were used to investigate teacher commitment and perception of guided reading instruction in the qualitative portion of the study. Quantitative results indicated that there is a significant correlation between guided reading instruction and improvement on ISAT scores. Qualitative results indicated that teachers were committed to guided reading instruction, and they perceived as well that guided reading instruction benefitted students. Further, teachers recommended additional training in guided reading instruction, coupled with additional staff to provide guided reading instruction, such a training will help maximize results.

Lontoc (2007) conducted a case study on the teaching reading practices that address the reading comprehension needs of selected first year high school students of Batangas National High School. With the aid of Philippine Informal Reading Inventory (PHIL-IRI), student questionnaires, survey among the teachers of English, subject teacher interviews, and classroom observations, the following findings are revealed: Classroom observations further showed that strategies focused on the mastery of the text content dealt dominantly on simple recall of the details in the text content. As a result, teaching reading practices employed did not build reading skills required in processing complex reading task. Instruction could have been made better if the emphasis was on developing reading strategies that can facilitate both learning of the content of the text as well as adopting or using reading skills capable of developing students into independent readers.

### **Teaching Reading Strategies: Contextual Factors**

Reading teachers' practices are the actions that manifest the act of teaching particularly in reading. This cannot be achieved without considering the contextual factors that influence teaching reading in the process (Ruddell, 2002). Hence, this study attempted to document the Grade Four Teachers' contextual factors profile in an attempt to respond to the needs and to improve the teaching reading strategies employed in the district of Quezon.

### **Availability of Instructional Materials**

The availability of instructional materials in teaching reading is an important indicator whether the appropriate teaching strategies are accomplished on a regular

basis. Agnes (2005) examined the early literacy performance and achievement of Muntinlupa Day Care children. The data were gathered from 10 day care centers, 56 day care teachers and 100 day care children. The instruments used were the Rating Scale: Early Childhood Environment and Teacher Observation, and the Teacher-Interview Checklists and Teacher-Rating Scales. The Early Literacy Test was also used to evaluate the performance of the day care children. The study concludes that the early literacy programs of the day care service tend to use the traditional approach. The most significant problems that the day care teachers encounter within the day care service are: children lack understanding of the words being read in class; age-inappropriate lessons; and lack of teacher training. The most significant problem in her study revealed was deficiency of creative teaching materials and story books. Unavailability of instructional materials in the classroom has strong impact in the child's performance in reading.

Cacho et al. (2005) conducted an undergraduate research on the profile and adjustment problems of elementary teachers assigned in selected distant schools of Lopez West District. Forty-eight elementary grade teachers in the district responded to a questionnaire. The survey on the basis of teaching requirements revealed that inadequate and/or lack of educational equipment, textbook, manuals, computers and other structural materials were found to be the common problems. Consequently, most of the teachers resorted to improvising and adopting limited instructional materials.

Olarewaju and Popoola (2012) investigated the availability of instructional materials for teaching and learning of Mathematics to achieve the country's Millennium Development Goals and objectives of colleges in Nigeria. A random sample of 37 students, which composed of 21 students from National Diploma Animal Health and

Production Technology One and 16 students from Higher National Diploma Animal Production Technology were used for the study. The research instrument used was a questionnaire containing 16 items. This was administered to the respondents to obtain responses on the availability of instructional teaching materials for the teaching and learning of Mathematics. Means and t-test statistic were used for the analysis. Some of the recommendations made are, having a well-articulated, planned process of using instructional materials, curriculum development, availability of teaching materials, instructional strategies and administrative procedures which link educational agencies with other agencies as well as industrial firms.

Meanwhile, the study of Adedijo (2003) was undertaken to find out the availability of instructional materials in the colleges of Osun and Oyo States College of Education to enumerate how useful instructional materials are, to examine how often instructional materials are used in classroom situation, to identify problems encountered during usage and steps taken to find solutions to the problems encountered while using instructional materials in teaching. The sample for the study was 16 teachers and 265 students in Business Education. T-test statistic was used for the analysis of data. The result showed that instructional materials are not adequate; only few are available for use in teaching. It was found that instructional materials are useful and important to teaching and learning business subjects.

Okobia (2011) assessed the availability and teachers' use of instructional materials and resources in the implementation of junior secondary school social studies curriculum in Edo state. Three research questions were raised and one hypothesis was formulated. A sample of 50 social studies teachers were randomly selected from 50 junior secondary schools in five local government areas of Edo State. Data analysis was

carried out using t-test for the hypothesis and simple percentages for the two questions. The results showed that instructional materials and resources available were “grossly inadequate.” It was also observed that there was no difference in the use of instructional materials between specialist social studies teachers and non-specialist teachers. It is therefore recommended that instructional materials and resources be made available for the teaching of social studies.

This is similar with the findings of Alvarez, Arnold, and Kaufhold, and (2006) who conducted a study to ascertain if the condition of lack of proper supplies, materials and resources for the special education teacher existed in the Texas public schools of Region II. The survey was descriptive in design. The results of the 228 respondents in the South Texas schools of Region II were consistent with studies of special educators across the nation. Individuals interviewed indicated that lack of sufficient supplies, coupled with the necessity of using out-of-pocket money to accomplish their teaching tasks caused a high degree of frustration which, in some teachers, led to burnout. Thus, one valid and fairly simple solution to the high attrition rate of special education teachers would be to urge administrators to channel allotted funds to these teachers and to ensure that they have the necessary resources and administrative support in order to perform their duties.

Andoy (2006) stressed the urgency of instructional and additional reading materials where schools are found in great need of. In addition, she exposed that the sociocultural context is a major factor that influences the students’ reading comprehension performance. Hence, lack of supportive environment and insufficiency of instructional materials are becoming the major educational concerns in some highly depressed rural and urban schools.

Mugure (2013) investigated the impact of resource utilization in education in secondary schools as perceived by principal and teachers in Mathiyo District of Murang'a County. The researcher employed ex post facto research design to conduct the study. The target population consisted of all the 27 public secondary schools in the district. The sample consisted of 10 secondary schools; the principal of the sampled school was automatically included in the study while one teacher was randomly selected. The data was collected through an interview with the school principals and teachers by means of questionnaires. The instruments were piloted in two schools that were not included in the study. Data was analyzed using descriptive statistics using Statistical Package for Social Sciences (SPSS). The analyzed data were then represented using frequency tables, means, percentages, pie charts, and bar graphs. The study found out that teaching learning resources are available in most schools and are properly utilized. In particular materials related to classroom instruction are adequate. However, laboratories, libraries, computer rooms, and agriculture/home science rooms are found inadequate in most schools.

Santos (2007) conducted a study among old and new teachers in a secondary school in Manila to identify similarities and differences between the attitudes of the groups of teachers in using instructional materials and technology. A case study approach was used to identify several factors that challenge teachers and schools to adopt or integrate technology. The data were collected through semi-structured interviews distributed to teachers. The study reported that there is a discrepancy between how old teachers prepared and used technology in their classrooms. Most of the old teachers lack skills needed to use instructional materials and apply technology in meaningful ways.

### **Teachers' Professional Development**

Rowe (1995) posited that teachers' professional self-perceptions are crucial input components of any attempt to evaluate the benefits of in-service training programs or to monitor educational outcomes. He showed that teacher energy/enthusiasm was due mainly to participation in in-service professional development programs, and that this had significant effects on students' reading achievement. Therefore, it is important to examine the relative impact of professional development on teachers and to estimate, in turn, teachers' development of their beliefs and/or application of teaching reading strategies.

The study of Villanueva (2004) examined the development of teachers' subject matter knowledge for teaching literacy after attending a professional development seminar. Thirty preschool and elementary school teachers in selected area in the Philippines attended and completed a ten-day in-service professional development seminar on literacy learning, difficulties and intervention. They took a fifteen -item subject matter knowledge test before and after the seminar. The result indicated that teachers who are already engaged in teaching literacy have little or no knowledge of the concepts that could enhance their teaching of literacy. The results suggest a gap in what teachers know and what they should know. Results also show that professional development programs can effectively address the gap in conceptual knowledge.

Andoy (2006) conducted a study about contextualized texts and reading comprehension among Grade IV Manobo Students in Surigao del Sur. The study involved the participation of the following respondents: (21) parents, two elders, three teachers and (21) students from Pakuan, Lanuza, Surigaodel Sur. The qualitative method involved the narrative presentation, analysis and discussion of the focus group

discussion and observation results while quantitative data involve the application of descriptive statistics. Findings revealed that there are no reading comprehension skills learned by students at home. It was also revealed that teachers read to their pupils and ask them comprehension questions as post reading activity. The teachers said that they know they teach some reading comprehension skills but they do not know what specific skills are they. They attributed this to their lack of training on reading instruction.

Baccus (2004) conducted a study about urban fourth and fifth grade teachers' reading attitude and efficacy beliefs in elementary school in Maryland. The study used a survey questionnaire. Participants included 77 teachers and 183 students from one large urban school district. Findings from this study support effort in improving the quality of literacy instruction including professional development in reading, workshops, study groups, and similar activities facilitate the development of efficacy and offer educators the opportunity to learn new methods.

Vickie Lynn (2010) had similar findings. She explored the lived experiences of the teachers in suburban elementary school in South Carolina as they have acquired research-based instructional strategies in reading that support components of an effective reading program. The guiding research question examined how teachers experience learning about effective research-based strategies in reading instruction that are related to improve student achievement. This phenomenological study included six individual interviews and a focus group session of nine teachers in grades one to three in elementary school. The data were analyzed through coding to determine common themes. Results indicated that reading methods courses in college do not provide enough training in research-based strategies necessary to develop effective teachers of reading. Findings further indicate the effectiveness of professional development being

restrained by time and lack of funding. Mastery of new methods and strategies fail to achieve. Teachers need therefore a reference for research-based strategies located in one place, making these strategies readily available for planning.

Pado (2004) investigated pre-service teachers' knowledge and preparation for teaching beginning reading. A random sample of 500 Grade one teachers from the National Capital Region, Regions III, IV, V, VI, and X were given questionnaires, interviewed and observed to gather data on their pre service preparation and their beliefs and practices in teaching beginning reading. Through a survey questionnaire, interviews and observations, the data showed gaps between the types of training included in their elementary education training and the needed knowledge and skills of Grade 1 teachers. Furthermore, areas in which teachers needed upgrading through in-service training were identified by the teachers themselves. The study concluded that massive and intensive teacher training on beginning reading is necessary so that instruction at Grade one will be improved.

Gilchrist (2009) investigated teachers' levels of training, perceptions of competence, as well as past and present practices regarding reading assessment for students with emotional and/or behavioral disorders (EBD) in the large urban school in the division in Western Canada. Two hundred pre-service and in-service teachers were invited to participate in this study. A National Survey of the Training and Practice of School Psychologists in Reading Assessment and Intervention was distributed to respondents. The study concluded that teachers with varied levels of teaching experience and specialized training were found to have received little training (university and professional development) in the area of reading instruction and reading assessment for students with EBD. Furthermore, educators believed they have a low

level of expertise and confidence in the area of reading assessment and instruction. Hence, they believed that these teachers would benefit from additional training.

### **Student Engagement**

Teachers are constantly working to connect their students to school and to learning because they know that engagement is crucial to school success. Student engagement as pointed out by Songtao (2011) refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and make progress in their education. Without the involvement and attention of the student, learning cannot occur. It is important to present different theories to understand students' engagement in academic tasks, including their interest, ownership, and motivation essential in teaching-learning process.

Social Development Theory (Vygotsky, trans. 1978) posits that learning occurs socially. Community plays a decisive role in the process of "meaning making" for a child. Learning is constructed socially and points away from the traditional instructionist model of education where teachers transmit information and students act as receptacles. Vygotsky's theory maintains the need for engaged learning, creating a classroom environment in which teacher and student act as collaborators, facilitating meaning construction for the student and yielding reciprocal learning for both parties. While teachers' task is altered, the part they play in the learning process is of paramount importance. He also believed that "more knowledgeable others" (MKOs), including teachers and "more competent peers", can aid in student engagement. This belief underlies Vygotsky's principle of the ZPD, the zone of proximal development. He

pointed out that instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance mediated by tools.

Rosenblatt's theory (1983) stressed that reading is not a passive act. When readers read, they bring their own experiences to the selection. There is no one true interpretation, as the reader is the active creator of responses. Readers re-create the text for themselves. They do this by bringing forward their own understandings about how texts work as well as their own beliefs and expectations. A reader creates his or her own meanings, not one specific meaning that the author of the text may want the reader to achieve. It is a transaction between the reader and the text. For a transaction to happen, the text must be understandable and within the developmental range of the reader. The reader also must be motivated to read; inattention blocks one's ability to respond. Besides producing their own individual responses, readers work in small groups to further enhance their understanding about the text that promotes sharing of responses.

Similarly, Mathewson's model (1994) of reading attitudes features external motivators and internal states as components that influence one's intention to read/continue reading. External motivators, comprising 'incentives, purpose, norms, and settings outside of readers', form part of the model and, like internal emotional states, they work on one's intention to read and/or continue reading, with reading behavior as an outcome. Without this aspect, extensive reading remains wishful thinking for the individual. Mathewson's reading attitude model brings in prevailing feelings about reading, action readiness for reading and evaluative beliefs about reading as component factors in the reading attitudes. Emotional states and external motivators also influence one's intention to read. This model brings about some balance in one's

understanding, in the exploration of reading attitudes. After citing different theories related to students engagement, it is essential to determine the indicators of engaged learning.

Engaged learning is made up of indicators as proposed by Jones, Nowakowski, Rasmussen, and Valdez (1994). Highly engaged learners are responsible for their own learning. These students are self-regulated and able to define their own learning goals and evaluate their achievement. They are also energized by their learning; their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking. These learners are strategic in that they know how to learn and are able to transfer knowledge to solve problems creatively. Engaged learning also involves being collaborative--that is, valuing and having the skills to work with others. In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time. They are authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world outside of school. These tasks often require integrated instruction that incorporates problem-based learning and curriculum by project.

The best models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teachers and peers. Flexible grouping, which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates

frequent heterogeneous groups, is one of the most equitable means of grouping and ensuring increased learning opportunities.

The role of the teacher in the classroom has shifted from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide—a role that incorporates mediation, modeling, and coaching. Often the teacher also is a co-learner and co-investigator with the students. Students become highly engaged by integrating what they've learned. Hence, they become producers of knowledge, capable of making significant contributions to the world's knowledge.

Several studies reported factors that affect students' engagement. Flores (2014) conducted a study in the Philippines to find out the engagement of the students in mathematical thinking and the achievement of fourth-year high school students. This study used the descriptive-correlation design. Data were gathered through the use of questionnaires in assessing the level of achievements of the 163 fourth-year students in public secondary schools. This research employed statistical tools like Analysis of Variance (ANOVA), correlation, T – test and mean. The result revealed that the level of engagement of students in mathematical thinking was high which means that all the strategies are applied by the teachers in the class.

Marpa (2010) investigated the level of self-efficacy and effectiveness of 43 instructors and professors in terms of student engagement, use of instructional strategies, and classroom management when grouped according to sex, age, civil status, teaching experience, educational attainment, curriculum taught, and academic rank in a Philippine university. The descriptive-correlational method of research was employed

in this study. Results revealed that there is a significant relationship between self-efficacy and effectiveness of instructors and professors. Likewise, instructors and professors' self-efficacy is related to their effectiveness in terms of student engagement, use of instructional strategies, and classroom management. Along this line, it is recommended that instructors and professors should strive and exert effort in giving quality instruction to their students. They are likewise encouraged to attend seminars, trainings and workshops on the current trends and practices in teaching to varied groups of learners.

Morgan (2008) examined the impact of interactive whiteboard used on student engagement and appropriate at-task behaviors of junior high school students. Two hundred twenty-six students at two public schools in northeast Florida were observed during the second quarter of the school year. Data were collected using an at-task checklist, and students completed an attitude survey regarding their perception of their own engagement and enjoyment with interactive whiteboard use. Significant differences were noted in student behavior between instruction without interactive whiteboard use and instruction with interactive whiteboard use. No significant correlations were found between the variables gender and ethnicity and improved student behavior. Results indicated that use of the interactive whiteboard as an instructional tool has a beneficial effect on student engagement in classroom lessons and leads to improved student behavior.

Similarly, Delialioğlu (2011) investigated how blending of different instructional approaches with technology affects students' engagement in a large public university in Turkey. Participants of the study were 93 junior pre-service computer teachers. A computer networks course was designed and implemented for the first eight

weeks of the semester as a lecture-based blended learning environment and for the second eight weeks of the semester as a problem-based blended learning environment. A single group repeated measures research design was carried out to understand if there are significant differences in measures of student engagement between these two blended learning approaches. Repeated measure ANOVA analysis on the data revealed that Active Learning and Total Time on Task indicators of student engagement were significantly higher in the problem-based part of the course. Interaction and Level of Academic Challenge components and course satisfaction did not show any significant differences between the two parts. Regression analysis showed that the difference in active learning is not due to student individual differences but rather to the learning environment provided in the problem-based blended learning.

Ping (2011) examined student teachers' (STs) use of instructional choices in teaching physical education classes. Participants included 131 STs 52 men and 79 women from a major university in the United States. The participants completed questionnaires assessing three types of instructional choices (cognitive, organizational, and procedural) they provided and their rationale for providing their students with choices. The participants reported they gave students cognitive, organizational, and procedural choices. They firmly believed that choice promotes student's motivation, autonomy, and engagement in physical education. Factors such as student characteristics and the beneficial effects when implementing choice in their classes should be considered by the teacher.

Belmont and Skinner (1993) conducted a study in a rural sub-urban in upstate New York. On the basis of a new model of motivation, the authors examined the effects of three dimensions of teacher (n=14) behavior (involvement, structure, and autonomy

support) on 144 children's (Grades 3–5) behavioral and emotional engagement across a school year. Correlational and path analyses revealed that teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy support and optimal structure predicted children's motivation across the school year. Reciprocal effects of student motivation on teacher behavior were also found. Students who showed higher initial behavioral engagement received subsequently more of all three teacher behaviors. These findings suggest that students who are behaviorally disengaged receive teacher responses that should further undermine their motivation. The importance of the student-teacher relationship, especially interpersonal involvement, in optimizing student motivation is highlighted.

Reading theories under behaviorism, cognitivism, and constructivism have significant connections in the present study. Several researches revealed teachers' content knowledge in teaching reading, teaching reading strategies, availability and use of instructional materials, teachers' professional development, and students' engagement are pre-requisites to effective reading instruction. After reading theories and related studies have been presented, it is crucial that teachers know the reading stage of their learners to employ appropriate strategies tailored to their needs and abilities.

