EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

COMPREHENSION STRATEGY FOR GRADE TEN STUDENTS: DIRECTED READING THINKING ACTIVITY IN FOCUS

Lovely Grace A. Villaroman[1]
[1] *Student, Graduate School, The Rizal Memorial Colleges, Inc.*

Article DOI: https://doi.org/10.36713/epra17627
DOI No: 10.36713/epra17627

ABSTRACT

The purpose of this research topic emanated from the observation in the past research that, levels of reading difficulties among Junior High School students are very high in the Philippines and are not an exception (Soriano, 2019). The Philippines could be having thousands of children who have severe reading problems which have not been detected. Therefore, there is a need to identify and understand these reading predicaments early in life and the challenges they bring about so that the situation could be changed for the better. This study involved teachers in grades ten in selected public schools in Davao City. This group was chosen because, the following year, they are supposed to be in the Senior High School to write their examinations which are to be read and answered in English without anybody's help. The purpose of direct reading activity (RDA) is to activate your students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Use open-ended questions to direct students as they make predictions about the content or perspective of the text. Every participant is an English teacher at one of Davao City's chosen public schools. With over five years of experience teaching reading, these participants are currently teaching for school year 2023–2024. This study includes nine participants in total, who, if needed, will participate in the focused group discussion and in-depth interview. Five of them will joined the in-depth interview (IDI) while the remaining four have joined focused group discussion. All data gathered during IDI and FGD was recorded and transmuted to summarize the responses of the participants in an orderly manner. Below are the inclusion criteria of the participants.

KEYWORDS: *Comprehension, strategy, students, directed reading, thinking activity*

INTRODUCTION

Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in acquiring knowledge and new information. Reading comprehension using direct reading activity is the most essential skill in the educational context as it can be the assessments for students' general language ability. The department of education emphasized that reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have good understanding ability.

In the United States of America, there are still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students so that students are not involved in active reading process. Indeed, each lesson will not be separated from the communicative method. But if in any learning simply used by communicative method the students will be visible only be passive and just as an object of learning do not as a subject of learning so that will be difficult to develop students' thinking process (Adams, M.J., 2020).

In the same way, in Norway, the used of suitable strategies that will be one of the determinants in teaching learning. Even in terms of learning reading comprehension. The method or strategy used should be able to improve students' reading comprehension. The lack using of method or learning strategies become one of the bottlenecks achievements of learning goals (Bond, et. al., 2019).

The selection of methods for each learning the teacher must attention to the character of the students. Methods or strategies used is not only one, but also can be varied by other methods so that students do not feel tired or bored in learning process. When students are motivated to learn well and it will facilitate in providing instruction to students so that learning becomes conducive and pleasant. Therefore, the goal of learning will be achieved (Crowder & Wagner 2019).

According to Gibson (2019) some problems above, almost a half of students get low point in reading comprehension class. It is known from the English teacher in that school if the minimum completeness criteria for English subjects specified in the junior high school that is seventy-five. While from students in the class is almost more than half have not yet reached the criteria minimum. I think so many factors again that caused it to happened, one of each is the choice of method still conventional or the communicative method.

In Washington D.C, Richardson and Morgan (2019) state that direct reading activities engages students in higher order thinking skills and that these skills include making connections between interrelated elements of the text, justifying thought processes and drawing logical conclusions. They maintain that these skills can set the pathway toward independent reading, foster learner responsibility and improve reading comprehension. The direct reading activities helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. They add that this strategy stimulates students' thinking and makes them listen to the opinions of others and modify their own in light of additional information.

Research Questions

I have found that teaching reading strategies is important to developing increased student reading comprehension. At the same time, they have found many teachers lack a solid foundation for teaching these reading comprehension strategies (National Reading Panel, 2020). Therefore, teachers need to be prepared, through professional development, on how to design effective comprehension strategies and how to teach these strategies to their students. Improving reading skills is a top priority for all educators.

To achieve the main aim of this study, the following research questions are set to generate reliable and authentic data from the Junior High School teachers who served as the participants of this study, to wit:

1. What is the reading predicament encountered by the teachers in teaching grade ten students using direct reading activity?
2. How do they cope with those reading predicament to achieve reading proficiency using direct reading approach in teaching grade ten students?
3. What are the teaching and learning insights can be drawn to enhance the reading comprehension the grade ten learners using direct reading activities?