### **Grade Four Pupils' Stage of Reading Development**

Reading is a developmental process, so it is predictable and progressive (Rudell, 2002). As students proceed through the stages of reading, it is important to offer appropriate activities to help them reach the next level. Table 3 explains the stage of reading development for Grade Four pupils. Grade Four pupils are now on the stage of Reading for Learning the New (Chall, n. d.).

Grade Four pupils are now on the stage of Reading for Learning the New. It is important that teachers employ appropriate strategies and give them activities that will develop their skills in reading. Reading is used to learn new ideas, gain new knowledge, to experience new feelings, to learn new attitudes. In English K to 12 Curriculum, the Grade Four learners are expected to listen critically to news reports and other radio broadcasts and to express ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday's needs; and read independently and get relevant information from various text types. Content standard of Grade Four learners focuses on the following: The learner demonstrates understanding of the features of clear speech, the characteristics of fluent reading, the elements of narrative text; how to compose clear and coherent sentences using appropriate grammatical forms, how to write and revise two to three connected sentences as well as three to four line poem; and the uses of colors, lines and shapes in visual colors.

On the other hand, performance standard of Grade Four learners focuses on the following: The learner uses appropriate rate and voice projection, pitch, stress, and intonation, tone and standard pronunciation when speaking; reads fluently and accurately grade level texts and content area words, analyzes elements of narrative and three to four line poems, writes two to three coherent sentences using appropriate grammatical forms; write and revise two to three connected sentences as well as three to four line poems; tell the use of colors, lines, and shapes found in visual images. In this regards, teachers are expected to employ appropriate strategies mediated by tools that are suited to their abilities.

Table 3. Chall's Stage of Reading Development

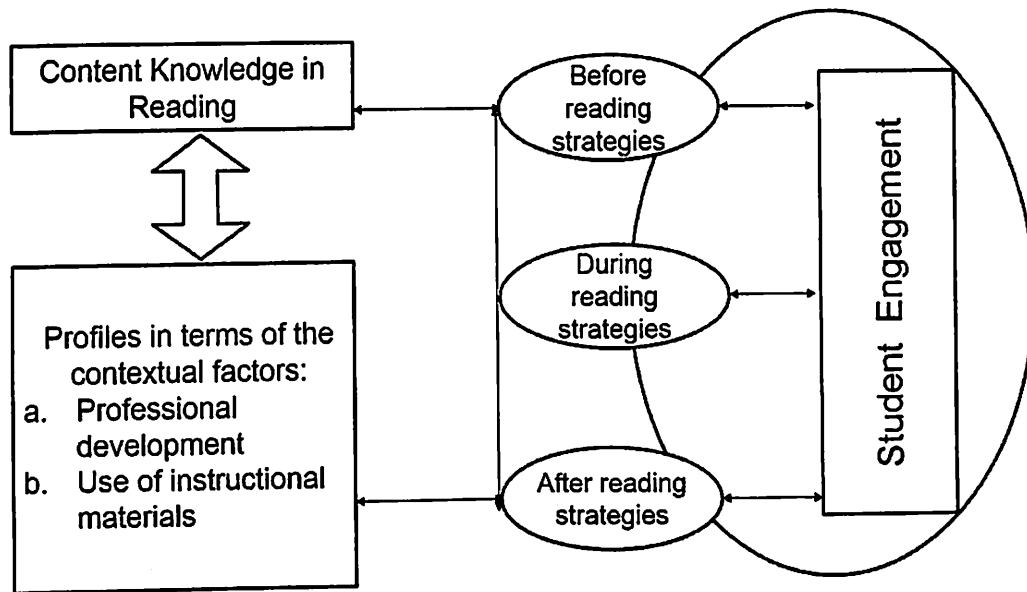
Stage	Grade/ Age Range	Major qualitative Characteristics by end of stage	How are these acquired	Sample Strategies/ Activities for teachers
Stage 3: Reading for Learning the New	(Grades 4–8) Ages 9- 13	Vocabulary expands as students build background knowledge and apply reading strategies independently; Reading is used to learn new ideas, gain new knowledge, to experience new feelings, to learn new attitudes; Reading generally from one view point	Reading and study of textbooks, reference works, trade books, newspaper, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; Systematic study of words and reacting to the text through discussion, answering questions, writing etc.; Reading of increasingly more complex fiction, and biography	Practice comprehension skills and strategies (e.g., visualizing, sequencing, summarizing, etc.); Teach advanced word- attack skills (e.g., using context to define unfamiliar words); Provide opportunities for students to read, and continue discussing stories or chapter books in groups; Graphic organizers should be introduced

### Conceptual Framework

The studies cited in the preceding review imply the inherent connection of knowledge, strategies and the greater context of teaching. However, the specific nature of the relatedness of these major variables (knowledge, strategies, profiles in terms of the contextual factors, and student engagement) still has to be proven in the area of Grade Four Teachers' teaching reading practices (See Figure 1: Conceptual

Framework). Various studies pointed out the role that knowledge and classroom practices for teaching reading play in defining teacher quality. This is supported by a framework for understanding expertise founded in the work of Alexander and Judy (1988). The scholars posited that a person's domain-specific expertise, or knowledge about a specific discipline (e.g., reading, chemistry, physics), influences the type of strategies applied when approaching problems in that discipline. As learners acquire more knowledge about a particular discipline (e.g., physics, economics, or literary analysis), teachers employ more domain-specific strategies in teaching. The bulk of recommended activities mentioned form the bases and standards of teachers' practices and/or strategies to improve the reading skills of students. Taking into account the classroom works of teachers before, during, and after reading affect the students' interest, curiosity, performance, and engagement.

The teachers' profiles in terms of contextual factors that contribute to the success of any teaching-learning process are given emphasis in the framework. It is assumed that particular relationship exists between knowledge and professional development while several studies indicated that teachers' knowledge was positively influenced by professional development.



*Figure 1.* Conceptual Framework. This figure illustrates the conceptual framework of the study.

Some studies explored the relationship exists between the use of instructional materials and students engagement. Studies also have shown that collaboration, active participation, and a student-centered approach benefit students' learning needs. According to various researches, use of appropriate strategies and instructional materials stimulates students' interest and attention leading to increased motivation and engagement during lessons. Vygotsky's engagement theory pointed out that instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance that is mediated by tools. With such paradigm, the study theorizes that significant connection may exist between these variables.

## **Hypotheses**

The following research and null hypotheses are drawn:

H0.1 There is no significant relationship between Grade Four teachers' level of content knowledge and their teaching reading strategies.

H1.1 There is a significant relationship between Grade Four teachers' level of content knowledge and their teaching reading strategies.

H0.2 There is no significant relationship between Grade Four teachers' level of content knowledge and professional development

H1.2 There is a significant relationship between Grade Four teachers' level of content knowledge and professional development.

## **Definition of Terms**

For clarity and better understanding, the following terms are defined accordingly:

**Teacher's Profile.** In this study, it refers to the profile of the contextual factors in teaching reading specifically the professional development and availability and use of instructional materials of Grade Four Teachers in a certain district in Quezon. It was determined through a questionnaire.

**Content Knowledge.** Phelp and Schiling (2004) described this as the knowledge needed for teaching a specific content area (i.e., reading). In this study, it refers to the level of the content knowledge of Grade Four Teachers in terms of the following domains: Foundational Knowledge of Reading, Principles of Instructional Design, Delivery, and Assessment in Reading and Reading Instruction and Assessment

for Students with Diverse Background. This was measured through administration of a test to the Grade Four Teachers in a district of Quezon.

**Instructional Materials.** This is generally defined as a condition where instructional materials are made within reach or at the disposal of teachers and students to use in aid of the teaching-learning process. This study focuses on the record of the specific materials used by the teachers in their reading instruction, how much are they used, and how much such materials aid them in teaching reading.

**Professional Development.** This is the continuous process of acquiring new knowledge and skills through various capacity building activities that relate to one's profession, job responsibilities, or work environment (Austin Community College, 2010) as reading teacher in English. In this study, professional development was measured in terms of titles of the seminars, inclusive dates, number of days and hours, and level of training attended by the respondents, and courses related to language/literacy/English/reading they have taken up.

**Teaching Reading Strategies.** Generally, reading experts define teaching reading strategies as the activities facilitated by reading teachers in the teaching-learning process. As defined in this study, it refers to the strategies employed by the teachers in teaching reading. One observation was conducted to investigate the teaching reading strategies of the teacher.

**Student Engagement.** This refers to the attention, interest, curiosity, and participation of students in learning tasks as the teacher uses the instructional materials in teaching-learning process. This was measured through observation of Grade Four classes. Student Engagement Rubric was used to assess student engagement. The rubric

has the indicators to describe students' engagement: Highly Engaged, Moderately Engaged, Engaged, and Not Engaged.

### **CHAPTER III METHODOLOGY**

This chapter explains the research design, the population, sample, and the instruments used. It also presents the methods taken in the development of instruments including how the items or scales were constructed and tested for validity and reliability, and how the data were analyzed.

#### **Research Design**

This study utilized the descriptive survey method with the application of both quantitative and qualitative analysis of data. Descriptive research was used to elicit specific data on teacher's profile and teachers' content knowledge in reading. Quantitative data are obtained when variables being studied are measured along a scale that indicates how much of the variable is present. Quantitative data are reported in terms of scores. On the other hand, the relationship of a question, scale and/or items in a survey to other variables, or of score based on another set was examined. For this intention, correlation research is generally mixed in the descriptive survey method that was used in this study.

Qualitative data were gathered through class observations to triangulate with the results of the other instruments (Fraenkel & Wallen, 2007; Schutt, 2006). The researcher and the District English Coordinator conducted one observation to see the actual classroom scenarios about the teaching reading strategies used by Grade Four teachers and how they made an impact on Grade Four students' engagement.

## Sample

The respondents of the study are 38 fourth grade teachers of different schools in a certain district in Quezon province composed of 27 elementary schools with 6796 pupils and 227 teachers. All Grade Four teachers who teach reading (English) were tapped as respondents of the study since there are only 38 Grade Four Teachers in the district. Fraenkel and Wallen (2007) recommended that 30 is the minimum number of respondents for a descriptive study.

For the observation, purposive sampling was used to choose the teachers to be observed. Based on the previous knowledge of a population and the specific purpose of the research, investigators used personal judgment to select a sample. Fraenkel and Wallen (2007) pointed out that the researcher could use her knowledge of the population to judge whether or not a particular sample would be representative. Hence, six teachers were observed to represent the Grade Four Teachers. The participants were selected purposively based on the unique position of the sample elements (Schutt, 2006). The researcher established the aforementioned criteria in selecting the teachers: test result (rating-highest, middle, lowest score), number and level of professional development (district, division, regional, national, and international), designation (Teacher I, Teacher II, Teacher III, Master Teacher I) and gender. Consequently, the Grade Four classes of teachers chosen participants of the study were observed to assess students engagement.

Table 4 shows the distribution of respondents according to their gender. Grade Four female teachers belong to 86.84% while male teachers belong to only 13.16% of the total Grade Four teachers' population in the district. Meanwhile, Table 5 presents the distribution of the respondents according to their age.

Table 4. Distribution of the Respondents in Percentage According to their Gender

Gender	Frequency	Percent
Male	5	13.16
Female	33	86.84
n = 38		100

Table 5. Distribution of the Respondents in Percentage According to their Age

Age	Frequency	Percent
20-30	10	26.30
31-40	13	34.20
41-50	9	23.70
51-60	6	15.80
n = 38		100

The largest percentage of Grade Four teachers fell between the ages 31-40 (34.20%) while the lowest percentage (15.80%) fell between the oldest ages 51-60. The young teachers with 26.30% belong to age bracket of 20-30 while 23.70% of the teachers fell between the ages 41-50. Table 6 presents the distribution of the respondents according to their years in service.

Table 6. Distribution of the Respondents According to their Years in Service

Years in Service	Frequency	Percent
1-5	8	21.05
6-10	12	31.58
11-15	3	7.89
16-20	8	21.05
21-25	2	5.26
26-30	5	13.16
n = 38		100

The data showed that majority of the Grade Four teachers had 6-10 years length of service with 31.58 % while there are only 5. 26% of the teachers with 21-25 years in service. Eight teachers or 21.05% have been in the service for 1-5 years and 16-20 years. For 26-30 years, the teacher had the longest years in service with 13. 16% while 7. 89 % of the teachers have been in the service for 11-15 years.

Table 7 presents the distribution of the respondents according to their designation. A big percentage (42.11%) of Grade Four teachers is Teacher I while Master Teacher II got lowest percentage (2.63%). Fourteen or 36.84 % of the teachers are Teacher II, 13.16% are Teacher III while 5. 26% is Master Teacher I.

Table 7. Distribution of the Respondents According to their Designation

Designation	Frequency	Percent
Teacher I	16	42.11
Teacher II	14	36.84
Teacher III	5	13.16
Master Teacher I	2	5.26
Master Teacher II	1	2.63
n = 38		100

### Instruments

In this study, four instruments were used to investigate the following variables: Teachers' Profile in terms of professional development and use of instructional materials, Teachers' Content Knowledge in Reading, Teaching Reading Strategies, and Student Engagement Rubric.

#### **Instrument 1 –Teachers Profile in terms of the following contextual factors (Appendix A):**

- a. professional development and
- b. use of instructional materials

Questionnaire items were used to determine the profile of the teachers in terms of their professional development (titles of the seminars, inclusive dates, number of days and hours, and level of training attended by the respondents, and courses) and the use of instructional materials available in the classroom. This is a researcher-made questionnaire. For part I, it elicited personal responses about teachers' profile and professional development.

For part II, the 12-item Likert type questionnaire was used in interpreting the result to determine the extent of the instructional materials' use in teaching reading and the usefulness of these materials in reading instruction. The following scale was followed:

1.00-1.79- rarely to almost never /using the instructional materials 1 day in a week or not using these materials in a week

1.80-2.59- sometimes / using the instructional materials 2 days in a week

2.60-3.39- more or less 50% of the time / using the instructional materials 3 days in a week

3.40-4.19- most of the time /using the instructional materials 4 days in a week

4.20-5.00- all the time / using the instructional materials 5 days in a week

**Instrument 2 – Teachers Level of Content Knowledge in Reading – TLCKR**  
(Appendix B) Texas Education Agency (2006) developed an assessment that could measure reading teachers' knowledge in different domains: Foundational Knowledge of Reading, Principles of Instructional Design, Delivery, and Assessment in Reading, and Reading Instruction and Assessment for Students with Diverse Backgrounds. TLCKR was validated by Reading Specialists as well as by certified reading teachers, certified elementary teachers, and certified English Language Arts teachers. These were adopted for this study. The test consists of 35-multiple choice questions  
Texas Education Agency (2006) cited the following competencies in the area of reading:

**Domain I—Foundations of Reading Knowledge and Instruction**

- a. Competency 001- Application of knowledge of oral language skills and development to teach reading
- b. Competency 002- Application of knowledge of phonological and phonemic awareness skills and development to teach reading
- c. Competency 003- Application of knowledge of alphabetic principle to teach reading
- d. Competency 004- Application of knowledge of word analysis skills and development to teach reading
- e. Competency 005- Application of knowledge of reading fluency at the word and text level to teach reading
- f. Competency 006- Application of knowledge of vocabulary development and reading comprehension to teach reading
- g. Competency 007- Application of knowledge of written language and concepts of print to facilitate and promote student literacy.

**Domain II—Principles of Instructional Design, Delivery, and Assessment in Reading**

- a. Competency 008- Knowledge how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research
- b. Competency 009- Knowledge how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction

Domain III—Reading Instruction and Assessment for Students with Diverse Backgrounds and Needs

- a. Competency 010- Application of knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy
- b. Competency 011- Application of knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading

**Instrument 3 – Teaching Reading Observation Checklist (Appendix C)**

To triangulate with the results of the quantitative instruments, observations were conducted using an observation checklist. An observation checklist is a list of things that an observer is going to look into when observing (Fraenkel & Wallen, 2007). Teaching reading strategies of the selected teachers were observed through the adoption of Teaching Reading Strategies Actual Observation Checklist developed by Marie Grace Reopez. The researcher served as non-participant observers, she did not participate in the activity being observed but rather sat on the sidelines and watched; she was not directly involved in the situation she was observing (Schutt, 2006).

**Instrument 4 –Student Engagement Rubric (Appendix D)**

To determine how the teachers' choice and use of instructional materials enhance student engagement, observation was conducted. CB PAST Form3 A was adopted by the researcher. It focused on learners performance behavior while the teachers execute the lesson. The following indicators were used to describe pupils' engagement: Highly Engaged, Moderately Engaged, Engaged, and Not Engaged.

## **Validation**

Panel Review. Items in the instruments were based on related literature. Having experts review the instruments to make sure that items were complete, suitable, and arranged in an appropriate format is important to establish an adequate level of content validity. Items were improved as a result of expert reviews and research adviser's inputs. At the same time, the revised instruments' content validity was enhanced. Furthermore, pilot testing and revisions even increased the instruments' face and content validity to enhance the directions, wordings, aspects of grammar, mechanics, etc. within the scales,

Schutt (2006) recommends the use of a panel of experts to take full advantage of the likelihood of content validity and appropriate data collection instruments. Instruments were adapted, modified and reviewed by knowledgeable literacy experts and one research professor. The panel members (Faculty member of a state university and Master Teacher II who holds master's degree in language and literacy and research professor in a private university and Division Research Coordinator) evaluated the scale items based on its suitability and gave feedback whether to retain, delete, and/or revise the statements in the survey questionnaires.

As experts gave their feedback, the researcher made several changes to the instruments. Afterwards, having considered the comments and substantial input of the panel experts, the researcher polished instruments 1-4 to increase validity and make it easier for the respondents to understand.

## **Pilot Testing**

Two instruments were administered for pilot testing among Grade Four

teachers in another district. The researcher administered the instruments to the 10 lottery-selected Grade Four teachers with the objectives of the study verbally clarified by the researcher. After going through the directions and items of the instruments, they all agreed that the instruments were ready for actual data gathering from the target respondents.

### **Field Testing**

To measure the internal consistency of the instruments inter-rater reliability was used. Inter-rater reliability, inter-rater agreement, or concordance is the degree of agreement among raters. It gives a score of how much homogeneity, or consensus there is in the ratings given by judges (Fraenkel & Wallen, 2007). Six teachers from another district were observed to assess the teaching strategies of Grade Four teachers and six classes were also observed to determine the students' engagement. The researcher and the English District Coordinator served as observers or raters.