METHODOLOGY

Research Design

In order to enable future researchers to extrapolate the findings of this study to different contexts, the specifics of the research methodologies will be detailed. Transferability, the qualitative equivalent of external validity in postpositivist research, will be developed through detailed and meticulous discussions of the study's time, place, environment, and culture (Mertens, 2018). This part will address the interview technique, clarify the researcher's function, and then go into the sample strategy and ethical issues.

Research Participants

TEvery participant is an English teacher at one of Davao City's chosen public schools. With over five years of experience teaching reading, these participants are currently teaching for school year 2023–2024. This study includes nine participants in total, who, if needed, will participate in the focused group discussion and in-depth interview.

Five of them will joined the in-depth interview (IDI) while the remaining four have joined focused group discussion. All data gathered during IDI and FGD was recorded and transmuted to summarize the responses of the participants in an orderly manner. Below are the inclusion criteria of the participants.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

Research Instruments

Researchers should interview subjects to find out information they are unable to directly observe, according to Patton (2005), referenced in Soriano (2019). The goal of qualitative interviewing is to comprehend participant experiences and the meaning they ascribe to them rather than to find answers to specific questions. Semi-structured interviews are frequently used when a researcher wants to gather more focused and specific information, but unstructured, open-ended interviews are typically used in qualitative studies because they allow for the greatest flexibility and responsiveness to emerging issues for both the interviewer and the participants.

Semi-structured interviews combine the flexibility of unstructured, open-ended interviews with directionality and an agenda to produce focused, qualitative, textual data (Schensul, et. al., 2019). This study collected data using semi-structured interviews to explore how the Junior High School teachers improve the quality of teaching reading to Grade 10 learners and to describe their experiences, strategies, and outcomes when attending classes in promoting reading comprehension skills using directed reading thinking activities.

Data Analysis

The qualitative method was used to analyze the data. I conducted an analysis of the interviews to respond to the first and second research questions. As a result, I found the themes by doing a content analysis of every interview. In order to address the second and final study objectives, the interviews were utilized to examine the benefits and drawbacks of these interactive slides.

Qualitative data analysis begins with the process of organizing, reducing, and describing the collected data. Unlike quantitative analysis, there are no prescribed formulas for qualitative analysis. Marshall and Rossman (2006) remind researchers that qualitative analysis does not proceed linearly and is not neat. However, good practice and procedures enhance the credibility of qualitative research. In this last section, the data analysis procedures will be explained and the steps taken to ensure the results from this study are credible, transferable, dependable, and authentic will be thoroughly described.

To guide the data analysis, I used the seven phases of data analysis described by Colaizzi (2006) as cited in Evans and Green (2019). Data analysis first begins with organizing the data. The organization of the data involved keeping information provided by each participant separate and in sequence with the order of the interviews. The process of organizing the data allowed it to remain manageable, easily accessible, and readily available. The digital audio files from the interviews were carefully transcribed into written form.

RESULTS AND DISCUSSION

It can be concluded that directed reading thinking activities (DRTA) has good benefits to support the reading comprehension learning process. Students can understand the contents of the reading text easily. Besides, it can increase students' reading interest, especially reading stories or fairy tales. Text prediction has an important role in directed reading thinking activities strategy because at this stage students are required to think critically. This strategy can help teachers in improving students' reading comprehension skills in teaching the English language. Based on the data of the research, the directed reading thinking activities strategy has several benefits, including: can improve students' reading comprehension ability; can increase students' interest in reading; make the class more exciting, and less boring.

Implications

The traditional bottom-up approach to reading influenced by behaviorist psychologist E.J. Gibson in the 1950s, which claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" and language learning was characterized as a "response system that humans acquire through automatic conditioning processes," where "some patterns of language are reinforced (rewarded) and others are not," and "only those patterns reinforced by the community of language users will persist" (Omaggio, 2019). Behaviorism became the basis of the audio-lingual method, which sought to form second language "habits" through drilling, repetition, and error correction.

Thus, the importance of vocabulary development and comprehension techniques was found relevance to the theory of E.J. Gibson because a robust vocabulary improves all areas of communication such as; listening, speaking, reading

and writing. Vocabulary is critical to a child's success for these reasons: vocabulary growth is directly related to school achievement, the size of a child's vocabulary in kindergarten predicts the ability to learn to read, vocabulary helps children to think and learn about the world and expanding a child's knowledge of words provides unlimited access to new information.
In the 1960s Richard Gregory draw a paradigm shift that occurred in the cognitive sciences. Behaviorism became somewhat discredited as the new cognitive theory represented the mind's innate capacity for learning, which gave new explanatory power to how humans acquired their first language; this also had a tremendous impact on the field of ESL/EFL as psycholinguists explained: "how such internal representations of the foreign language development within the learner's mind" (Omaggio, 2019).

John Flavell 1979 emphasized "thinking about thinking" and was introduced as a concept, who is typically seen as a founding scholar of the field. Flavell said that metacognition is the knowledge you have of your cognitive processes (your thinking). You can control your thinking processes through various strategies, such as organizing, monitoring, and adapting. Additionally, you can reflect upon the tasks or processes you undertake and select and utilize the appropriate strategies necessary in your intercultural interactions.

Lastly, the directed reading teaching activity learning strategy lays the foundation for John Dewey's educational philosophy, which states that students will experience meaningful learning if they are able to demonstrate the steps of scientific inquiry (Kara & Doi, 2021). The advantage of directed reading teaching activity the learning model is based on intrinsic motivation in accordance with constructivism about learning, where students should experience learning while teachers are only mediators and facilitators.

Thus, students will automatically be more motivated to learn. With high motivation, students will be more interested in solving problems contained in the worksheets and textbooks so that the information obtained will be more organized in the cognitive structure of students. The Directed Reading Thinking Activity (DRTA) model emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so as to encourage students to be able to apply it in their lives (Wijaya & Zulaeha, 2021). From this concept, there are several things that can be observed. First, the Directed Reading Thinking Activity (DRTA) model emphasizes the direct experience process.

The learning process in Directed Reading Thinking Activity (DRTA) does not expect students to only receive lessons, but the process of finding and finding the subject matter themselves. Second, the Directed Reading Thinking Activity (DRTA) model encourages students to be able to apply it in life, meaning that the Directed Reading Thinking Activity (DRTA) model not only expects students to understand the material they are learning but how the subject matter can color their behavior in everyday life. day. The subject matter in the Directed Reading Thinking Activity (DRTA) model is not to be piled up in the brain and then forgotten, but as a provision for them to influence real life (Safitri et al., 2022).

Future Directions
This research study shares the lived experiences of junior high school teachers in teaching reading using directed reading thinking activities (DRTA) among Grade 10 learner's value reading comprehension, modification of reading strategies and imposition of powerful motivation. Just as it informs of the many challenges teachers faced, it exposes numerous areas for further study. The overarching topic of educational disruption could be explored in relation to student achievement, teacher mental health, or teachers leaving the profession.

Within in the context of the difficulty in reading among learners and its impact on education, possible directions for research include student attendance, engagement, mental health, and coping strategies. To hone it on student academic progress, the study of the inequities which seemed to be exacerbated during teaching reading and learning using DRTA, and the impact of those on the achievement gap in education across the nation could be explored.

Also, worthy of study is how the reading format was beneficial to students as they did not have to manage the complexities of attending school with their peers every day, were allowed to work at their own pace, and possibly received one-to-one interaction and assistance from their teachers. Additionally, I would recommend studies to examine the impact of reading on parents' perceptions of teachers' roles and responsibilities. Other possibilities might

involve the notion of reading student cues while video conferencing, and how adaptations teachers made during reading sessions and learning directly impacted their future practice in either a face-to-face or a distance environment.

The extreme disruption of poverty among learners opened the floodgates with regards to educational topics worthy of pursuit. My study situates itself in the literature with regards to teachers' experiences in teaching JHS learners. Its findings led to several recommendations and possibilities for additional research.