The measure used to determine the inter-rater reliability of teaching reading strategies of teacher was Spearman-Brown considering that small case or data have been observed and most teachers do not employ teaching reading strategies After running the test of reliability on this scale, it resulted to .932 which is interpreted as high reliability.

Cronbach Alpha was used to determine the inter-rater reliability of student engagement rubric since large case or data have been observed based on the indicators for students engagement. After running the test of reliability on this scale, it resulted to .934 which is interpreted as very high reliability.

## **Data Gathering Procedures**

### **Phase 1- Administration of Instrument 1 (Teachers' Profile and Reading Test)**

Finally, the instruments were administered to all Grade Four Teachers. In coordination with the district supervisor, Action Research Assembly was organized.

### **Phase 2-Observation of Teaching Reading Strategies**

After a week of checking the reading test, six teachers were chosen to be the subjects of observation. In coordination with the district supervisor, the English coordinator was advised to be one of the observers together with the researcher. The researcher then established the aforementioned criteria in selecting the teachers: test result (rating-highest, middle, lowest score), number and level of professional development (district, division, regional, national, and international), designation (Teacher I, Teacher II, Teacher III, Master Teacher I) and gender. The researcher explained the criteria to the selected teachers as well as the purpose of observation. Letter was then forwarded to their respective principals. Two observations were intended for each teacher. However, all the select teachers did not allow the researcher to conduct two observations due to the following reasons: They were not comfortable being observed; they had a hectic schedule inside the classroom; they had other work to attend to. The teachers believed that one observation would suffice to see the actual scenario in the reading class because they practice these strategies daily. They even stressed that there would be no difference even if the researcher conducted more than one observation. After the arrangements, the researcher and the teachers agreed that unannounced observation would be conducted to see the actual scenario in the reading classroom. Two Teachers I, one Teacher II, one teacher III, one Master Teacher I, and one Master Teacher II from different schools were observed. To increase the validity

of the observation, the researcher and the English Coordinator of the district served as the observers.

### **Observation of Student Engagement**

To investigate how the teachers' choice and use of instructional materials enhanced the student engagement, the class of each teacher who was the subject of observation was also observed once. Teaching Reading Strategies Actual Observation Checklist and Student Engagement Rubric (Observation) were used to assess the teachers and the pupils. Observation lasted for two weeks.

### **Data Analysis Procedures**

#### **Phase 1-Teachers' Profile and Reading Test**

Descriptive measures including frequency and percentage were used to assess the Grade Four teachers profile in terms of their professional development (seminars and courses) while mean and standard deviation were calculated to assess the use of instructional materials inside the classroom. Moreover, descriptive measures including mean and standard deviation were calculated to assess the Grade Four Teachers level of content knowledge in different domains.

To get the rating of score, the following formula was used:

$$\frac{S}{N} \times 100$$

S=Score      N=Number of Test Item

The researcher adopted DepEd K to 12 rating system in Form 138 to interpret teachers' level of the content knowledge since DepEd has no available rubrics or

standard indicators to measure teachers' content knowledge. The level of competency cited in Form 138 is helpful enough to assess the level of teachers' content knowledge in reading.

The assessment was weighted as follows:

Beginning	74 % and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

The degree of relationship between the following variables: Grade Four Teachers' content knowledge and professional development and Grade Four Teachers' content knowledge and teaching reading strategies were determined by Pearson Product Moment Correlation. When the data for both variables are expressed in terms of quantitative scores, the Pearson Product Moment Correlation is the appropriate correlation coefficient to use (Fraenkel & Wallen, 2007).

### **Phase 2- Observation of Teaching Reading Strategies and Student Engagement**

The result of observation was analyzed quantitatively. Descriptive statistics using frequency count and percentages was applied to determine the instructional strategies used by Grade Four Teachers. The data from the survey and observation were triangulated to come up with valid and reliable results. When a conclusion is supported by data collected from different instrument, its validity is therefore enhanced (Fraenkel & Wallen, 2007).

Qualitative measure was used to determine how the use of instructional materials enhanced student engagement using the Student Engagement Observation Rubrics. The following indicators adopted from the CB PAST Form3A (Appendix D) were used to describe the level of students' engagement: Highly Engaged, Moderately Engaged, Engaged and Not Engaged. The mean of each class was computed to determine the level of engagement. The level of engagement was also described based on the observation of the researcher and the English District Coordinator.

## **CHAPTER IV PRESENTATION AND ANALYSIS OF DATA**

This study investigated the profiles of Grade Four teachers in terms of professional development; and use of instructional materials; level of content knowledge, and instructional strategies used in reading. It also looked at the relationship between teachers' level of content knowledge and their use of teaching strategies in reading, relationship between teachers' level of professional development with their level of content knowledge; and how instructional materials enhanced students' engagement. This chapter presents the results according to the six research questions, their analysis and interpretation.

### **I. Profiles of Grade Four Teachers in terms of their Professional Development and Use of Instructional Materials**

This study investigated the profile of Grade Four teachers in terms of the following contextual factors: professional development; and use of instructional materials. Teachers were given points on their professional development for five years based on the level, hours and days of their seminars. Level of the seminar (district= 1, division= 2, regional= 3, national= 4 and international=5) was multiplied to 8 hours per day of training and days of training. Table 8 presents the profile of the respondents according to their scores on their professional development (seminars/trainings) related to teaching reading within five years.

Twenty-five or 65.79% of the teachers didn't have any seminars or trainings related to teaching reading so they did not get any point. Seven teachers or 18.42% got 24 points while three teachers or 7.89% earned 48 points. Only one teacher or 2.63 % got 112 points while two teachers or 5.26% earned 192 points. Teachers

reported that they attended the following seminars related to reading, language: International K to 12 Workshop, 2c21A, Teaching Beginning Reading, District Echo Seminar on Language Teaching for Mentor, District Echo Training on Communicative Teaching Assessment and Intervention, Teaching Beginning Reading Workshop, Core Training for Public School Teachers, Teaching Strategies in English, and Division CLT.

Table 8. Profile of Respondents According to Seminars/Trainings

Professional Development (Points)	Frequency	Percent
.00	25	65.79
24	7	18.42
48	3	7.89
112	1	2.63
192	2	5.26
n = 38		100

Note: Product of number of hours (based on 8 hours per day of training (district=1, division=2, regional=3, national =4 and international=5)

Only 13 out of 38 teachers received points for their professional development within five years. They accumulated the same number of trainings or seminar-workshops regardless of their designation, years in service and age. Based on their profile the teacher who had the most number of trainings has been teaching for 16 years. However, there are other older teachers who have been in the service for 20-30 years yet they just attended one-two trainings in the district level. Most of the older teachers were not given the chance to attend seminars and conferences even though they are Master Teacher I, Master Teacher II, Teacher III and Teacher II. Majority of

the teachers who have been in the service for 1-10 years as Teacher I or Teacher II have not yet attended any training. These findings imply that age, gender, designation, and years of service did not affect the professional development of teachers. Similar studies (e.g. Baccus, 2004; Quitlong, 2002) could not see the connection how age, gender, designation, and years of service affect the professional development of the teachers. There is a problem within the educational system that did not drive the teacher to grow professionally. Quitlong (2002) pointed out that teachers aged 21-40 lack training in their field. This study suggested that there is a need to develop and provide a teacher training program for the teachers regardless of their age, designation, and years of service. Similarly, Baccus (2004) stressed the importance of improving the quality of literacy instruction to all the teachers including professional development in reading, workshops, study groups, and similar activities that facilitate the development of efficacy and offer educators opportunity to learn new methods.

It is evident that majority of the teachers lack training in the areas related to reading. A limited number of teachers was given the chance to attend seminars in the district, division, regional, and even international level. This study confirms the findings of Andoy (2006) and Gilchrist (2009) that teachers have inadequate trainings in the field of reading. Their study recommended that intensive teacher training on reading is necessary so that the strategies of the teachers will be improved.

Table 9 shows the profile of respondents according to courses taken related to Reading/Language/Literacy Education. Thirty-eight Grade Four Teachers responded to the surveys to generate the required data for the first research question. Seven teachers or 18.42 % are Bachelor of Elementary Education degree holder specializing

in English while only one teacher or 2.63 % earned Bachelor of Secondary Education Degree, English major. None of the teachers holds a master's degree or doctoral degree related to teaching reading. Thirty teachers or 78.95% took other courses which are not related to teaching reading.

Table 9. Profile of Respondents According to Courses Related to Reading

Courses related to teaching reading/language/literacy	Frequency	Percent
BEED specializing in English	7	18.42
BSE major in English	1	2.63
Masters (specializing language/literacy/English)	0	0.0
Doctorate	0	0.0
Not related	30	78.95
n=38		100

The teachers who have specialization in reading/language/literacy/ and English are Teachers I and Teachers II who have been in the service for 1-8 years. It is ironic that some new graduates have specialization compared to teachers who have higher designation (Teacher III, Master Teacher I and Master Teacher II) and have been teaching for many years. However, majority of the Grade Four teachers still lack preparation in the field because they did not take any graduate courses related to reading. With this result it can be inferred that teachers have inadequate formal preparation in teaching reading. They teach reading yet they lack expertise in the field. This study supports the findings of Pado (2004) who investigated pre-service teachers' knowledge and preparation for teaching beginning. Their data showed gaps between the types of training included in their elementary education training and the needed

knowledge and skills of the teachers in the field. The study concluded that massive and intensive training on reading is necessary so that instruction will be improved. Gilchrist (2009) pointed out in his study that teachers with varied levels of teaching experience have received inadequate training in the university in the area of reading instruction and assessment.

Table 10 shows the profile of the Grade Four Teachers according to the extent in which instructional materials are used in teaching reading. All Grade Four teachers (n= 38) reported that they used the blackboard all the time or 5 days in a week. They also mentioned that they used textbooks/supplementary materials (n=37), teacher's manual (n=36), pictures (n= 33), multimedia projector (n= 3) and graphic organizers (n= 28) most of the time or four days in a week. More or less 50% of the time or three days in a week, the teachers used VCD/DVD (10), big books (n= 27), audio materials (n= 23), television (n= 13), computer/laptop (n= 11) while one teacher admitted that he/she uses online resources sometimes or 2 days in a week. The data show that all Grade Four teachers used the blackboard since this instructional material is usually available in their classrooms. On the contrary, online resources are not accessible to Grade Four teachers; only one of them has online resources which unfortunately he/she seldom uses inside the classroom. Even though educators are now considered as 21<sup>st</sup> century teachers, this study reveals that only few teachers have video-assisted materials and computer assisted materials (multimedia projector, VCD/DVD, computer, laptop, and television) in teaching reading. These results suggest that Grade Four teachers have instructional needs to be addressed since visual materials aid in providing the pupils opportunity to learn. As different studies (e.g. Agnes, 2005; Cacho, 2005; Okobia, 2011; Olarewaju & Popoola, 2012) have reported, schools are in need of learning tools. It was recommended that instructional materials should be

given priority because of their strong impact on the pupils' learning achievement and performance in the classroom. Likewise, Aday (2006) stressed in his study that insufficiency of instructional materials is becoming the major concern in rural and urban schools.

Table 10. Profile of Respondents According to Extent of Use of Instructional Materials

Instructional Materials	n	Mean	Standard Deviation	Interpretation
Blackboards	38	4.55	.80	All the time
Teacher's Manual	36	4.03	.81	Most of the time
Textbooks/Supplementary Materials	37	3.68	.94	Most of the time
Multi-media Projector	3	3.67	.58	Most of the time
Graphic Organizers/Charts	28	3.57	.79	Most of the time
Pictures	33	3.45	.67	Most of the time
Computer/Laptop	11	3.36	1.12	more or less 50% of the time
Audio Materials	23	3.35	1.15	more or less 50% of the time
Big Books	27	3.19	.83	more or less 50% of the time
Television	13	3.08	1.38	more or less 50% of the time
VCD/DVD	10	2.70	1.25	more or less 50% of the time
On-line Resources	1	2.00		Sometimes

*Note:*

1.00-1.79- rarely to almost never /using the instructional materials 1 day in a week or not using these materials in a week  
 1.80-2.59- sometimes / using the instructional materials 2 days in a week  
 2.60-3.39- more or less 50% of the time / using the instructional materials 3 days in a week  
 3.40-4.19- - most of the time /using the instructional materials 4 days in a week  
 4.20-5.00- all the time / using the instructional materials 5 days in a week

Majority of the teachers who have been in the service for 20-30 years regardless of their gender and designation utilized VCD/DVD, big books , audio materials , television, computer/laptop more or less 50% of the time while the teachers who have been in the service for 1-10 years reported that they used those instructional materials most of the time. It implies that young or new teachers are using instructional aids frequently in teaching-learning process compared to those old teachers. However, most of the learning tools are not available in the classroom, the reports made. This is similar with the findings of Cacho (2005) who conducted a study about the problems of elementary school teachers. The young or new teachers are using learning tools frequently compared to old teachers. The common problems are inadequacy of educational equipment, computers and others instructional materials

Table 11 reveals the extent to which the teachers believed that instructional materials aid them in teaching reading. As shown in the table, all Grade Four teachers (n= 38) believed that the blackboard is very helpful for them all the time in teaching reading. Most of the time, textbooks supplementary books (n= 37), teacher's manual (n= 36), pictures (n= 33), VCD, DVD (n= 10), multimedia projector (n= 3) , audio materials (n= 23) , graphic organizers, and charts (n= 28) aid them in teaching reading while big books (n= 27) , television (n= 13), computer (n= 11) help them more or less 50 % of the time. Only one teacher perceived that sometimes online resources aid them in teaching reading. It is apparent that the blackboard is very useful to all the teachers in teaching reading since this instructional material is used in daily teaching. Evidently, teachers believe that printed materials, video assisted materials, audio-assisted materials, illustrated materials, and computer projected materials aid the teachers most of the time in teaching reading. On the contrary, one teacher perceived

that online resources are not really necessary in teaching reading. It could be inferred therefore that most of the teachers did not use on-line resources because they didn't have access to this learning tool. The results of the study yielded that most of the instructional materials are useful in teaching-learning process but some of them are not available in the classroom. This confirms the study of Adejijo (2003) and Mugure (2013) that instructional materials are properly utilized inside the classroom by the teacher since learning tools enhance, facilitate, and make teaching/learning easy, lively and concrete. It was found that instructional materials are useful and important to teaching and learning.

Majority of old teachers who have been in the service for 20-30 believed that those instructional materials are helpful more or less 50% of the time while teachers who have been in the service for 1-10 years believed that instructional materials are helpful most of the time. It implies that new teachers are more innovative compared to older teachers who oftentimes resort to traditional instructional aids. This is similar to the findings of Cacho (2012) who investigated knowledge of pre-service teachers in the area of technology. The data on his study revealed that pre-service teachers can comfortably navigate with the rudiments, methods, strategies, and processes of literacy instruction enhanced by educational technologies. It implies that they are ready to use 21<sup>st</sup> century tools in the field of teaching. Similarly, Santos (2007) reported in his study that there is a discrepancy between how old teachers prepared and used technology in their classrooms. Most of the old teachers lack skills needed to use instructional materials and apply technology in meaningful ways.

Table 11. Profile of Respondents' According to Usefulness of Instructional Materials

Instructional Materials	n	Mean	Standard Deviation	Interpretation
Blackboards	38	4.39	.86	all the time
Teacher's Manual	36	4.00	.79	most of the time
Textbooks/Supplementary Materials	37	3.89	.81	most of the time
Graphic Organizers/Charts	28	3.79	.79	most of the time
Pictures	33	3.67	.74	most of the time
Multi-media Projector	3	3.67	.58	most of the time
Audio Materials	23	3.43	1.24	most of the time
VCD/DVD	10	3.40	1.35	most of the time
Computer/Laptop	11	3.36	1.12	more or less 50% of the time
Television	13	3.31	1.38	more or less 50% of the time
Big Books	27	3.26	.94	more or less 50% of the time
On-line Resources	1	2.00		Sometimes

*Note:*

1.00-1.79- rarely to almost never /using the instructional materials 1 day in a week or not using these materials in a week

1.80-2.59- sometimes / using the instructional materials 2 days in a week

2.60-3.39- more or less 50% of the time / using the instructional materials 3 days in a week

3.40-4.19- - most of the time /using the instructional materials 4 days in a week

4.20-5.00- all the time / using the instructional materials 5 days in a week

## II. Level of the Content knowledge of Grade Four teachers in terms of the following Domains—**a) Foundational knowledge, b) Instructional design, and c) Assessment**

Table 12 presents teachers level of content knowledge in different domains of reading. As shown in Table 12, the Grade Four teachers got highest rating ( $M =$

72.11,  $SD = 10.69$ ) on principles of instructional design, delivery, and assessment in reading. However, this score still falls on the beginning level of proficiency. They got low rating ( $M = 66.61$ ,  $SD = 5.14$ ) on foundational knowledge of reading, which is also interpreted as beginning level of proficiency. Obviously the lowest rating of the teachers falls on reading instruction and assessment for students with diverse backgrounds ( $M = 65.57$ ,  $SD = 8.26$ ) which is also at the beginning level. Overall, the results demonstrated that Grade Four teachers' content knowledge falls on the beginning proficiency level ( $M = 67.22$ ,  $SD = 4.38$ ).

Table 12. Teachers Level of Content Knowledge

Domains of Reading	N	Mean	Standard Deviation	Interpretation
Foundational knowledge of reading	38	66.61	5.14	Beginning
Principles of instructional design, delivery, and assessment in reading	38	72.11	10.69	Beginning
Reading instruction and assessment for students with diverse backgrounds	38	65.57	8.26	Beginning
Overall level of the content knowledge of Grade Four Teachers	38	67.22	4.38	Beginning

Note:

Beginning	74 % and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

This assessment reveals that all teachers regardless of their age, gender, designation and years of service got low ratings, indicating that they have insufficient content knowledge in reading. This confirms the findings of Villanueva (2004) that teachers who are already engaged in teaching of literacy have little or no knowledge of the concepts that could enhance their teaching of literacy. Results show that

professional development programs can effectively address the gap in conceptual knowledge. Similarly, the results provide baseline information to upgrade the knowledge of the teachers, and identify different areas of reading instruction where teachers need more professional development. The findings are in line with those of Babur, Bos, and Mater (2004), Cunningham, Perry, and Stanovich (2004), and Hayden and Patrick (2007) whose studies concluded that teachers lack content knowledge in teaching reading. These studies have recommended that the teachers may benefit from professional development focused on improving the content knowledge and pedagogy of the teachers.