REFERENCES

1. *Abadzi, H. (2021). Developing cross-language metrics for reading fluency measurement: some issues and options. (Global Partnership for Education Working Paper no. 6). Washington, DC: World Bank.*
2. *Abasolo, F. (2021). Teaching writing of narrative text through digital comic. Journal of English and Education, 5(2), 103-111.*
3. *Academia (2019). The structure and acquisition of reading I: Relations between orthographies and the structure of language. In A. Reber & D. Scarborough (Eds.), Toward a psychology of reading: The proceedings of the CUNY conferences (pp. 1–53) Hillsdale, NJ: Erlbaum.*
4. *Adams, M. J. (2020). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. Alberto, R., Gabinete, S., & Rañola, V. (2016). Issues and challenges in teaching mother tongue-based multilingual education in grades II and III: The Philippine experience. SSRN online. Available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2768558*
5. *Albert-Morgan, S. (2020). Ten ways to enhance the effectiveness of repeated readings. Journal of Early and Intensive Behavior Intervention, 3(3), 273-279.*
6. *Arimah, J. (2021). The effects of knowledge availability and knowledge accessibility on coherence and elaborative inferencing in children from six to fifteen years of age. Journal of Experimental Child Psychology, 61, 216-241.*
7. *Australian Law Reform Commission (2021). Teaching speaking to young learners. Retrievedfromhttp://www.academia.edu/4066131/Teaching_speaking_English_to_young_learners*
8. *Ball, L.C. (2019). Linguistic insight: Threshold of reading acquisition. In T. Waller & G. Mackinnon (Eds.), Reading research: Advances in theory and practice (pp. 63–114) New York: Academic Press.*
9. *Bator, K. (2019). Word-Finding difficulties and strategies. Retrieved from http://www.landmarkoutreach.org/sites/default/files/spotlight/WordFinding%20Difficulties.pdf*
10. *Blachowicz, C., & Ogle, D. (2018). Reading Comprehension: Strategies for Independent Learners (2nd ed.). New York: The Guilford Press.*
11. *Bond, G. L., & Dykstra, R. (2019). The cooperative research program in first-grade reading instruction. Reading Research Quarterly, 2(4), 5–142. https://doi.org/10.2307/746948*
12. *Brown, G., & Yule, G. (2021). Discourse analysis. Cambridge: Cambridge University Press.*
13. *Carduci, L. M. (2019). What can be learned about the reading comprehension of poor readers through the use of advanced statistical modeling techniques. In Miller, B., Cutting, L., McCardle, P. (Eds.), Unraveling the behavioral, neurobiological, & genetic components of reading comprehension (pp. 135-147). Baltimore, MD: Paul H. Brookes.*
14. *Center for Applied Linguistics (2019). Center for Applied Linguistics, recent focus. In: Gonzalez, J. (ed.), Encyclopedia of bilingual education. Los Angeles: SAGE Publications. pp. 120–123.*
15. *Chall, J.S., Durkin, D., Goodman, K., & Strickland, D.S. (2019). The past, present, and future of literacy education: Comments from a panel of distinguished educators, part II. The Reading Teacher, 43(6), 370–380.*
16. *Chen, C., & Truscott, J. (2020). The effects of repetition and L1 lexicalization on incidental vocabulary acquisition. Applied Linguistics. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
17. *Children's Speech and Language Services (2019). Speech & Language Therapy at Nemours Children's Health. Retrieved from https://kidshealth.org/en/parents/speech-therapy.html*
18. *Clay, M. (2019). An observation study of early literacy achievement (3rd ed.). Portsmouth, NH: Heinemann.*
19. *Coleman, H. (2019). Strategies to support expressive language. Special Needs Jungle by Mantra and & Word Press. Retrieved from http://www/specialneedsjungle.com/strategies-support-expressive-language/*
20. *Congress of the Philippines (2012). Retrieved from https://en.wikipedia.org/wiki/15th_Congress_of_the_Philippines*
21. *Coyne HJ, et al. (2018) The characterization and role of zinc-binding in yeast Cox4. J Biol Chem 282(12):8926-34*
22. *Creswell, J. (2019). Research design: Qualitative, quantitative, and mixed-method approaches (4th ed.). SAGE. Cross, N., Howard, K., & Pearson, C. (2013). Culture: The missing link to learning. Leadership, 42(4), 36–37. https://doi.org/10.1016/j.socscimed.2016.07.015*
23. *Crowder, Robert G. and Richard K. Wagner (2019). The Psychology of Reading: An Introduction. Second Edition. New York: Oxford University Press, 1992. [ED 341 975]*
24. *Cummins, J. (2018). Rethinking Monolingual Instructional Strategies in Multilingual Classrooms. Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquee 10(2), 221–40. http://www.aclacaal.org/wpcontent/uploads/2013/08/7-vol-10-no2-art-cummins.pdf*