### **III. Instructional Strategies in Reading Used by Grade Four Teachers**

Table 13 presents the pre-reading strategies used by teachers in teaching reading. As shown in Table 13, three teachers or 25% activated the prior knowledge of their students by asking their students if they know anything about the topic. None of the teachers used graphic organizers such as KWL chart, semantic web, and the like to assess their students' knowledge about the topic to be discussed/read. Three teachers or 25% encouraged their students to speculate about the text yet to be read and taught vocabulary. Meanwhile, Table 14 displays during readings strategies used by the Grade Four teachers in teaching reading.

Table 13. Pre-Reading Strategies Used by Grade Four Teachers in Teaching Reading

Strategies Used by Teachers	Observer 1		Observer 2	
	Yes	No	Yes	No
1. The teacher starts the lesson by asking her/his students if they know anything about the topic.	25	25	25	25
2. The teacher uses graphic organizers such as KWL chart, semantic web, and the like to assess her /his students' knowledge about the topic to be discussed/read.	0	50	0	50
3. The teacher encourages her/his students to speculate about the text yet to be read.	25	25	25	25
4. The teacher teaches vocabulary or unlock difficult concepts/words.	25	25	25	25

Table 14. During Reading Strategies Used by Teachers in Teaching Reading

Strategies Used by Teachers	Observer 1		Observer 1	
	Yes	No	Yes	No
1. The teacher organizes reading of topics/stories to be discussed by				
1.1 assigned reading.	25	25	25	25
1.2. reading aloud.	8.3	41.7	8.3	41.7
1.3. guided reading.	0	50	0	50
1.4 shared reading	8.3	41.7	8.3	41.7
1.5 paired reading.	0	50	0	50

As shown in the table, three teachers or 25% organized reading of stories by assigned reading. Only one teacher or 8.3% asked her pupils to read aloud and to

engage in shared reading. None of them conducted guided reading or paired reading activities. On one hand, Table 15 presents post reading strategies used by Grade Four teachers in teaching reading. As shown in Table 15, one of the teachers or 8.3% divided the class into small groups for engagement activities. None of the teachers taught their students how to use graphic organizers such as Venn diagram; story map; story grammar; main-idea map; timelines; comparison and contrast tables while three teachers or 25% encouraged their students to respond to the text using their experiences and prior knowledge.

Table 15. Post Reading Strategies Used by Teachers in Teaching Reading

Strategies Used by Teachers	Observer 1		Observer 2	
	Yes	No	Yes	No
1. The teacher breaks the class into small groups for engagement activities.	8.3	41.7	8.3	41.7
2. The teacher teaches her/his students how to use graphic organizers such as Venn diagram; story map; story grammar; main-idea map; timelines; comparison and contrast tables.	0	50	0	50
3. The teacher encourages her/his students to respond to the text using their experiences and prior knowledge.	25	25	25	25
4. The teacher provides varied activities such as feelings chart; decision chart; form filling; drawing; role play; and story pyramid for the students to respond to the topic/reading material.	0	50	0	50
5. The teacher demonstrates comprehension processes to her/his students through	0	50	0	50
5.1 thinking out loud; clarifying meaning.	0	50	0	50
5.2. determining author's style, intent, content, or format.	0	50	0	50
5.3. focusing attention on specific components of the text	25	25	25	25
5.4 locating a specific answer.	25	25	25	25
5.5. reflecting on ideas inspired by the text.	8.3	41.	8.3	41.7

No one provided varied activities such as feelings chart; decision chart; form filling; drawing; role play; and story pyramid for the students to respond to the topic/reading material. Similarly, none of the teachers demonstrated comprehension processes to their students through thinking out loud and clarifying meaning, and determining author's style, intent, content, or format. Three teachers or 25% asked their students to focus their attention on specific components of the text and locate a specific answer. Only one teacher or 8.3% asked his/her pupils to reflect on the idea inspired by the text.

Meanwhile, the data on Table 16 shows additional strategies used by the Grade Four teachers. None of the teachers observed explained to their students the importance of strategies such as rereading, previewing, using context clues, paraphrasing, and the likes. No one motivated students to generate questions before, during, and after reading. In the same manner, none of the teachers explained to their students that asking questions help them comprehend more deeply and can be used to understand other academic subjects.

No one explained the importance of making connections between their background knowledge and the text, their experiences and the text, and their world views and the text. None of them encouraged their students to revise their prior knowledge in relation to present material and no one could predict the questions that their students will ask during and after reading. No one could imagine the comprehension strategies that is appropriate with particular lesson and predict the questions that her/his students will ask during and after reading.

Table 16. Additional Strategies Used by Grade Four Teachers in Teaching Reading

Strategies Used by Teachers	Observer 1		Observer 2	
	Yes	No	Yes	No
1. The teacher explains to her/his students the importance of strategies such as rereading, previewing, using context clues, paraphrasing; and the likes.	0	50	0	50
2. The teacher motivates students to generate questions before, during, and after reading.	0	50	0	50
3. The teacher explains to her/his students that asking questions help them comprehend more deeply.	0	50	0	50
4. The teacher explains to her/his students how asking questions can be used to understand other academic subjects.	0	50	0	50
5. The teacher explains to her students the importance of making connections between	0	50	0	50
a. their background knowledge and the text.				
b. their experiences and the text.	0	50	0	50
c. their world views and the text.	0	50	0	50
6. The teacher encourages her/his students to revise their prior knowledge in relation to present material.	0	50	0	50
7. When she/he reads the lesson she/he can imagine the comprehension strategies that will best suit that particular lesson.	0	50	0	50
8. When the teacher reads the lesson she can predict the questions that her/his students will ask during and after reading.	0	50	0	50

Table 17 reveals other strategies used by Grade Four teachers throughout the lesson. Five teachers or 41.7% engaged in discussion of the lesson making learning more teacher-centered. As a result, they served as the source of knowledge rather than facilitator of learning. Furthermore, three teachers or 25% showed direct

method of teaching or asked their pupils to listen to their lecture and eventually the pupils answered their books or exercise sheets to master the lesson.

Table 17. Other Strategies Used by Grade Four Teachers in Teaching Reading

Strategies Used by Teachers	Observer 1		Observer 2	
	Yes	No	Yes	No
Discussion/Lecture	41.7	8.3	41.7	8.3
Direct Method (Skills Mastery)	25	25	25	25

The observation revealed that few teachers activated the prior knowledge of the students to help them build needed background knowledge and connect it to the reading selection. Only few teachers unlocked difficult words to clear possible blocks to comprehension. Some teachers did not employ pre-reading strategies. Most of them organized reading topics to be discussed by assigned reading and some reading strategies like reading aloud, guided reading, shared reading and paired reading were not carried out. Only one teacher made the students become more immersed in literature by giving them engagement activities. Most of the post reading strategies were not employed by the teacher; therefore, the insights, emotional experience, and values embedded in the selection were not unfolded. These findings are similar to the findings of Andoy (2006) where no reading comprehension skills were learned by the students. The teachers attributed this to lack of training on reading instruction. Lontoc's study (2007) showed that teachers focused on the mastery of text content which is similar to the findings of the present study. The strategies predominantly focused on simple recall of the details in the text content.

Only one teacher was observed to be equipped with some strategies in teaching reading. She was also the one who had the most number of trainings in the division and district level even though she is still a Teacher II. The finding, similar to that of Gilchrist (2009) implies that seminars and trainings could enhance the teaching reading methodologies of teachers. Majority of the Grade Four teachers observed use the traditional way of teaching which is teacher-centered though some of them are Master Teachers and Teacher III who have been in the service longer. They were no different from other teachers with lower designations and less number of years in the service. Most of the teachers observed taught by lecturing while the pupils listened and answered the given exercises. This confirms the findings of Agnes (2005) whose study showed that reading teachers used the same approach.

The most significant problems that the teachers encounter are: children lack understanding of the words being read in class; age-inappropriate lessons; and lack of teacher training. Study (Nichols, Rupley, Zellner, et al., 2006) concluded that teaching strategies were influenced by several factors: (a) the workshop, (b) the district curriculum policy, (c) teacher implementation of targeted reading strategies, (d) teachers' perceptions of their own instructional efficacy, and (e) teachers' perceptions of students' academic needs and performance.

#### **IV. Relationship between the Teachers' Level of Content Knowledge and their Use of Instructional Strategies in Reading**

This study investigated the relationship between the teachers' level of content knowledge and their use of instructional strategies in reading. Results are presented in Table 18.

As shown in the Table 18, a strong but negative correlation exists between the teachers' level of content knowledge and organizing topics by shared reading  $r(38) = -0.822$ ,  $p = 0.05$ . The greater the content knowledge, the lesser the choice for this reading strategy. Moreover, there is a significant but moderate negative relationship existing between level of content knowledge and prediction as strategy in teaching reading  $r(38) = -0.673$ ,  $p = 0.05$ . The greater the content knowledge of the teacher, the lesser the choice for prediction as strategy will be. Thus, the null hypothesis on these variables is rejected.

On the other hand, a weak relationship exists between the level of content knowledge and the following strategies: activating prior knowledge  $r(38) = -.314$ , vocabulary development  $r(38) = .135$ , assigned reading,  $r(38) = .314$ , reading aloud  $r(38) = .141$ , engagement activities  $r(38) = .261$ , and reflecting on ideas inspired by the text  $r(38) = .261$ . No relationship was found between the level of content knowledge and the following strategies: encouraging personal response  $r(38) = .045$ , focusing attention on specific components of text  $r(38) = .045$ , and locating specific answer  $r(38) = .045$ . Most of the strategies did not show any relationship between the level of the content knowledge and teaching strategies. Most of the teachers did not use instructional strategies in reading other than the lecture method; thus it was difficult to establish any correlation between this variable and their content knowledge.

Table 18. Relationship Between Teachers' Level of Content Knowledge and Their Use of Instructional Strategies

Strategies		Relationship
1. Activating prior knowledge	-.314	Weak
2. Building background knowledge through graphic organizer	0	Zero
3. prediction	<b>-0.673*</b>	<b>Moderate negative significant</b>
4. Vocabulary development	.135	Weak
5. Organizing Reading Topics by: 5.1 assigned reading	.314	Weak
5.2 reading aloud	.141	Weak
5.3 guided reading	0	Zero
5.4 shared reading.	<b>-0.822*</b>	<b>Strong negative significant</b>
5.5 paired reading.	0	Zero
6. Engagement activities	.261	Weak
7. Using comprehension strategies	0	Zero
8. Encouraging personal responses	.045	Zero
9. Post reading activities	0	Zero
10. The teacher demonstrates comprehension processes to her/his students through 10.1 their background knowledge and the text.	0	Zero
10.2 determining author's style, intent, content, or format.	0	Zero
10.3. focusing attention on specific components of the text	.045	Zero
10.4 locating a specific answer.	.045	Zero
10.5 reflecting on ideas inspired by the text.	.261	Weak
11. Explaining the importance of strategies	0	Zero
12. Generating questions	0	Zero

Table 18 Continued..

13. Explaining the importance of questioning as a tool for comprehension	0	Zero
14. Explaining how asking questions can be used as tool to understand academic subjects	0	Zero
15. Revisions of prior knowledge	0	Zero
16. Anticipation of comprehension strategies	0	Zero
17. Prediction of questions	0	Zero

Note :

\*=significant at 0.05,

\*\* = significant at 0.01

The results suggest that even the teachers have greater content knowledge, it doesn't guarantee that they use appropriate meaningful strategies in teaching reading. Based on the observation, the teacher who got the highest rating on content knowledge test lacked strategies in teaching. He just organized the reading of topics by assigned reading and engaged in traditional way of teaching. On the contrary, the teacher who got the lowest score on the test used more teaching strategies compared to the teacher who got the highest score. She asked the pupils if they knew anything about the topic, she organized the topic by reading aloud and asked her pupils to locate specific answers and focus on the specific components of the text. Hence, the null hypothesis is rejected. This study supports the findings of Janet (2004) that there were glaring gaps and inconsistencies in teachers' knowledge about reading instruction and their teaching methodologies. Although some teachers employ strategies, they were unable to clearly explain their beliefs about literacy teaching and learning. Similarly, the study of Bishop, Brownell, Gersten, et al. (2009) has shown that special education beginning teachers were somewhat knowledgeable about teaching reading, but this knowledge did not contribute a significant portion of variance to classroom practice.

Notably, Table 18 presents the relationship between the teachers' level of content knowledge and their use of instructional strategies in reading.

### V. Relationship between Teachers' Level of Professional Development with the Level of Content Knowledge

This study investigated the relationship between teachers' level of professional development (trainings) with the level of content knowledge. Results are shown in Table 19.

Table 19. Relationship Between Teachers' Level of Professional Development (Trainings) and Their Level of Content Knowledge

Level of the Content Knowledge on Different Domains	Professional Development	Relationship	Decision
Proficiency Level of the Content Knowledge on Foundational Knowledge of reading	.335 (*)	Weak significant	Reject H <sub>0</sub>
Proficiency Level of the Content Knowledge on Principles of Instructional Design, Delivery, and Assessment in Reading	-0.062	Zero	Accept H <sub>0</sub>
Proficiency Level of the Content Knowledge on Reading Instruction and Assessment for students with Diverse Backgrounds	.409 (*)	Moderate Significant	Reject H <sub>0</sub>
Overall Proficiency level of the content knowledge of Grade Four Teachers	.380 (*)	Weak significant	Reject H <sub>0</sub>

Note: \*Correlation is significant at the 0.05 level (2-tailed)  
 \*\* Correlation is significant at the 0.01 level (2-tailed)

As shown in Table 19, there is weak but significant relationship existing between level of foundational knowledge on teaching reading and seminars attended by the teacher  $r(38) = .335$ ,  $p = 0.05$ . Moderate significant relationship was found between level of proficiency in content knowledge in reading instruction and assessment

for students with diverse backgrounds  $r(38) = .409, p = 0.05$ , and seminars of the teachers. On the other hand, no relationship was found between level of knowledge on principles of instructional design, delivery, and assessment in reading and seminars ( $r = -0.062$ ). A weak but significant relationship was found between overall level of content knowledge and seminars  $r(38) = .380, p = 0.05$ . Thus, the null hypothesis is rejected. At this point, the  $r$  values reflect that as teachers acquire more trainings, they gained more content knowledge in reading. This study is similar with the findings of Driel (2010) who conducted a study about the relationship of teachers' content knowledge in Science and professional development. His study acknowledged that professional development of teachers has significant relationship with their content knowledge. It contributes to enhancement of the knowledge and teaching practice of the teachers.

This study also examined the relationship between teachers' level of professional development (course/s directly related to Reading/Language/Literacy Education) and their level of content knowledge. Results are presented in Table 20. In terms of the courses taken by the teachers, Table 20 shows weak relationship between content knowledge: foundational knowledge on teaching reading  $r(38) = -0.138$ , and level of knowledge on principles of instructional design, delivery, and assessment in reading and seminars  $r(38) = -0.142$ . No relationship was found on the content knowledge in reading instruction and assessment for students with diverse background  $r(38) = -0.003$  and courses related to reading. Weak relationship was found between overall proficiency level of content and courses. Thus, null hypothesis is accepted.

Table 20. Relationship Between Teachers' Level of Professional Development (Course/s Directly Related to Reading/Language/Literacy Education) and Their Level of Content Knowledge

Level of the Content Knowledge on Different Domains	Courses Directly Related to Reading/Language/Literacy Education	Relationship	Decision
Proficiency Level of the Content Knowledge on Foundational Knowledge of reading	-0.138	Weak	Accept H <sub>0</sub>
Proficiency Level of the Content Knowledge on Principles of Instructional Design, Delivery, and Assessment in Reading	-0.142	Weak	Accept H <sub>0</sub>
Proficiency Level of the Content Knowledge on Reading Instruction and Assessment for students with Diverse Backgrounds	-0.003	Zero	Accept H <sub>0</sub>
Overall Proficiency level of the content knowledge of Grade Four Teachers	-0.162	Weak	Accept H <sub>0</sub>

Note: \*Correlation is significant at the 0.01 level (2-tailed)  
 \*\* Correlation is significant at the 0.05 level (2-tailed)

This study affirms the findings of Alfano, Brucker, and Swerling (2005) who examined teachers' literacy-related knowledge and self-perceptions in relation to preparation and experience. Their study found that teachers with high levels of prior background (i.e., course preparation and experience) are more knowledgeable than low-background teachers in all areas; high-background participants also significantly outperformed low-background participants on all tasks. One of the reasons that the researcher could not find any significant relationship between the courses taken up by the teacher and the level of their content knowledge is that majority of the teachers didn't take any courses related to reading. Only eight teachers have background courses in teaching reading.

## VI. Effect of Teachers' Choice and Use of Instructional Materials on Student

### Engagement

This study investigated how the teachers' choice and use of instructional materials enhanced students' engagement. Table 21 shows the indicators used to measure the students' participation in teaching-learning process. The researcher and the English coordinator observed six classes to assess the students engagement using the Students Engagement Rubric (Appendix D) adopted from CBPAST Form3A. The observations lasted for two weeks.

Table 21. Indicators on Level of Engagement

4 – Highly Engaged (HE)	Pupils' engagement consistently exceeds expectations. Display consistently at all times, high level of performance in skills, abilities, initiatives and productivity. Self-direction of the pupils is evident.
3 – Moderately Engaged (ME)	Pupils' engagement often exceeds expectations. Display a high level of competency related skills, abilities, initiatives and productivity.
2 –Engaged (E)	Pupils' engagement meets basic expectations based on standards. Display basic level of work performance outputs as required outcomes.
1 – Not Engaged (NE)	Pupils' engagement frequently falls below standard. Performance and work outputs are consistently low; fails to meet required outcomes. Pupils are disengaged and do not make progress

The succeeding Table 22 shows the results of the observations done of the classes of six selected teachers in the research sample. A description for each of the observations follows the table.

Table 22. Level of Students' Engagement in Reading Class

Teacher class	Observer 1 (Students' Observation)	Observer 2 (Students' Observation)
Teacher A class	Not engaged	Engaged
Teacher B class	Not engaged	Not engaged
Teacher C class	Engaged	Engaged
Teacher D class	Not engaged	Not engaged
Teacher E class	Not engaged	Not engaged
Teacher F class	Not engaged	Engaged

### Teacher A

Teacher A is a Master Teacher 1. She handles a class of 40 pupils in poblacion area (*school located in the town proper*). Observation was conducted from 8: 30-9:30 a.m. Blackboard and books were used by the teacher in teaching the lesson. She did not use any graphic organizers. The pupils were engaged as the teacher organized reading of the story entitled "The Three Sisters" because they participated in reading the story. Each group with 10 members read the assigned paragraph in the story. After reading the story, the teacher raised literal level of questions for each group. They shared their answers and ideas with their group mates. They focused their attention on specific components of the text. Questions start with what, where, and when. However, at the middle of the discussion, the level of engagement of the pupils fell. Most of them were found not interested to participate because the teacher kept on repeating the same questions such as: What can you say about the characters in the story? What character trait is shown by Doris? Thus, the interest of the pupils was not sustained. Some of them were not listening; they were just talking with their classmates. Even though the space of the classroom is enough for 40 pupils to engage

in differentiated group activities, the pupils were just confined in their respective places or corners.

### **Teacher B**

Teacher B is a Master Teacher II. She handles 35 pupils in a poblacion school. Observation was conducted from 1:30-2:30 p.m. She used the blackboard in the discussion while the pupils used their books in reading the story entitled "The Old Woman Who Swallowed the Fly." The teacher read the solo part while the all pupils read the chorus. After reading, the teacher used a chart in presenting the lesson about reality and fantasy. She just asked one question, "What is the difference between column A and B?" Only three pupils answered her question. She did not elicit answers from the pupils who were just sitting. They were inattentive to their teacher because the teacher had a very low voice and talked slowly. The time also affected the pupils' attention. They were yawning. The observers heard the pupils say, "Kakaantok!" Some were talking, sleeping, drawing, and even playing with their seatmates. She did not catch the attention of these pupils. She engaged in lecturing. She even gave the generalization about reality and fantasy without asking her pupils. Based on the observation, the pupils were not engaged because most of the pupils were not participative. Few pupils participated in the discussion; the rest did not show interest and enthusiasm. The space in the classroom is large enough to engage in varied activities but the pupils remained sitting.

**Teacher C**

Teacher C is a Teacher II near the poblacion area who handles 30 pupils. Observation was conducted from 8:00-9:00 a.m. The teacher used blackboard, books, and cartolina teaching chart in the teaching-learning process. Energetic in presenting the lesson, the teacher easily caught the attention of her pupils. They were attentive while the teacher was presenting the lesson. Given the large space in the classroom, the pupils could work with their group mates. When the teacher told her pupils that they would be doing a group activity, they showed excitement. Other shouted, "Yehey!" Apparently group activities stimulated the interest of the pupils. They shared the part of the story they loved most. One of them answered, "The part that I love most is when Lam-ang and Ines got married." Another one answered, "When Lam-ang showed superhuman strength that is very interesting! The teacher raised different levels of questions: Who are the characters in the story? What are their character traits? Where did the story happen? Some pupils were participating but others were not. During the discussion the engagement was still on the basic level because skills, abilities, initiatives, and productivity of the pupils were not evident. They merely answered the questions of their teacher.

**Teacher D**

Teacher D is a multigrade Teacher III who handles 10 Grade Four pupils in a far flung barangay. Observation was conducted from 9:00-10:00 a.m. Blackboard and books were used by the teacher throughout the lesson about synonyms. The teacher asked, "What do you think is the meaning of the word pretty and lovely?" As observed, the pupils could not answer the questions since the words are not used in

context. The pupils were just looking at their teacher and waiting for the teacher to give his answer. They were less confident to answer compared with the pupils who are in the poblacion area. The pupils were seldom given the chance to show that learning was achieved. During the generalization, the teacher asked, "What are synonyms?" Only one pupil gave an answer. They were just confined to their respective seats since the teacher mostly lectured during the lesson. The teacher did not show persistence in motivating the pupils to answer. There seemed to be no personal connection between the teacher and the pupils. He just did his job in imparting his knowledge. After that, they just answered exercises about synonyms and antonyms. Both the observers noted that pupils were not engaged in the lesson.

#### **Teacher E**

Teacher E is a multigrade Teacher I. He handles a class of nine pupils in a far flung barangay. Observation was conducted from 2:30- 3:30 p. m. The teacher used the blackboard in presenting his lesson about past tense of regular verbs. The same elements as Teacher D's class was seen. The teacher kept on asking questions but the pupils were passive, not answering the questions. He asked his pupils, "What is the verb? What is its regular form? How did it change its past form? What letters did we add? One pupil answered the last question but other questions were answered by their teacher since the pupils could not give answers. The observers noted that pupils seemed very hesitant to participate and showed low self-esteem. They just waited for their teacher to impart all the knowledge. They just used their answer sheets in writing the past tense of verbs. Very limited participation was observed. In this teacher-centered approach, it seemed that pupils were audience in the class and the teacher

was dictating to them what to do. They were just sitting throughout the lesson even though there was enough space to engage in differentiated activities. The teacher therefore lacked skills in motivating the pupils to answer. He just lectured all the time and almost forgot to involve his pupils in the teaching-learning process. The teacher neglected the needs of his pupils by just doing his job to impart knowledge. A personal connection between the teacher and the learners was not evident, as likewise observed in the other male teacher. This study confirms the findings of Antecolol (2006) that there is a relationship between teachers' gender and students' engagement. Students with female teachers are more participative because their teachers have longer patience compared to the male teachers. Data also revealed that students who were assigned to a male teacher suffered from lower test scores compared to those students who were assigned to female teachers. Likewise, Cruz (2005) and Dee (2006) pointed out in their study that students' engagement and achievement is influenced by how teachers energize academic work. Female teachers established personal connection between their students that resulted in a high level of engagement.

### **Teacher F**

Teacher F is a Teacher I. She handles a class of 33 pupils in a poblacion school. Observation was conducted from 9:30- 10:00 a.m. The teacher was energetic in presenting the lesson about adverbs of place and time that stimulated the attention of some pupils. The teacher used blackboard, cartolina, and pictures in the discussion about adverbs of place and time. Based on the observation, students could answer the questions of the teachers since the questions did not require them to use high order

thinking skills. Ten pupils raised their hands to give answers; however, some did not participate in the discussion. They just listened to their teacher and classmates. The teacher showed pictures showing places and time and six pupils write their sentences. However, pupils' engagement still just met basic expectation because other pupils were not given attention. The teacher just focused her attention on those pupils who were answering and she neglected other pupils. Only basic level of performance had been observed.

The level of engagement of pupils was affected by the presence of instructional materials in the classroom and teachers' meaningful and appropriate use of these materials. The teachers reported in the survey that all of them used blackboard, textbooks, and teachers' manual most of the time. This was evidently seen during the observation having noted likewise that even online resources were not accessible in the classroom. This situation confirms further the results of the descriptive survey. Although the teachers reported that they used illustrated materials (pictures and graphic organizers) and computer-projected materials (projector) in teaching, these learning tools were not present or used in classroom teaching. There was a discrepancy between what the teachers reported and what the researcher observed in the classroom. Two teachers used cartolina charts and one of them used pictures. Most of the pupils were not participating actively in the learning tasks; only few pupils asked or answered questions. There was no evidence that they demonstrated in varied ways that learning was achieved. The use of traditional materials like blackboard and books did not even stimulate the interest of the pupils. Using pictures and cartolina charts somehow motivated the pupils to participate in the lesson but using them meaningfully is more important to sustain students' interest.

Concludingly, pupils showed minimal engagement only. The findings are in agreement with Delialioğlu (2011), Morgan (2008), and Ping (2011) which showed that use of instructional tools have beneficial effect on student engagement in classroom lessons and leads to improved student behavior. This also supports the theory of Vygotsky that instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance that is mediated by tools. Along with the instructional materials are proper strategies that can improve the engagement of the pupils in the lesson. Most of the Grade Four teachers observed have limited strategies in teaching; consequently, pupils' engagement were affected. Similarly, Marpa (2010) concluded in his study that instructors and professors' self-efficacy is related to their effectiveness in terms of student engagement, use of instructional strategies, and classroom management. Along this line, it is recommended that instructors and professors should strive and exert efforts in giving quality instructions to their students. They are likewise encouraged to attend seminars, trainings and workshops on the current trends and practices in teaching to varied groups of learners which is similar to the findings in this study.

It was shown that despite teachers' designations, age and years in service, teachers are quite similar in the way they teach. They differ only on creativity, innovations, skills, and pedagogy in facilitating the discussions, resulting in pupils' inability to engage in the lesson. This seems to indicate that teachers lack some of the good qualities and strategies that result in a high level of engagement, as found by Flores (2014).

Teachers' behavior affects students' engagement. Those teachers who were very energetic and considerate to their pupils caught the attention of their pupils and drove them to active participation while those teachers who did not show sensitivity to the needs of their learners created a dull classroom atmosphere. Martinez (2006) and Ortiz (2002) concluded in their studies that teachers' enjoyment and confidence in teaching, pedagogical efficacy, and affective orientations in the classroom have a positive impact on students' engagement and motivation. Similarly, Belmont and Skinner (1993) stressed the importance of student-teacher relationship, especially interpersonal involvement in optimizing student motivation. This type of relationship was not very evident in the observed classes.

This chapter revealed that Grade Four teachers lack training in the area of reading instruction. They have insufficient knowledge of most, if not all the domains of reading. Majority of them still employed traditional methods in teaching. Thus, many areas for professional development are indicated to enhance the teachers' content and pedagogical knowledge in reading. Along with the instructional strategies that could enhance student engagement is the use of instructional materials by the teachers. Adequate instructional materials in the classroom and their proper utilization affect the engagement level of the pupils in classroom tasks and activities.

## **CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the summary, conclusions, implications for strengthening teachers' preparation in teaching reading, and recommendations.

### **Summary**

This study investigated 1) profiles of Grade Four teachers in terms of the following contextual factors namely, professional development; and use of instructional materials; 2) level of content knowledge in terms of the following domains: foundational knowledge of reading , principles of instructional design, delivery, and assessment in reading; and reading instruction and assessment for students with diverse; 3) instructional strategies used; 4) relationship between teachers' level of content knowledge and their use of teaching strategies in reading; 5) relationship between teachers' level of professional development and their level of content knowledge; and 6) how teachers' choice and use of instructional materials enhance student engagement.

The results of the study revealed that majority of the Grade Four teachers or 65.8% didn't have any seminar or trainings related to teaching reading. None of them holds a master's degree or doctoral degree in an area related to reading. Most of the teachers took other courses which are not related to teaching reading. All Grade Four teachers reported that they used the blackboard all the time or five days in a week, considering it as the most useful and available teaching tool. Only one teacher has on-line resources inside the classroom. These materials help the teacher in teaching for sometimes but these are seldom used in teaching-learning process.

The results demonstrated that Grade Four teachers' content knowledge fell on the beginning proficiency level in all domains: principles of instructional design, delivery, and assessment, foundational knowledge of reading, and reading instruction and assessment for students with diverse backgrounds. Overall, the content knowledge of Grade Four teachers is interpreted as beginning proficiency level. Weak but significant relationship was found between overall level of content knowledge and seminars attended by the teacher.

Based on the observation, most prereading, during reading, and post reading strategies were not used by majority of the teachers. They still practice traditional way of teaching by asking their pupils to listen, write on the board, and answer the exercises on their activity sheets, all of which manifest a teacher-centered approach.

Strong but negative correlation exists between the level of content knowledge and organizing topics by guided reading. Similarly, there is a significant but moderate negative relationship existing between level of content knowledge and prediction as strategy in teaching reading. On the other hand, weak relationship exists between level of the content knowledge and the strategies of the teachers. Most of the strategies did not show however any relationship between the level of the content knowledge and teaching strategies because majority of the teachers did not use instructional strategies in reading.

Observations conducted revealed that the level of engagement of the pupils was affected by the presence of instructional materials in the classroom and teachers' meaningful and appropriate use of the said materials. All the teachers observed used blackboards and books in teaching the lesson. The use of these traditional materials as observers found out did not stimulate the interest of the pupils. Although pictures

and cartolina used somehow motivated the pupils to participate in the lesson these materials were not able to sustain meaningfully the pupils' interest. Thus, the presence of such materials did not guarantee that students' engagement had been sustained.

### **Conclusions**

Based on the results, the following conclusions are made:

- 1. The first conclusion points to the inadequacy of teacher preparation in the field of reading.** The study concludes that Grade Four teachers lack training in the area of reading instruction. Teachers have inadequate trainings and seminar-workshops. None of them took graduate courses that could broaden and improve their expertise in field of language, literacy, and reading. Such a setback may also be attributed to inadequate preparation provided by Teacher Education Institution during pre-service training, as well as insufficient in-service professional development for teachers provided by the Department of education.
- 2. The second conclusion points to the need for instructional materials and proper utilization of these learning tools in the teaching-learning process.** Instructional materials help in facilitating students' learning. When instructional tools are appropriately selected and utilized, these can facilitate the effective learning acquisition of the students. These can sustain their active participation in the classroom tasks and activities. These can further enhance their comprehension of the subject matter when chosen and utilized appropriately. However, few teachers have video-assisted and computer assisted materials (multimedia projector, VCD/DVD, computer, laptop, and television) used in teaching reading. They may have other

instructional materials which help them most of the time but still these materials are not properly utilized in the classroom.

**3. The third conclusion focuses on the weak content knowledge of the teachers.**

The results of the assessment show that Grade Four teachers have insufficient knowledge in all the domains of reading. Their proficiency level falls on the beginning level, showing their lack of expertise in that field. It further shows that they don't have clear understanding about theories and principles in the area of reading which can help them in improving their methodologies. They teach reading yet their content knowledge is still on the basic level which shows unpreparedness in their field. Teachers' knowledge about reading however, do not guarantee that they are equipped with instructional strategies in teaching reading. Their ability to teach reading could still be influenced by many internal and external factors.

**4. The fourth conclusion stresses the importance of teacher professional development activities to upgrade teachers' content knowledge in reading.** Most of the teachers are not given the opportunity to attend trainings/ seminar-workshops related to reading, even at the school, district, or division level, to international level that's why their knowledge fell on the basic proficiency level. They were just confined to their classrooms. Their content knowledge needs to be upgraded through professional development activities. Trainings and similar activities could equip the teachers with necessary knowledge and skills they need in their field of work.

**5. The fifth conclusion emphasizes the need to enhance teachers' strategies in teaching reading.** Majority of teachers in this study still employ traditional methods in teaching. Best practices or evidence-based strategies for pre-reading, during reading, and post reading were rarely seen, if not at all, in the reading lessons

observed. Also, the teachers used one-size-fits-all approaches; no evidence of differentiated instruction was shown. Single instructional approaches were still used by the teachers, resulting in producing passive learners. Thus, pedagogical knowledge is also an area where teachers need to be developed.

**6. The last conclusions points to the importance of instructional materials to enhance student engagement in the reading lesson.** Along with the instructional strategies that could enhance student engagement is the use of instructional materials by the teachers. The conventional learning tools like blackboards, answer sheets, and books are still used by the teachers in teaching-learning process although they reported that they used illustrated materials and audio-assisted materials. The use of traditional tools has not improved the level of pupils' engagement. They did not display consistently high level of performance in terms of skills, abilities, initiatives, and productivity. The study concludes that the presence of instructional materials and how they are used affect the engagement of the pupils. Instruction is most effective when students engage in activities aided by learning tools. Only few teachers were found to have computer-assisted materials, computer projected materials, and video assisted materials which aid them most of the time in teaching reading. The need to provide these learning tools in the 21<sup>st</sup> century classrooms should be promptly addressed to increase and sustain pupils' engagement.

### **Implications/Recommendations**

Based on the findings and conclusions of the study, the following recommendations are put forward to specific educational agencies and individuals. Recommendations for further research on the topic are also given.

### **Commission on Higher Education and Teacher Education Institutions**

Teacher Education institutions should strengthen the pre-service training to equip the future teachers with the knowledge and strategies in teaching reading. The pre-service curriculum needs to be reviewed and enriched to adequately prepare teachers for reading instruction in the field. Teacher professional standards, especially those relating to content knowledge and pedagogy should inform the courses offered to pre-service education majors.

Pre-service teachers' educational program should require authentic off – campus exposure (sending the pre-service teachers in barrio schools not just in poblacion area) in collaboration with DepEd schools. Immersion or getting involved in remediation or enrichment program could also enhance pre-service competence.

### **Department of Education**

DepEd may sustain collaboration/partnership with teacher education institutions in pre-service and in-service training programs. It should maintain open communication with TEI's as to the kind and quality of reading teachers schools need. Since DepEd schools often serve as laboratories or practice teaching venues for pre-service teachers, knowledge or best practices in teaching reading should be transferred, modeled, or facilitated by cooperating or mentor teachers. Likewise, DepEd should document best practice in the field and incentivize schools and teachers performing well in literacy and related field.

Furthermore, Department of Education should organize intensive training program that will equip teachers with necessary knowledge in different domains in reading and instructional strategies which starts with assessment, and followed with

systematic monitoring in every division in the country. There is a need to complement the mass training and cascade model approach to in-service teacher training with school-based and district-based professional development activities. Such INSET programs, like the Learning Action Cells (LACs) can give teachers many opportunities to develop their competencies while applying knowledge and strategies to real problems within their classrooms. These will also help them become reflective teachers, using action research in collaboration with their peers in their schools/districts. Schools which are already doing professional development activities such as LACs may need to review and revitalize how such activities are done so that they are really needs-based and aligned with the thrusts of the K-12 curriculum.

Supervisors of different division may also initiate Division Subject Area Supervision Learning Action Cells (DSASLAC) via round table discussions, lecture, question and answer to determine the needs of the teachers. Involve all the teachers from Teacher I to Master Teacher III in barangay schools and poblacion schools. The division also may choose teachers from different district who will showcase their best practices in teaching reading and how instructional materials can be effectively used in teaching-learning process.

Every semester, conduct Field Technical Assistance (FTA) focusing on Intensive Supervision of Instruction (ISBIS) that provides technical support and assistance to teachers with an end goal of improving their teaching methodologies and addressing their needs in the classroom. It should be unannounced FTA so that the real scenario will be observed in the classroom.

Additionally, providing scholarship programs with specialization in language/literacy/reading/ for teachers is recommended to upgrade the knowledge of the teachers. DepEd also may allot budget to provide computer-assisted materials, computer projected materials, and video assisted materials in every school that aid the teachers in teaching reading and improve the level of students' engagement.

### **Teachers**

Teacher should find head and peer assessment including self-evaluation of teaching reading strategies and actual practices a routine activity. Lessons learned in successful and failing reading classroom programs and researches shared and learned in conferences and publication should be embedded or implemented not just in theory but in practices. Much more, peer mentoring and team teaching is ripe for try out or piloting so beginning teachers and teachers needing support are addressed effectively.