25. *Cuseo, A. (2019). The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. International Journal of Educational Development, 40, 315–322. doi: 10.1016/j.ijedudev.2014.11.004*
26. *Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The landscape of qualitative research (3rd ed.). Sage Publications, Inc.*
27. *Department of Education Order No. 94 (2019). Creation of Regional Committee on EFA 2015. Retrieved from https://www.deped.gov.ph/wp-content/uploads/2018/10/DO_s2009_94.pdf*
28. *Diamond, H. S., et. al., (2020). Prediction of reading comprehension: Relative contributions of word recognition, language proficiency, and other cognitive skills can depend on how comprehension is measured. Scientific Studies of Reading, 10, 277-299.*
29. *Ebrahini, H. (2018). Translanguaging in multilingual third grade ESL classrooms in Mindanao, Philippines. International Journal Multilingualism, 16(3), 302-316. doi: 10.1080/14790718.2018.1472268.*
30. *El Koumy, E. (2021). The role of morpheme recognition and morphological awareness in dyslexia. Annals of Dyslexia, 46, 209–240. doi:10.1007/BF02648177*
31. *Evans, S., & Green, C. (2019). Why EAP is necessary: A survey of Hong Kong tertiary students. Journal of English for Academic Purposes. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
32. *Fried, M. (2021). Language usage study in Bahasa Sug, Chavacano, Magindanawn, and Mëranaw mother tongues schools: Findings report. Prepared for USAID under the All Children Reading-Philippines Project, AID-OAATO-16-00017. Research Triangle Park, NC: RTI.*
33. *Gan, Z. (2018). Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong. Australian Journal of Teacher Education, 37(1). http://dx.doi.org/10.14221/ajte.2012v37n1.4*
34. *Gonzalez, A. (2018). The language planning situation in the Philippines. Journal of Multilingual and Multicultural Development, 19(5&6), 487–525.*
35. *Guba & Lincoln (1988). Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Sage Publications, Inc. Retrieved from https://psycnet.apa.org/record/1989-98594-000*
36. *Guthrie, C. (2020). Reading engagement: A comparison between e-books and traditional print in an elementary classroom. International Journal of Instruction, 4(2), 5-22. Retrieved February 6, 2015, from ERIC database. (ED522678)*
37. *Hafiz, A., Abdur R., Ch. Abdul R., Rana A. & Muneer A. (2013). Problems in Speaking English with L2 Learners of Rural Area Schools of Pakistan. Language in India Retrieved from www.languageinindia.com*
38. *Hanlen, D.K. (2019). Analyzing spoken language into words, syllables, and phonemes: A developmental study. Journal of Psycholinguistic Research, 4, 331–342.*
39. *Hatch, J. A. (2002). Doing qualitative research in education settings. Albany, NY: State University of New York Press.*
40. *Hedgcock, W. M., Luangrath, A. W., & Webster, R. (2021). Counterfactual thinking and facial expressions among Olympic medalists: A conceptual replication of Medvec, Madey, and Gilovich's (1995) findings. Journal of Experimental Psychology: General, 150(6), e13–e21. https://doi.org/10.1037/xge0000992*
41. *Hoeh, E. (2019). Mapping a path to understanding: Supporting the comprehension of narrative text for students with learning disabilities and typically developing peers. (Doctoral Dissertation). Retrieved from http://www.proquest.com*
42. *Jesson, R., & Limbrick, L. (2019). Can gains from early literacy interventions be sustained? The case of reading recovery. Journal of Research and Reading, 37(1), 102-117. doi:10.1111/1467-9817.12017*
43. *Kachenga, I. (2019). Reading for change: Performance and engagement across countries: Results of PISA 2000.*
44. *Kalindi, T. (2019). Pre-existing background knowledge influences socioeconomic differences in preschoolers' word learning and comprehension. Reading Psychology, 36, 203-231.*
45. *Lartec, J., Belisario, A., & Bendanillo, J. (2019). Strategies and problems encountered by teachers in implementing mother tongue-based instruction in a multilingual classroom. The IAFOR Journal of Language Learning, 1(1).*
46. *Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2020). Proposals that work: A guide for planning dissertations and grant proposals (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.*
47. *Louden, L. et. al., (2019). In Teachers' Hands: Effective Literacy Teaching Practices in the Early Years of Schooling. Retrieved from https://www.researchgate.net/publication/42251734_In_Teachers'_Hands_Effective_Literacy_Teaching_Practices_in_the_Early_YearsofSchooling.*
48. *Lynon, T. (2021). Organizing and delivering empirically-based literacy instruction to incarcerated youth. Exceptionality, 13(2), pp.89-102.*
49. *Lyytinen, H., (2020). Trajectories of Reading Development: A Follow-up from Birth to School Age of Children with and without Risk for Dyslexia. Merrill-Palmer Quarterly, 52(3), 514–546. https://doi.org/10.1353/mpq.2006.0031*
50. *Mando, J. V. (2019). Inference-making ability and its relation to comprehension failure in young children. Reading and Writing: An Interdisciplinary Journal, 11, 489-503. doi:10.1023/A:1008084120205*
51. *Marshall & Rossman (2006). Designing Qualitative Research. Thousand Oaks: Sage Publication, 262 pages (4th edition), ISBN 9781412924894, USD 47.95 (paperback), ISBN 9781412924887, USD 90.95 (hardback)*