### **School Administrators**

School administrators need to be a true model of instructional support providing the needed materials or enabling environment that would foster open-mindedness, collaboration, and evaluation of school or classroom literacy programs. This may start with strategic planning of the school literacy programs that incorporates teachers' needs assessment. They should likewise make sure that teachers implementing effective classroom reading activities and strategies are recognized and teachers needing training and support are properly accounted for and addressed. They may also organize seminar-workshops, conferences, mentoring

program and other instructional support that will upgrade the content and pedagogical knowledge of the teachers.

School heads may also collaborate with their respective teachers for research undertakings and they should make sure that results of studies or evaluation are properly communicated to concerned stakeholders for immediate and responsive actions.

### **Research Concerns**

Since this study is limited by various concerns, future research may include but not limited to differences of lesson planning and actual implementation of reading strategies, teachers voluntary observation of peer or head in actual teaching, localization and contextualization of reading materials, relationship of students and teachers literacy skills anchored in varied data and research designs, challenges and opportunities in implementing reading programs or strategies and students reading habits inside and outside the school. Continuous assessment of literacy knowledge and strategies of the teachers as part of in-service and ongoing professional assessment is a key step in providing educators with the knowledge based they need to become effective teachers in reading.

## BIBLIOGRAPHY

- Adedijo, E. M. (2003). *Availability and utilization of instructional materials in business subjects*. Master's thesis. Ahmadu Bello University. Retrieved April 26, 2013, from <http://kubanni.abu.edu.ng:8080/jspui/bitstream/123456789/582/1/ESTHER%20MOJOYINADE%20ADEDIJO.pdf>
- Agnes J. A. (2005). Evaluation of the early program used in day care centers in Muntinlupa City. *Reading Association of the Philippines*, 29, 43.
- Andoy, M. P. (2006). *Contextualized texts and reading comprehension among Grade IV Manobo students*. Unpublished doctoral dissertation, University of the Philippines, Diliman, Quezon City.
- Antecol H. C. (2006). Effect of Gender on Student Achievement in Primary School. *International Journal of Gender*, 30, 23.
- Arias, M. L. (2004). Reading teachers' reading beliefs, strategies and the use of L1 and L2. *Reading Association of the Philippines*, 27, 20-24.
- Baccus, A. A. (2004). *Urban fourth and fifth grade teachers' reading attitudes and efficacy beliefs; relationship to reading instruction and to students' reading attitudes and efficacy beliefs*. Dissertation, University of Maryland, College Park, USA. Retrieved April 26, 2013, from <http://drum.lib.umd.edu/handle/1903/1420>
- Brown, R. S. (2008). The road not yet taken, a transactional strategies approach to comprehension instruction. *The Reading Teacher*, 61, 538-554.
- Brownell, M. T., Bishop, A. G., Gersten, R. T., Klinger, P. S., Penfield, R. D., Dimino, J. S., Haager, M. D., Menon, S. T., & Sindelar, P. T. (2009). The role of domain expertise in beginning special education teacher quality. *Journal of Exceptional Children*, 56, 391-411. Retrieved February 12, 2014, from <http://web.ebscohost.com/ehost/detail?vid=4&sid=3ddf3409-d366-4037-9429-5b9a85445bad%40sessionmgr198&hid=118&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ844203>
- Cabaroglu, W. N., & Yurdaisik, A. S. (2008). University instructors' views and approaches to reading instruction and reading strategies. *The Reading Matrix*, 8, 1-22. Retrieved May 15, 2011, from <http://www.readingmatrix.com/articles/cabaroglu-yurdaisik/article.pdf>
- Cacho, R.M. (2012). *Pre-service teachers teaching reading efficacy beliefs, technological pedagogical content knowledge levels, and their teacher*

*educators' modeling*. Unpublished master's thesis, University of the Philippines Open University, Los Baños, Laguna.

- Cacho, R. M. (2005). *Profile and adjustment of elementary teachers assigned in selected distant schools of Lopez West District*. Undergraduate research, Philippine Normal University, Lopez, Quezon.
- Cequena, M. (2004). Metacognitive strategies and comprehension. *Reading Association of the Philippines*, 27, 67-69.
- Cunningham, A. E., Perry, K. E., Stanovich, K. E., & Stanovich, P. J. (2004). Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. *Journal of Literacy*, 54, 139.
- Cruz R. S. (2005). Effects of gender on students' performance. *The Journal of Human Resource*, 22, 48.
- Dee N. S. (2006). Teacher and effects on gender on student achievement. *International Journal of Gender*, 36, 34.
- Delialioglu, O. L. (2011). Student engagement in blended learning environments with lecture-based and problem-based instructional approaches. *Journal of Educational Technology & Society*, 77, 132-135. Retrieved March 3, 2015, from <http://search.proquest.com/docview/1287025353/abstract/CD08FAEA4D564CF0PQ/8?accountid=47253>
- DepEd (2014). *Curriculum Guides*. Retrieved January 5, 2015, from <http://www.deped.gov.ph/k-to-12/About/curriculum-guides/Grade-1-10>
- Durett, T. J. (2010). Effective differentiated instructional elements for improving student performance as perceived by secondary principals in exemplary public high schools in Texas. ProQuest. 24, 79-81. Retrieved March 3, 2015, from <http://search.proquest.com/docview/822190712/abstract/CD08FAEA4D564CF0PQ/10?accountid=47253>
- Flores G. M. (2014). Engagement in mathematical thinking and the proficiency level of secondary students. *JPAIR Multidisciplinary Research International Peer reviewed Journal*, 17, 60-65.
- Fraenkel, J. R., & Wallen, N. E. (2007). *How to design and evaluate research in education* (6th ed.). New York: McGraw-Hill Education.
- Freitag E. L. & Gambrell L.B. ( 2009). *Using Children's Literature in Preschool to Develop Comprehension*. Newbury Park, CA: Sage.
- Gilchrist, R. W. (2009). Teachers' perceptions of reading assessment for students with emotional and/or behavioural disorders. *ProQuest*, 56, 96-100. Retrieved

March 6, 2012, from <http://library2.usask.ca/theses/available/etd-09172009-145617/unrestricted/Thesis2009.pdf>

- Goldfus C. S. (2012) Knowledge foundations for beginning reading teachers in EFL. *Annals of Dyslexia*, 62, 204-221.
- Hayden, J. P., & Patrick B. D. (2007). *A project report on secondary teachers' knowledge and professional on secondary teachers' knowledge and professional development needs in the content area of reading*. Unpublished doctoral dissertation, Saint Louis University, Eisenhower Parkway.
- International Reading Association. (2000). Excellent reading teachers. *International Reading Association*, 25, 1-5. Retrieved April 3, 2012, from <http://www.reading.org/general/AboutIRA/PositionStatements/ExcellentTeachersPosition.aspx>
- International Reading Association. (2010). Standards for Reading Professionals. *International Reading Association*, 14, 1-6. Retrieved August 19, 2014, from <http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>
- Janet, R. T. (2004). What do teachers and their students think and know about reading? An exploratory study. *Journal of Psychology*, 45, 78-90. Retrieved April 26, 2013, from <http://web.ebscohost.com/ehost/detail?vid=5&sid=f4be9fb1-50b5-462b-976e-409f59692cd9%40sessionmgr113&hid=18&bdata=JnNpdGU9ZWhvc3QtG1ZlZQ%3d%3d#db=eric&AN=ED464043>
- Kaufhold, R. A., Alvarez, S. M., & Arnold, H. L. (2006). Lack of school supplies, materials and resources as an elementary cause of frustration and burnout in South Texas special education teacher. *Journal of Instructional Psychology*, 3, 159-161. Retrieved April 26, 2013, from <http://web.ebscohost.com/ehost/detail?sid=2354b885-0338-4f0a-a2d5-ca47f12d8662%40sessionmgr115&vid=25&hid=123&bdata=JnNpdGU9ZWhvc3QtG1ZlZQ%3d%3d#db=eric&AN=EJ764663>
- Kletzein, M. S., & Dreher M. L. (2004). An effective comprehension strategy. *The Reading Teacher*, 43, 73-77.
- Martinez, T. L. (2006). *Student engagement and motivation: Impact on learning and behavior*. Unpublished master's thesis, University of Northeastern Philippines, Iriga City.
- Mather, N. S., Bos, C.R., & Babur, N. G. (2001). Perceptions and knowledge of preservice and inservice teachers about early literacy instruction. *Journal of Learning Disabilities*, 15, 42.
- Morgan, L. B. (2008). Improving student engagement: Use of the interactive whiteboard as an instructional tool to improve engagement and behavior in the junior high school classroom. *ProQuest*, 18, 45-48. Retrieved March 3, 2015,

from

<http://search.proquest.com/docview/304801586/CD08FAEA4D564CF0PQ/7?accountid=47253>

- McLaughlin, M. T. & Alenn, R. M. (2009). *Guided Comprehension Grade 3-8*. Retrieved May 10, 2012, from <http://www.reading.org/Publish.aspx?page=bk712-2-McLaughlin.pdf&mode=retrieve&D=10.1598/9780872077126.2&F=bk712-2-McLaughlin.pdf&key=271A816A-8E43-4B3A-96BB-4CA6F9D3714C>
- Medina, A.J., & Pilonieta, P. (2009). Reciprocal teaching: we can do it, too. *The Reading Teacher*, 63, 120-129.
- Moats, G. H., Louisa, C. M., Foorman, D. S., & Barbara, R. T. (2003). Measuring teachers' content knowledge of language and reading. *ProQuest Science Journals*, 53, 23-24. Retrieved February 6, 2014, from <http://search.proquest.com/docview/225372350/14283F21103275EA2CB/8?aaccountid=47253>
- Mugure N. S. (2013). *Impact of resource utilization in education as perceived by teachers in secondary schools in Mathioya District, Muranga County*. Master's thesis. University of Kenya, Muranga. Retrieved April 26, 2013, from <http://ir-library.ku.ac.ke/ir/handle/123456789/6463?show=full>
- Nichols, W. D., Zellner, L. J., Rupley, W. H., Willson, V. L., Kim, R. Y., Mergen S. L., & Young, C. A. (2006). Profiles of K-2 teachers' use of reading instructional strategies and methods. *Journal of Literacy Research*, 37, 437-458.
- Okobia, E. O. (2011). Availability and teachers' use of instructional materials and resources in the implementation of Social Studies in junior secondary schools in Edo State, Nigeria. *European Journal*, 3, 90-97. Retrieved April 26, 2013, from [http://content.ebscohost.com/pdf27\\_28/pdf/2011/B62R/01Dec11/69710130.pdf?T=P&P=AN&K=69710130&S=R&D=a9h&EbscoContent=dGJyMMTo50SeqLQ4v%2BbwOLCmr0ueqLBSrqi4S7SWxWXS&ContentCustomer=dGJyMPGqtlC0qa5QuePfgex44Dt6fl](http://content.ebscohost.com/pdf27_28/pdf/2011/B62R/01Dec11/69710130.pdf?T=P&P=AN&K=69710130&S=R&D=a9h&EbscoContent=dGJyMMTo50SeqLQ4v%2BbwOLCmr0ueqLBSrqi4S7SWxWXS&ContentCustomer=dGJyMPGqtlC0qa5QuePfgex44Dt6fl)
- Ortiz, C. D. (2002). *Relationship between teachers' behavior and student academic engagement in an inner city school*. Unpublished master's thesis. University of Northeastern Philippines, Iriga City.
- Ping, X. L. (2011). Student teachers' use of instructional choice in Physical Education. *Research Quarterly for Exercise and Sport*, 82, 90.
- Songtao, M. S. (2011). Evidence on instructional technology and student engagement. *Academy of Educational Leadership*, 15, 149-154.

- Swerling, L. S. & Cheesman, E. D. (2011). Teachers' knowledge base for implementing response-to-intervention models in reading. *Journal of Reading and Writing*, 25, 25-28. Retrieved January 9, 2014, from <http://search.proquest.com/docview/1441791018/abstract/14283F21103275EA2CB/3?accountid=47253>
- Pado, F. (2004). Grade 1 teachers' pre-service preparation and practices in teaching beginning reading. *Reading Association of the Philippines*, 27, 5-11.
- Pado, F. (2006). Preventing reading failure through effective beginning reading instruction. *Reading Association of the Philippines*, 29, 36-42.
- Pardede, P. S. (2006). A review on reading theories and its implication to the teaching of reading. *Education Journal*, 67, 89-93. Retrieved December 28, 2012, from <http://parlindunganpardede.wordpress.com/articles/language-teaching/a-review-on-reading-theories-and-its-implication-to-the-teaching-of-reading>
- Phelps, G. L., & Schilling, S. T. (2004). Developing measures of content knowledge for teaching reading. *Elementary School Journal*, 67, 80-83. Retrieved February 6, 2014, from [https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fwww.sii.soe.umich.edu%2Fdocuments%2FESJ\\_CKT%2520reading\\_Final\\_Reformatted.pdf&ei=VkdsU-fCCYvn8AWI6YL4DA&usg=AFQjCNFtmz1bCHyPEh-XCTUchCqzu5wPwQ&sig2=rcmAV3ICQ634ZnGU86LWCw](https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fwww.sii.soe.umich.edu%2Fdocuments%2FESJ_CKT%2520reading_Final_Reformatted.pdf&ei=VkdsU-fCCYvn8AWI6YL4DA&usg=AFQjCNFtmz1bCHyPEh-XCTUchCqzu5wPwQ&sig2=rcmAV3ICQ634ZnGU86LWCw)
- Popoola, F. R. & Olarewaju, R. R. (2012). *Availability of instructional materials for teaching and learning of Mathematics*. Master's Thesis. Ahmadu Bello University, Ahmadu. Retrieved April 26, 2013, from <http://www.ejournal.sedinst.com>
- Quitlong, E. P. (2002). *A proposed teacher training program on metacognitive skills*. Unpublished master's thesis. University of the Philippines, Diliman, Quezon City.
- Reading Association of the Philippines. (2006). A position statement on excellent reading teacher. *Reading Association of the Philippines*, 23, 7.
- Rudell, R. T. (2002). *Teaching children to read and write*. Boston MA: A Pearson Education Company.
- Rumelhart, D. E. (1977). *Toward an interactive model of reading*. New York: NY Academic Press.
- Ryder, L. S. (2010). *Small group reading instruction*. Retrieved April 26, 2013, from <http://www.oswego.org/files/49/Small%20Group%20Reading%20Instruction%20booklet.docx.pdf>

- Samuels, S. J., & Kamil, L. M. (1988.) Models of the reading process. *Journal of Human Resource*, 23, 22-36.
- Schutt, R. K. (2006). *Investigating the social world*. California, USA: Pine Forge Press.
- Seaton, H. W. (2004). The relationship of self-concept, knowledge of reading, and teacher effectiveness. *School Journal*, 15, 43-46. Retrieved February 1, 2014, from <http://web.ebscohost.com/ehost/detail?sid=173d64e0-fca8-4b79-99ec-993ad024a764%40sessionmgr4003&vid=12&hid=4209&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=eric&AN=ED165119>
- Smaldino, S. T., Russell, J. D., Heinich, R. V., & Molenda, M. S. (2004). *Instructional technology and media for learning* (8th ed). New Jersey: Prentice Hall.
- Smith, F. J. (1994). *Understanding Reading*. Hillsdale, NJ: Lawrence Erlbaum.
- Swerling,, S. L., Brucker, P. O., & Alfano, M. P. (2005). Teachers' literacy-related knowledge and self-perceptions in relation to preparation and experience. *ProQuest Science Journals*, 2, 66. Retrieved February 12, 2014, from <http://search.proquest.com/docview/225377383/abstract/14283F21103275EA2CB/14?accountid=47253>
- Texas Education Agency. (2006). *Texas examinations for master reading teacher*. Retrieved February 6, 2014, from [https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fcms.texas-ets.org%2Findex.php%2Fdownload\\_file%2Fview%2F451%2F263%2F&ei=\\_FFsU477A4HfkAX9qYGQBw&usq=AFQjCNHCXusk7lxIMRfTwevU8PnZjZqu4Q&sig2=imrKNiJ8vvYRmgX1r3r2Fw](https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fcms.texas-ets.org%2Findex.php%2Fdownload_file%2Fview%2F451%2F263%2F&ei=_FFsU477A4HfkAX9qYGQBw&usq=AFQjCNHCXusk7lxIMRfTwevU8PnZjZqu4Q&sig2=imrKNiJ8vvYRmgX1r3r2Fw)
- Tierney, R. J., & Pearson, P. D. (1994). *Learning to learn from text: A framework for improving classroom practice*. Hillsdale, NJ: Erbalum.
- Tyner, B. S. (2009). Beginning reading instruction and the small-group differentiated reading model. *Journal of Literacy*, 46, 67-68.
- Tyner B. S. & Green S. T. (2012). *Differentiated Teaching Models for Intermediate Readers*. Retrieved March 29, 2012, from <http://www.reading.org/Publish.aspx?page=bk843-4-Tyner.pdf&mode=retrieve&D=10.1598/9780872078437.4&F=bk843-4-Tyner.pdf&key=569DF941-2D7C-4065-B7A1-ED667B263A58>
- Vacca J. L. (2009). *Reading and learning to read*. Boylston, Boston: Pearson Education.
- Vaezi, S. T. (2006). *Theories of reading*. New York: McGraw-Hill.

- Vanda Lea, U. S. ( 2010). The effect of guided reading instruction on reading achievement. *Journal of Human Resource*, 34, 38-40.
- VickieLynn, T. N. (2010). *Improving reading instruction through research-based instructional strategies*. Doctoral dissertation, Walden University. Retrieved April 26, 2013, from [http://web.ebscohost.com/ehost/detail?vid=4&sid=bb1b2c4e-6f1f-4801-a2dc-1fc05f20401c%40sessionmgr4&hid=123&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%](http://web.ebscohost.com/ehost/detail?vid=4&sid=bb1b2c4e-6f1f-4801-a2dc-1fc05f20401c%40sessionmgr4&hid=123&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d)
- Villanueva, V. (2004). How do teachers of literacy learn what they need to know. *Reading Association of the Philippines*, 27, 12-17.
- Viray E.T. (2008) *Teachers' beliefs about reading and reading instruction and a redesigned developmental reading course*. Unpublished doctoral dissertation, University of the Philippines, Diliman, Quezon City.
- Weincek G. S. & Palmer J. D. (2012). *Teaching tools for intermediate grade teachers*. Retrieved April 26, 2013, from <http://www.readinglady.com/mosaic/tools/tools.htm>

## APPENDIX A

## Instrument 1- Teacher's Profile



Republic of the Philippines  
**UNIVERSITY OF THE PHILIPPINES OPEN  
UNIVERSITY**

Los Baños, Laguna

January 15, 2015

Dear respondents,

I am Lynle C. Cacho , MAEd (Language and Literacy Education) student of UP Open University, Los Baños, Laguna. I am conducting a study entitled "Grade **Four Reading Teachers Profile, Content Knowledge, Strategies and its Relationship.**"

In this connection, I am requesting you to participate in this research study by answering the attached surveys and test .Rest assured, all information will be treated with utmost confidentiality.

Your response to this matter will highly be appreciated.

Very truly yours,

**LYNLE C. CACHO**

MAEd Student

Noted:

**NEMAH N. HERMOSA**

Adviser



2. Which of the formal courses directly related to reading/language/literacy education have you taken? Please check those which apply to you.

BEED specializing in English \_\_\_\_\_ BSE

English \_\_\_\_\_

Post Baccalaureate short courses/programs related \_\_\_\_\_

to reading/language/literacy/English/reading education

Masters (specializing in language/literacy/English/reading) \_\_\_\_\_ No. of units \_\_\_\_\_

Doctorate (specializing in language/literacy/English/reading) \_\_\_\_\_ No. of units \_\_\_\_\_

**B. Instructional Materials**

**Direction:** For each of the questions, please check the blank provided and column that best describes your answer. Follow this legend:

- 5- all the time / using the instructional materials 5 days in a week
- 4- most of the time / using the instructional materials 4 days in a week
- 3- more or less 50% of the time / using the instructional materials 3 days in a week
- 2- sometimes / using the instructional materials 2 days in a week
- 1 - rarely to almost never /using the instructional materials 1 day in a week or not using these materials in a week

		5	4	3	2	1
1. Do you have textbooks/supplementary books in your classroom that aid you in teaching reading? If your answer is YES please answer the following questions. Yes ___ No ___	1.1 If yes, to what extent do you use textbooks in teaching reading?					
	1.2 If yes, to what extent do you believe they aid you in teaching reading?					

<p>2. Do you have teachers' manual in your classroom that aid you in teaching reading?</p> <p>If your answer is YES please answer the following questions.</p> <p>Yes ___ No ___</p>	2.1 If yes, to what extent do you use teachers' manual in teaching reading?					
	2.2 If yes, to what extent do you believe it aids you in teaching reading?					
<p>3. Do you have big books in your classroom that aid you in teaching reading?</p> <p>If your answer is YES please answer the following questions.</p> <p>Yes ___ No ___</p>	3.1 If yes, to what extent do you use big books in teaching reading?					
	3.2 If yes, to what extent do you believe they aid you in teaching reading?					
<p>4. Do you have pictures in your classroom that aid you in teaching reading?</p> <p>If your answer is YES please answer the following questions.</p> <p>Yes ___ No ___</p>	4.1 If yes, to what extent do you use pictures in teaching reading?					
	4.2 If yes, to what extent do you believe they aid you in teaching reading?					
<p>5. Do you have VCD/DVD player in your classroom that aid you in teaching reading?</p> <p>If your answer is YES please answer the following questions.</p> <p>Yes ___ No ___</p>	5.1 If yes, to what extent do you use VCD/DVD player in teaching reading?					
	5.2 If yes, to what extent do you believe it aids you in teaching reading?					
<p>6. Do you have multimedia projector in your classroom that aid you in teaching reading?</p> <p>If your answer is YES please answer the following questions.</p> <p>Yes ___ No ___</p>	6.1 If yes, to what extent do you use multimedia projector in teaching reading?					
	6.2 If yes, to what extent do you believe it aids you in teaching reading?					

<p>7. Do you have audio materials(sound system/ speaker/microphone/lapel) in your classroom that aid you in teaching reading? If your answer is YES please answer the following questions. Yes ___ No ___</p>	7.1 If yes, to what extent do you use audio materials in teaching reading?					
	7.2 If yes, to what extent do you believe they aid you in teaching reading?					
<p>8. Do you have blackboard in your classroom that aid you in teaching reading? If your answer is YES please answer the following questions. Yes ___ No ___</p>	8.1 If yes, to what extent do you use blackboard in teaching reading?					
	8.2 If yes, to what extent do you believe it aids you in teaching reading?					
<p>9. Do you have graphic organizers/charts in your classroom that aid you in teaching reading? If your answer is YES please answer the following questions. Yes ___ No ___</p>	9.1 If yes, to what extent do you use graphic organizers in teaching reading?					
	9.2 If yes, to what extent do you believe they aid you in teaching reading?					
<p>10. Do you have television in your classroom that aid you in teaching reading? If your answer is YES please answer the following questions. Yes ___ No ___</p>	10.1 If yes, to what extent do you use television in teaching reading?					
	10.2 If yes, to what extent do you believe it aids you in teaching reading?					
	11.1 If yes, to what extent do you use computer/laptop in teaching reading?					

<p>11. Do you have computer/laptop in your classroom that aid you in teaching reading? If your answer is YES please answer the following questions.  Yes ___ No ___</p>	<p>11. 2 If yes, to what extent do you believe it aids you in teaching reading?</p>					
<p>12. Do you have internet in your classrooms, interactive learning activities, ebooks, online quiz, web like Quipper, edmodo that can help the students in learning reading and appreciating the literary text.</p>	<p>12.1 f yes, to what extent do you use them in teaching reading ?</p>					
	<p>12. 2 If yes, to what extent do you believe they aid you in teaching reading?</p>					

## APPENDIX B

**Instrument II. Teacher's Content Knowledge in Reading**

Republic of the Philippines  
**UNIVERSITY OF THE PHILIPPINES OPEN  
UNIVERSITY**

Los Baños, Laguna

January 15, 2015

Dear respondents,

I am Lynle C. Cacho , MAEd (Language and Literacy Education) student of UP Open University, Los Baños, Laguna. I am conducting a study entitled "**Grade Four Reading Teachers Profile, Content Knowledge, Strategies and its Relationship.**"

In this connection, I am requesting you to participate in this research study by answering the attached surveys and test .Rest assured, all information will be treated with utmost confidentiality.

Your response to this matter will highly be appreciated.

Very truly yours,

**LYNLE C. CACHO**  
MAEd Student

Noted:

**NEMAH N. HERMOSA**

Adviser

Name of Teacher \_\_\_\_\_ School \_\_\_\_\_

**Directions:** Each of the following items presents a scenario in reading/ language arts classroom. Read the question, then write the letter of your answer on the blank.

\_\_\_\_\_ 1. A fourth-grade teacher wants to help students apply oral language skills to clarify their understanding of literary texts. Which of the following instructional activities would be most appropriate for this purpose?

- a. The teacher reads aloud a short story each day, briefly retells the story, and then guides students to identify similarities and differences between the written story and the retelling.
- b. Each student silently reads a short story, rereads it aloud with a partner, and then reflects on the story by writing in his/her reading journal.
- c. The teacher reads aloud a chapter of a high-interest fantasy story each day, and then students meet in small groups to discuss the chapter and to predict what will happen next.
- d. Each student tape records his/her oral reading of a short story, listens to the recording, and then tells a partner the main events of the story.

\_\_\_\_\_ 2. A kindergarten teacher considers ways to promote students' reading proficiency by strengthening their oral language skills. Which of the following instructional activities would be most effective for this purpose?

- a. The teacher reads aloud a familiar story, and then students dramatize the story using their own words as well as words or phrases they recall from the book.
- b. Students listen to the teacher read aloud a familiar story and then answer factual questions about the story posed by the teacher.
- c. The teacher says several simple words (e.g., *bike, sail, bat*), and then students call out as many words as they can think of that rhyme with the target words.
- d. Students listen as the teacher stretches the sounds of a simple word (e.g., *moon*), and then students segment the word into phonemes.

\_\_\_\_\_ 3. At the beginning of the school year, a first-grade teacher gives students various screening assessments in reading. One student, who speaks a dialect that is different from the English used in the classroom, seems to be significantly behind his peers in reading development. Which of the following approaches would be most effective in addressing the student's oral language and reading needs?

- a. Include the student in a regular reading program with the rest of the students in the class and allow his oral language to improve naturally over time through peer interactions.
- b. Group the student with other students in the class who are experiencing reading difficulties and provide them with remedial reading instruction.
- c. Model high-level standard English vocabulary and language structures when speaking with the student and give him reading materials that also use a high level of English language.
- d. Provide the student with initial reading instruction using a language experience approach coupled with a structured skill-development program.

\_\_\_\_\_ 4. A kindergarten teacher plans instructional activities to help students understand the concept of syllables. Which of the following activities should the teacher plan *first*?

- a. The teacher guides students to say a word slowly and then count the number of syllables in the word.
- b. Students say the name of each child in the class while clapping once for each syllable in the name.
- c. The teacher writes a word while saying it and then has students move a block for each syllable they heard.
- d. Students identify the phonemes in a simple written word and then blend the phonemes to form syllables.

\_\_\_\_\_ 5. Which of the following words contains four phonemes?

- a. bag
- b. knee
- c. crab
- d. path

\_\_\_\_\_ 6. Which of the following informal assessment strategies would be most effective in determining whether a student can segment a word into phonemes?

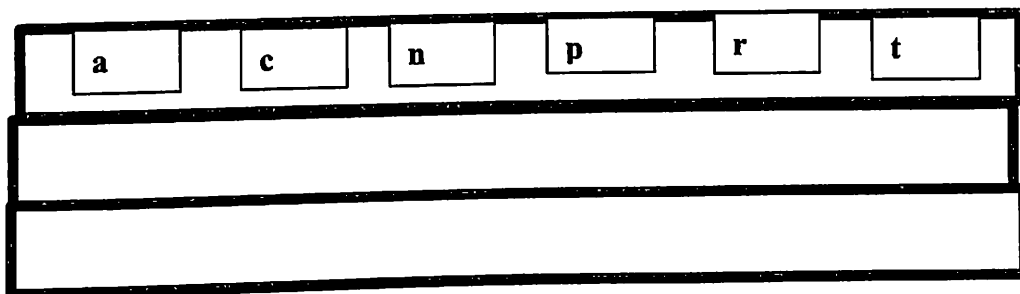
- a. The teacher says a simple word, such as *bat*, and then asks the student to identify words that rhyme with it.
- b. The teacher asks the student to draw lines between the letters of a simple word (e.g., *b|a|t*).
- c. The teacher pronounces three sounds (e.g., /b/, /a/, and /t/) and asks the student what word the sounds make.
- d. The teacher asks the student to say the individual sounds in a simple word such as *bat*.

\_\_\_\_\_ 7. Several first graders who are struggling readers seem to be having particular difficulty understanding and applying the alphabetic principle. Their teacher responds by providing them with explicit instruction in this area, as well as having them write about their reading on a daily basis. Daily writing is likely to promote struggling readers' understanding of the alphabetic principle primarily by:

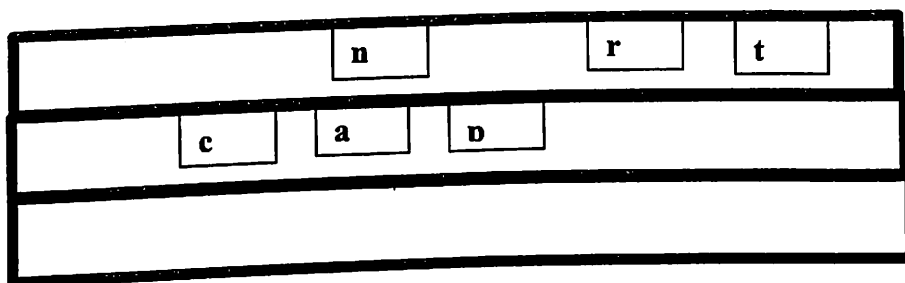
- a. promoting their recognition of various letters of the alphabet.
- b. giving them concrete practice in phonemic segmentation, blending, and symbol-sound correspondences.
- c. allowing them to develop their expressive language vocabularies.
- d. improving their grasp of directionality, spatial orientation, and other concepts of print.

A Reading teacher works with a first-grade teacher to design a small-group activity in which each student uses a "sound board," illustrated below. Made of heavy paper, each

sound board has an upper and a lower pocket. Strips of heavy paper with preprinted letters at the top may be inserted and arranged in the pockets.



The teacher gives each student six strips preprinted with the letters *a*, *c*, *n*, *p*, *r*, and *t*. After reviewing the names of the letters and their associated sounds, the teacher guides students to spell the word *cap* by moving the appropriate letters from the upper pocket of the sound board to the lower pocket. The teacher then guides students to form new words (e.g., *nap*, *rap*, *tap*) by replacing the *c* in *cap* with different letters from the upper pocket. Students participate in sound board activities on a regular basis, using the same set of letters or a different set to form simple words that have the same rime (e.g., *can/ran/tan* or *cat/pat/rat*).



8. The sound board activity is likely to promote students' reading proficiency primarily by:
- helping students learn to read new words through analogy with letter patterns in familiar words.
  - enhancing automatic recognition of irregular sight words.
  - helping students learn to read new words by applying multiple word identification strategies.
  - expanding students' listening and speaking vocabularies.

9. After the first sound board activity, the teacher wants to determine whether a student has mastered the reading skills targeted in the activity. Which of the following informal assessment strategies would be most effective for this purpose?
- The student attempts to read several simple words that have the same initial consonants as words that were formed during the activity (e.g., *cap*, *cape*, *cart*).
  - The teacher asks the student to write several of the words that were formed during the sound board activity.
  - The student attempts to read several words that have the same rhymes but different onsets from those studied during the activity (e.g., *map*, *lap*, *sap*).

- d. The teacher writes a series of words on the board and asks the student to circle all words that were formed during the sound board activity.

\_\_\_\_\_ 10. The teacher periodically makes word cards for all the words students have formed during their sound board sessions. Which of the following activities using the word cards would most effectively promote the reading skills targeted in the sound board activity?

- a. The teacher displays each card and guides students to stretch the phonemes in each word.
- b. Students work with a partner to sort the word cards by making groups of words that share the same rhyme.
- c. The teacher displays the cards one by one in random sequence, and students call out the word.
- d. Students work with a partner to sort the word cards by making groups of words that share the same onset.

\_\_\_\_\_ 11. Which of the following activities using words targeted during sound board sessions would be most effective in supporting students' reading development?

- a. The teacher displays the text of a repetitive rhyming poem that features the target words, and students learn to read the poem.
- b. Students work in small groups to practice blending the phonemes of each of the target words.
- c. The teacher reads aloud a grade appropriate story that includes the target words, and students raise their hands whenever they hear one of the words.
- d. Students work in small groups to practice reading and writing each of the target words.

**Use the information below to answer the two questions that follow.**

A school teacher uses word-mapping activities to help promote students' reading proficiency. The teacher begins by identifying a word root and explaining the history and meaning of the root. Working in groups of four, students write the root and its meaning in the center of a piece of chart paper. Students then spend about 15 minutes brainstorming words that contain the root and searching through available texts for additional words. Illustrated below is one group's map for the root *form*.

\_\_\_\_\_ 12. The word-mapping activity described above is likely to promote students' reading proficiency primarily by helping students:

- a. apply knowledge of syllabication to recognize when words share a common element.
- b. use graphophonic cues to recognize when words are related.
- c. apply knowledge of morphology and etymology to gain meaning from related words.
- d. use semantic and syntactic cues to identify related words.

\_\_\_\_\_ 13. The teacher considers how to incorporate use of the dictionary into the word mapping activity. Which of the following strategies would best promote students' reading proficiency?

- a. A member of each group uses the dictionary to locate other word roots that are similar to the root that students are using for their maps.
- b. Students discuss the meaning of the words they have included in their maps and then use the dictionary to check each word's derivation and definition.
- c. A member of each group looks up the root in the dictionary and copies the exact definition of the root to facilitate students' brainstorming.
- d. Students begin the brainstorming process by browsing through the dictionary to locate words that may be appropriate to include in their maps.

\_\_\_\_\_ 14. Instruction to increase reading fluency should begin only after a student has demonstrated which of the following reading skills?

- a. the ability to self-monitor comprehension
- b. strong oral language skills
- c. the ability to apply context cues effectively
- d. strong word recognition skills

\_\_\_\_\_ 15. A school teacher has been assessing a student's reading skills. The student is able to decode nearly all of the words in grade-level texts, but his reading fluency is only fair and this appears to be having a negative effect on his reading comprehension. Which of the following initial strategies would be most effective in improving the student's reading fluency and comprehension?

- a. Teach the student about differences between language structures used in spoken and written English.
- b. Advise the student to rely more on context cues to confirm word pronunciation and meaning.
- c. Have the student practice repeatedly reading a passage that is written at his independent reading level.
- d. Offer the student simplified content area texts, increasing text difficulty as comprehension improves.

\_\_\_\_\_ 16. An elementary school teacher asks the reading teacher to explain the importance of reading fluency. The Reading teacher could best respond by explaining that fluent reading:

- a. enhances students' oral language proficiency.
- b. helps students recognize similarities and differences between spoken and written language structures.
- c. promotes students' ability to sound out words efficiently.
- d. allows students to devote more attention to interpreting the meaning of the text.

\_\_\_\_\_ 17. Which of the following sets of words would be most appropriate for students to memorize as sight words?

- a. *girl, come, there, what*
- b. *train, make, shell, drink*
- c. *plate, chore, rock, bump*
- d. *game, trick, stop, plan*

\_\_\_\_\_ 18. According to convergent research, students benefit most from vocabulary instruction that:

- a. focuses primarily on target words that are drawn from content area reading materials.
- b. offers frequent practice in applying semantic and syntactic cues to identify unfamiliar words.
- c. focuses primarily on the use of graphophonic cues to identify unfamiliar words.
- d. offers multiple exposures to target words in authentic contexts within and beyond the classroom.

A Grade Four teacher informally assesses a student's reading comprehension by having the student silently read a short story entitled "The Three Sisters." Shown below is an excerpt from the story and the student's retelling of it.

Doris, Nita, and Lorna belong to the richest family in town. However, their parents, Don Pablo and Doña Ana Garcia died. Don Pablo had left a will giving the house to the eldest daughter, Doris, and the rest of the property divided among the three. Doris was proud and selfish. She insisted her sisters, Nita and Lorna to leave her house. As time passed by Doris lived lavishly while Nita and Lorna lived in a simple life. After a couple of years, Doris became poor and sickly. Her two sisters decided to take good care of her and they lived happily and peacefully.

- \_\_\_\_\_ 19. Based on the results of this informal reading assessment, which of the following post reading activities would be most effective in improving the student's literal comprehension of the story?
- The teacher guides the student to clarify her understanding by making a graphic organizer to compare and contrast the attitude of three sisters.
  - The student links the story to her personal experience by free writing about their challenges in the family.
  - The teacher guides the student to clarify her understanding by analyzing explicit cause-and-effect relationships in the story.
  - The student and a partner compare and contrast the story to other stories they have read that involve characters who face similar challenges.