52. *Martin, C. (2021). Providing support to families with specific regard to the removal of barriers that exist for families trying to provide academic support at home. Retrieved March 4, 2015, from http://files.eric.ed.gov/fulltext/ED526878.pdf*
53. *Maruyama, N. (2021). Estimating root word vocabulary growth in normative and advantaged populations: Evidence for a common sequence of vocabulary acquisition. Journal of Educational Psychology, 93, 498-520.*
54. *Matafwali, J.L. (2019). Does the relationship between poor reading and delinquency hold for males of different ages and ethnic groups? Journal of Emotional and Behavioral Disorders, 1(2), pp.88-100.*
55. *Mertens, D. M. (2018). Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods (pp.2 & 88-189). Thousand Oaks, London, Sage Press.*
56. *Metila, R., Pradilla, L. & Williams, A. (2016). Investigating best practice in mother tongue-based multilingual education (MTB-MLE) in the Philippines, Phase 2 progress report: Patterns of challenges and strategies in the implementation of mother tongue as medium of instruction in the early years: A nationwide study. Report prepared for Australian Department of Foreign Affairs and Trade and Philippine Department of Education. Melbourne and Manila: Assessment, Curriculum, and Technology Research Centre.*
57. *Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.). Thousand Oaks, CA: Sage.*
58. *Moe, P. (2019). "The Effects of Vocabulary Instruction on Readers' Ability to Make Causal Connections. Reading Research and Instruction 33(2):119–134.*
59. *Monda, L. E., et al. (1988). "Use the News: Newspapers and LD Students," Journal of Reading, 31(7), 678-79. [EJ 368 687]*
60. *Morgan, A. (2020). The changing role of phonology in reading development. Vision, 3(2), 23. doi:10.3390/vision3020023*
61. *Morozova, Y. (2013). Methods of enhancing speaking skills of elementary level students. Retrieved from http://translationjournal.net/journal/63learning.htm*
62. *National Reading Panel (2020). Teaching Children to Read: Reports of the Subgroups (00-4754). Washington, DC: U.S. Government Printing Office. Date Published 2000. Pages 480*
63. *Neuman, W.L. (2000) Social research methods qualitative and quantitative approaches. 4th Edition, Allyn & Bacon, Needham Heights.*
64. *Newton, R. & Rudestam K. (2019) Surviving your Dissertation: A Comprehensive Guide to Content and Process, Newbury Park, CA: Sage*
65. *Ngorosho, M. (2019). Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. Reading and Writing: An Interdisciplinary Journal, 28, 587-609.*
66. *OECD (2020). Language deficits in poor comprehenders: A case for the simple view of reading. Journal of Speech, Language, and Hearing Research, 49, 278-293.*
67. *Ojanen, H. W. (2020). The simple view of reading: Advancements and false impressions. Remedial and Special Education, 39, 317-323.*
68. *Omaggio, A.H., (2019). Research in language learning: principles, processes, and prospects (ACTFL Foreign Language Education Series). Lincolnwood, IL: National Textbook Company. v + 312 pp. $15.95 (PB). ISBN 0 8442 9393*
69. *Paananen, et. al., (2019)." Was the introduction of IFRS in Europe Value-Relevant?" Working Paper University Pompeu Fabra and the University of Reading.*
70. *Parba, J. (2018). Teachers' shifting language ideologies and teaching practices in Philippine mother tongue classrooms. Linguistics and Education, 47, 27–35.*
71. *Patton, M. Q. (2005). Qualitative research and evaluation and methods (3rd ed.). SAGE. Physiopedia. (2019, March). Biopsychosocial model. https://physiopedia.com/Biopsychosocial_Model*
72. *Peyrard, J. et. al., (2021). The acquisition of reading comprehension skills. In Snowling, M. J., Hulme, C. (Eds.), The science of reading: A handbook (pp. 227-247). Oxford, UK: Blackwell. doi:10.1002/9780470757642.ch13*
73. *Pigada, M., & Schmitt, N. (2019). Vocabulary acquisition from extensive reading: A case study. Reading in a Foreign Language. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
74. *Rathus, H.L. (2019). The sixth pillar of reading instruction: Knowledge development. The Reading Teacher, 68, 548-551.*
75. *Richardson, Y. (2019). Improving reading comprehension through the use of interactive reading strategies: A quantitative study. (Doctoral Dissertation). Retrieved from http://www.proquest.com*
76. *Safitri, A. . (2022). Analysis of Village and City in the Concept Modern Education. Indonesian Journal of Education (INJOE), 2(3), 187–197. Retrieved from https://www.injoe.org/index.php/INJOE/article/view/24*
77. *Schensul, S., Schensul, J., & LeCompte, M. D. (1999). Wicke essential ethnographic methods. London: Altamira Press.*
78. *Soriano, M. (2019). Teacher Perceptions of Reading Motivation in Children with Developmental Dyslexia and Average Readers. February 2017Procedia - Social and Behavioral Sciences 237:50-56 DOI: 10.1016/j.sbspro.2017.02.012 LicenseCC BY-NC-ND 4.0*
79. *Steven Stahl, B. (2019). "Helping Slow Readers (ERIC/RCS)," Reading Teacher, 43(6), 416. [EJ 405 105] Vellutino, Frank R. (1987). "Dyslexia," Scientific American, 256(3), 34-41. [EJ 354 650]*

80. *Team, D. M. (2019). K-W-L: A teaching model that develops active reading of the expository text. The Reading Teacher 38(6), pp. 564–570.*
81. *Torgesen, et. al., (2019). "How Do Children Understand What They Read and What Can We Do to Help Them?" In M. Graves, P. van den Broek, and B. Taylor, eds., The First R: A Right of All Children:160–188. New York, NY: Teachers College Press.*
82. *UNESCO Global Monitoring Report (2019). Achievements and Challenges – provides a complete assessment of progress since 2000 towards the target date for reaching the Dakar Framework's goals.*
83. *Wachs, J.L. (2020). Children's and adults' memory for television stories: The role of causal factors, story-grammar categories, and hierarchical level. Child Development, 67, 3010-3028.*
84. *Webb, Gertrude M. (2019c). "Needless Battles on Dyslexia," Education Week, February 19, 2019, 32.*
85. *Webb, S. (2007a). Learning word pairs and glossed sentences: The effects of a single context on vocabulary knowledge. Language Teaching Research. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
86. *Webb, S. (2007b). The effects of repetition on vocabulary knowledge. Applied Linguistics. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
87. *Webb, S. (2007d). The effects of synonymy on vocabulary learning. Reading in a Foreign Language. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
88. *Webb, S. (2019). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. Studies in Second Language Acquisition. Retrieved from https://ir.lib.uwo.ca/etd/4894; https://ir.lib.uwo.ca/etd*
89. *Wijaya, P. A., & Zulaeha, I. (2021). The Influence of Direct Reading Thinking Activity (DRTA) Strategy and Know-Want to Know-Learned (KWL) Strategy on Reading Comprehension Skills. Journal of Primary Education, 10(3), 284-296. Rosenblatt, L. M. (2018). The transactional theory of reading and writing.*
90. *Williams, R. (2020). "The Adoption of International Accounting Standards in the European Union." European Accounting Review 14:127-153.*
91. *Wundt, J. (2020). Influential qualitative research. Sage Publication. https://qualpage.com/2017/06/06/influential-qualitative-researchers-harry-f-wolcott/*
92. *Yule, A. M. (2021). Resistance, engagement, and understanding: A profile of a struggling emergent reader responding to read-aloud in a kindergarten classroom. Reading and Writing Quarterly: Overcoming Learning Difficulties, 23(3), 255-278. doi:10.1080/10573569.2012.676407*