\_\_\_\_\_ 20. The teacher could best test the student's inferential comprehension of the story by asking the student to:

- describe the Garcia Family.
- compare and contrast the characters.
- deduce why did Don Pablo left a will giving the house to Doris.
- evaluate the strong points and weak points of the story.

\_\_\_\_\_ 21. The results of this informal assessment suggest that the student would benefit most from which of the following types of reading instruction?

- demonstrating note-taking techniques to help the student learn how to identify and summarize main ideas and supporting details
- modeling for the student how to use think-aloud techniques to help monitor comprehension as she reads
- providing the student with opportunities for prereading discussion to activate and expand relevant prior knowledge
- using word mapping to clarify the student's understanding of related words and concepts

\_\_\_\_\_ 22. Elementary pupils have been reading legends and analyzing the elements of this literary genre. The teacher wants to plan an instructional activity that will promote students' reading and writing development as well as enhance their understanding of this type of literature. Which of the following activities would best address these goals?

- Pairs of students collaborate to write their own legend and read it aloud to the class.
- Students collaborate in small groups to create a graphic organizer that summarizes the main events in a number of different legends that the students have read.

- c. Pairs of students collaborate to make a list that identifies the literary characteristics of legends.
- d. Students work in small groups to read several commentaries about legends and then write a report that summarizes the main features of this type of literature.

23. Illustrated below is a writing sample of a five-year-old student.

WRTTEP  
("We are having a tea party.")

This sample suggests that the student would benefit most from reading instruction to help him:

- a. recognize and spell simple, high frequency sight words.
- b. grasp the concept that print carries meaning.
- c. develop an understanding of the directionality of print.
- d. recognize the separate sounds within individual words.

24. Each student in a first-grade class creates a personal word bank by making and illustrating word cards for words he or she knows how to spell correctly. This practice is likely to promote students' reading and writing development primarily by:

- a. helping students apply knowledge of phonics to improve their spelling skills.
- b. motivating students to expand their written vocabularies and improve their spelling skills.
- c. helping students distinguish between regular and irregular spellings.
- d. motivating students to collaborate with peers to identify and correct spelling errors.

**Use the information below to answer the two questions that follow.**

A preschool teacher sits beside a student who is finishing a drawing. The teacher asks, "What would you like to say about your picture?" The student responds by saying, "This is a picture of my pet. His name is "Poypoy." The teacher writes the student's response on a strip of paper, slowly reading it aloud as he writes. The teacher then helps the student attach the caption to the completed drawing and display it on a bulletin board in the classroom.

25. The activity described above is likely to promote the student's reading development primarily by:

- a. improving the student's ability to summarize main ideas.
- b. helping the student apply the alphabetic principle.
- c. focusing the student's attention on the sounds of written words.
- d. helping the student understand that print conveys meaning.

26. Which of the following modifications of this activity would be most effective in reinforcing the student's understanding of the relationship between spoken and written language?

- a. After writing the caption, the teacher slowly rereads the caption aloud while pointing to each word.
- b. The teacher slowly points to each letter of the caption and identifies the name of the letter.

- c. After writing the caption, the teacher helps the student copy some of the letters onto another sheet of paper.
- d. The teacher identifies the initial phoneme of each word in the caption after reading it aloud.

\_\_\_\_\_ 27. A grade four teacher regularly makes use of flexible, heterogeneous grouping for reading and writing activities. The teacher typically begins with a whole-class discussion related to the planned activity. Students then meet in small groups. In a follow-up discussion, the whole class debriefs, with students sharing what they learned through the small-group reading activity. This instructional approach is most likely to benefit students in which of the following ways?

- a. helping the teacher ensure the consistency of reading instruction  
by setting guidelines that apply equally for all students in the class
- b. encouraging student scaffolding by creating a sense of community among readers
- c. building students' confidence as readers by enabling them to identify with peers at the same stage of reading development
- d. enhancing the teacher's ability to monitor the ongoing reading development of each student

\_\_\_\_\_ 28. A grade five teacher is attending an informational session about the Philippine Informal Reading Inventory (Phil-IRI). The teacher asks a Reading teacher if use of Phil-IRI is mandatory. The Reading Teacher could best respond by offering which of the following explanations?

- a. DepEd requires all school districts to assess the reading skills of students in Grade Three to Grade Six using Phil-Iri, a validated assessment tool that evaluates the reading proficiency of the pupils .
- b. The Department of Education encourages, but does not require, all school districts to use the Phil-IRI or another approved, research-based assessment to diagnose the reading needs of the students.
- c. School Districts must use Phil-IRI to assess the reading skills of the students but may use another approved, research-based instrument.
- d. Department of Education requires the schools district to ensure that appropriate assessment instruments are used to diagnose the reading needs of students

\_\_\_\_\_ 29. Which of the following questions should a Reading Teacher ask when judging the *content validity* of a particular reading assessment?

- a. To what extent have the scores of individuals or groups who have taken the assessment fluctuated over time?
- b. Does the assessment allow students to demonstrate their knowledge in a variety of ways?
- c. Is the assessment normed on populations whose attributes differ greatly from the students who will take the assessment?
- d. How well does the assessment measure what is being taught in the reading program?

\_\_\_\_\_ 30. A first-grade class includes a number of English Language Learners who are at the early production stage of English acquisition and are emergent readers in English. When assembling reading materials for these students, the teacher should concentrate on selecting materials that:

- a. have mostly decodable text and include strong visual support such as realistic illustrations.
- b. engage students' interest through the use of multidimensional characters and unpredictable story lines.

- c. model a variety of different writing styles and correct English writing conventions and usage.
- d. focus on content area concepts and promote development of basic content area knowledge and skills.

\_\_\_\_\_ 31. Which of the following situations illustrates how *negative transfer* can affect the transfer of literacy competency from one language to another?

- a. An English Language Learner sounds out an English word accurately, but she does not recognize it because the word does not have a cognate in her primary language
- b. An English Language Learner sounds out English words inaccurately by applying letter sound associations from her primary language to English.
- c. An English Language Learner has a diagnosed reading disability in her primary language, and assessments suggest that she may also have a reading disability in English.
- d. An English Language Learner reads a content area text accurately in English but incorrectly answers comprehension questions about it because she has no schema for this content in her primary language.

\_\_\_\_\_ 32. Which of the following instructional practices by classroom teachers would best promote the language and reading development of English Language Learners?

- a. using authentic language, such as idiomatic expressions, during instruction to enrich English Language Learners' vocabularies
- b. providing English Language Learners with individualized instruction that allows them to complete their work independently of their English-speaking peers
- c. using context-embedded language and paraphrasing during instruction to facilitate English Language Learners' comprehension
- d. providing learners with teacher-guided instruction that carefully controls their language input and responses to ensure correct English usage

\_\_\_\_\_ 33. A first-grade teacher is selecting reading materials to use with students who have reading difficulties. Most of the reading materials selected by the teacher have controlled vocabulary and a high proportion of decodable words. Such reading materials are appropriate for struggling readers because these texts tend to:

- a. contain fewer pictures and illustrations that are distracting to readers and can impede their comprehension of text.
- b. focus on imaginative content and situations, which motivates readers to become more involved with the texts.
- c. contain sentences and vocabulary that provide opportunities for readers to practice the alphabetic principle in context.
- d. use language that is authentic and idiomatic, which makes the texts more accessible to the readers.

\_\_\_\_\_ 34. A student who experienced some reading difficulty in the first and second grades is struggling with reading in third grade. His classroom teacher plans to administer various assessments to help determine the student's reading strengths and needs. Given

convergent research on the most common causes of reading difficulty in children this age, which of the following assessments should the teacher administer to the student *first*?

- a. an assessment in phonological awareness and phonics
- b. an informal assessment in which the student reacts in writing to a passage he reads silently from a book in the classroom library
- c. an assessment in study skills that is constructed from content area texts
- d. an informal reading inventory in which the teacher has selected passages from texts written at the third-grade level

\_\_\_\_\_ 35. Which of the following statements accurately describes the research-based rationale for including a writing task in the screening process when a student is being screened for a possible reading disability or dyslexia?

- a. Individuals with dyslexia or reading disabilities frequently experience written expressive-language difficulties that parallel their reading difficulties.
- b. Written expression provides an outlet for a struggling reader that helps reduce the student's test anxiety, resulting in improved reliability of the testing process.
- c. Individuals with dyslexia or reading disabilities frequently perform better on written tasks than their performance on reading assessments alone would predict.
- d. The extent of a subject's reading vocabulary knowledge is best measured using an assessment that requires the subject to apply vocabulary actively.

## APPENDIX C

### Instrument 3 Teaching Reading Strategies Actual Observation Checklist

Name \_\_\_\_\_

Position Title \_\_\_\_\_

School \_\_\_\_\_

Date of Observation \_\_\_\_\_

	(/)	(X)	Note
1. The teacher starts the lesson by asking her/his students if they know anything about the topic.			
2. The teacher uses graphic organizers such as KWL chart, semantic web, and the like to assess her /his students' knowledge about the topic to be discussed/read.			
3. The teacher encourages her/his students to speculate about the text yet to be read.			
The teacher teaches vocabulary or unlock difficult concepts/words.			
5. The teacher organizes reading of topics/stories to be discussed by			
a. assigned reading.			
b. reading aloud.			
c. guided reading.			
d. shared reading.			
e. paired reading.			
6. The teacher breaks the class into small groups for engagement activities.			
7. The teacher teaches her/his students how to use graphic organizers such as Venn diagram; story map; story grammar; main-idea map; timelines; comparison and contrast tables.			
8. The teacher encourages her/his students to respond to the text using their experiences and prior knowledge.			
9. The teacher provides varied activities such as feelings chart; decision chart; form filling; drawing; role play; and story pyramid for the students to respond to the topic/reading material.			

10. The teacher demonstrates comprehension processes to her/his students through a. thinking out loud; clarifying meaning.			
b. determining author's style, intent, content, or format.			
c. focusing attention on specific components of the text			
d. locating a specific answer.			
e. reflecting on ideas inspired by the text.			
11. The teacher explains to her/his students the importance of strategies such as rereading, previewing, using context clues, paraphrasing; and the likes.			
12. The teacher motivates students to generate questions before, during, and after reading.			
13. The teacher explains to her/his students that asking questions help them comprehend more deeply.			
14. The teacher explains to her/his students how asking questions can be used to understand other academic subjects.			
15. The teacher explains to her students the importance of making connections between a. their background knowledge and the text.			
b. their experiences and the text.			
c. their world views and the text.			
16. The teacher encourages her/his students to revise their prior knowledge in relation the present material.			
17. When she/he reads the lesson she/he can imagine the comprehension strategies that will best suit that particular lesson.			
18. When the teacher reads the lesson she can predict the questions that her/his students will ask during and after reading.			
<b>Total</b>			

**LYNLE C. CACHO**  
MAEd Student  
Coordinator

**CHARITO E. AVILA**  
Lopez West English

## APPENDIX D

### Instrument 4 Students' Engagement Rubric (Observation)

Name of Teacher \_\_\_\_\_  
 Grade/Section \_\_\_\_\_ Date of Observation \_\_\_\_\_

**4 – Highly Engaged (HE):** Pupils' engagement consistently exceeds expectations. Displays consistently at all times, high level of performance in skills, abilities, initiatives and productivity. Self-direction of the pupils is evident.

**3 – Moderately Engaged (M E):** Pupils' engagement often exceeds expectations. Displays a high level of competency related skills, abilities, initiatives and productivity.

**2 – Engaged (E):** Pupils' engagement meets basic expectations based on standards. Displays basic level of work performance outputs as required outcomes.

**1 – Not Engaged (NE):** Pupils' engagement frequently falls below standard. Performance and work outputs are consistently low; fails to meet required outcomes .Pupils are disengaged and do not make progress.

	NE	E	ME	HE
1. The pupils answer in own words at a desired cognitive level.	1	2	3	4
2. The pupils participates actively in the learning tasks with some levels of independence.	1	2	3	4
3. The pupils ask questions relevant to the lesson.	1	2	3	4
4. The pupils sustain interest in the lesson/ activity.	1	2	3	4
5. The pupils follow routines and procedure to maximize instructional time.	1	2	3	4
6. The pupils show appropriate behavior of individualism, cooperation, competition in classroom interactions.	1	2	3	4
7. The pupils imbibe and values learning from the teacher and from classmates	1	2	3	4
8. The pupils demonstrate in varied ways, learning achieved in the activities.	1	2	3	4

**LYNLE C. CACHO**  
 MAEd Student

**CHARITO E. AVILA**  
 Lopez West English Coordinator

## APPENDIX E

### Letter of Communications



**Republic of the Philippines  
UNIVERSITY OF THE PHILIPPINES OPEN  
UNIVERSITY**

**Los Baños, Laguna**

January 5, 2015

**FAUSTINO V. PARRO**  
District Supervisor, Lopez West District  
Lopez, Quezon

Sir:

The undersigned is a MAEd (Language and Literacy Education) student of the UP Open University, Los Baños, Laguna. She is conducting a study on **Grade Four Reading Teachers Profile, Content Knowledge, Strategies and its Relationship**. She has selected the Grade Four Teachers of your district to be the respondents.

With your approval, she will be inviting all Grade Four Teachers to convene in Lopez West Social Hall for an **Action Research Planning Session** at your preferred date and time of which data gathering of her study will also take place. This includes distribution of survey questionnaires and administration of reading test to all Grade Four Teachers. Moreover, she is requesting permission to conduct observation to selected Grade Four Teachers based on the test result.

Rest assured that the data gathered will be treated with utmost confidentiality and that a copy of the report of the study will be forwarded to your office as soon as it is completed for your reference.

Your favorable approval and support to this matter will highly be appreciated.

Very truly yours,

**LYNLE C. CACHO**  
MAEd Student

Noted:

**NEMAH N. HERMOSA**  
Adviser

Approved:

**FAUSTINO V. PARRO**

District Supervisor

Republic of the Philippines Department of Education Region IV-A CALABARZON

Lopez West District  
Lopez, Quezon

January 9, 2015

---

---

---

**Attention: Grade Four Teachers**

Madam/Sir:

This is to introduce Lynle C. Cacho, Action Research Coordinator of our district and MAEd (Language and Literacy Education) student of the University of the Philippines Open University. She is currently working on the District Action Research Program and conducting a study on Grade Four Reading Teachers Profile, Content Knowledge, Strategies and its Relationship.

In this connection, I am requesting your Grade Four Teachers to attend the **Action Research Planning Session on January 17, Saturday (8:00-10:00 A.M.)** at Lopez West Social Hall. Included in the planning session is a quick survey and teaching reading knowledge assessment administration to all Grade Four Teachers. Hence, teachers are also advised to bring a photocopy of their any available **Personal Data Sheet**.

Refreshment will be provided and a modest **P100.00** transportation allowance will be given upon completion of all session activities which will not exceed 2 hours. For other details, you may reach the Action Research Coordinator at this number, 09196670854.

Attendance of concerned teacher/s is required.

Very truly yours,

**FAUSTINO V. PARRO**  
District Supervisor, Lopez West

**Republic of the Philippines Department of Education Region IV-A CALABARZON**

**Lopez West District  
Lopez, Quezon**

January 9, 2015

Dear Grade Four Teachers,

This is to introduce Lynle C. Cacho, Action Research Coordinator of our district and MAEd (Language and Literacy Education) student of the University of the Philippines Open University. She is currently working on the District Action Research Program and conducting a study on Grade Four Reading Teachers Profile, Content Knowledge, Strategies and its Relationship.

In this connection, I am requesting all Grade Four Teachers to attend the **Action Research Planning Session on January 17, Saturday (8:00-10:00 A.M.)** at Lopez West Social Hall. Included in the planning session is a quick survey and teaching reading knowledge assessment administration to all Grade Four Teachers. Hence, teachers are also advised to bring a photocopy of their any available **Personal Data Sheet**.

Refreshment will be provided and a modest P100.00 transportation allowance will be given upon completion of all session activities which will not exceed 2 hours. For other details, you may reach the Action Research Coordinator at this number, 09196670854.

Attendance of concerned teacher/s is required.

Very truly yours,

**FAUSTINO V. PARRO**  
District Supervisor, Lopez West

## APPENDIX F

Table of Specification on Reading Test of TLCKR

	Item Placement	No. of Items	Percent
<b>DOMAIN I- Foundational knowledge of reading</b>			
a. Competency 001-The Reading Teacher applies knowledge of oral language skills and development to teach reading.	1-3	3	8.6 %
b. Competency 002- The Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.	4-6	3	8.6 %
c. Competency 003-The Reading Teacher applies knowledge of the alphabetic principle to teach reading.	7-10	4	11.4 %
d. Competency 004-The Reading Teacher applies knowledge of word analysis skills and development to teach reading.	11-12	2	5.7 %
e. Competency 005-The Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.	13-16	4	11.4 %
f. Competency 006-The Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.	17-20	4	11.4 %
g. Competency 007-The Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.	21-24	4	11.4 %
		<b>24</b>	<b>68.6 %</b>
<b>DOMAIN II—PRINCIPLES OF INSTRUCTIONAL DESIGN, DELIVERY, AND ASSESSMENT IN READING</b>			
a. Competency 008- The Reading Teacher knows how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research.	25-26	2	5.7 %

b. Competency 009-The Reading Teacher knows how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.	27-29	3	8.6 %
		<b>5</b>	<b>14.3 %</b>
<b>DOMAIN III—READING INSTRUCTION AND ASSESSMENT FOR STUDENTS WITH DIVERSE BACKGROUNDS AND NEEDS</b>			
a. Competency 010-The Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.	30-32	3	8.6 %
b. Competency 011-The Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.	33-35	3	8.6 %
		<b>6</b>	<b>17.1 %</b>
<b>TOTAL</b>		<b>35</b>	<b>100%</b>

## APPENDIX G

## LEVEL OF INDICATORS ON STUDENT ENGAGEMENT

<b>4 – Highly Engaged (HE)</b>	Pupils' engagement consistently exceeds expectations. Display consistently at all times, high level of performance in skills, abilities, initiatives and productivity. Self-direction of the pupils is evident.
<b>3 – Moderately Engaged (ME)</b>	Pupils' engagement often exceeds expectations. Display a high level of competency related skills, abilities, initiatives and productivity.
<b>2 – Engaged (E)</b>	Pupils' engagement meets basic expectations based on standards. Display basic level of work performance outputs as required outcomes.
<b>1 – Not Engaged (NE)</b>	Pupils' engagement frequently falls below standard. Performance and work outputs are consistently low; fails to meet required outcomes .Pupils are disengaged and do not make progress