

**MANAGEMENT OF TEACHERS ON THE READING DIFFICULTIES IN GRADE ONE IN PUBLIC ELEMENTARY SCHOOL IN THE CITY SCHOOLS DIVISION OF ANTIPOLO CITY**

**Myrna D. Bang-alan**

MAED Student and Licensed Professional Teacher  
Department of Education  
University of Rizal System, Antipolo City, Philippines

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**ABSTRACT:** *The purpose of this study is to determine how Grade One Teachers manage their pupils having reading difficulties in Public School in the City Schools in the Division of Antipolo City. The study seeks to answer the research question, what are the best techniques and strategies used by teachers in the Division of Antipolo to manage pupils with reading difficulties. The aim is to study the effective reading strategies in order to improve or lessen the number of nonreaders in the said Division.*

**KEYWORDS:** management, reading difficulties, techniques and strategies, Division of Antipolo City

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## INTRODUCTION

Learning to read is not a natural process. There is a certain amount of drudgery inherent in learning to read” (Brown, 2014, p. 1). The increase in high-stakes testing and rigorous teacher evaluations has increased the search for the perfect formula of reading instruction techniques. The need to demonstrate high achievement and growth with all reading students presents an interesting challenge for all educators (Gulek, 2003). Educators have to be careful not to lose sight of the main goal: student learning. Student learning happens when best practices are consistently applied on a daily basis in the classroom (Crumly, Dietz, & D'Angelo, 2014). Gulek (2003) discussed the role of high stakes testing in today’s classroom. “The goal is to gather a variety of information to best inform educational decisions rather than limit our judgments to a single assessment” (Gulek, 2003, p.49). Educators must understand instructional best practices within their discipline.

Most young children with reading difficulties have problems developing fluency. For these children, identifying words takes a lot of effort. Their reading rate is slow, their word identification is hesitant, and they over rely on contextual cues for word identification. Because most of their cognitive or mental effort is spent trying to identify words, their comprehension suffers. The main prevention and early intervention strategies for these children are effective preparation for literacy and effective classroom instruction. Spear-Swerling, L.(2015). ”Common Types of Reading Problems and How to Help Children”

Every year, reading difficulties are the problem of all teachers particularly in grade one because they cannot proceed with their lesson specially in problem solving if their students have reading difficulties. Pupils who have reading difficulties are non readers or pupils who cannot read. Managing reading difficulties is a challenge to all primary teachers because it is not as easy as teaching a subject lessons. They came from different backgrounds so teachers need to study the effective techniques and strategies that suit these pupils to solve this problem.

## RESULTS

Effective teaching practices in handling nonreaders comprised the use of teachers' adjustments, strategies, and scaffolds to establish reading mastery, exposing them to letter sounds, short stories, and the use of follow-up. WH questions enhanced their reading performance significantly. Variations of reading teachers' nature as: an enabler, a facilitator, a humanist, a behaviorist, and an expert, as regards to their teaching practices, were proven significant to students' reading effectiveness. Variations of reading teachers' nature as: an enabler, a facilitator, a humanist, a behaviorist, and an expert, as regards to their teaching practices, were proven significant to students reading effectiveness. "Effective Teaching Practices in Handling Non Readers" (Jacklyn S. Dacalos, Yvonne Davis, Datulayta (2016). Traci J. Busick cited in her book "Effects of Reading Intervention Strategies For elementary Students at risk of Reading Disabilities" that with so many struggling readers with various reading difficulties, it is imperative that teachers not only identify struggling readers, but know the best reading intervention practices. The literature was reviewed in an effort to find the best, effective practices to intervene with students who are at-risk of reading disabilities. It is essential for students to get the proper instruction needed for them to find accomplishment in the classroom. Achievement in reading can affect success in every subject area in a child's school day as well as their future success in pursuing a career. Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts. Helping each other learn and apply comprehension strategies. Teacher help students learn to work in groups. Teachers also provide modeling of the comprehension strategies (C.R. Adler). Sarah F. Cates, May 2016 examined in her Dissertation "Best Practices for Elementary at-Risk Reading Instruction in Grades 4 and 5" the two detrimental instructional practices were Utilization of grade level text without appropriate scaffolding and teaching to the whole group, also known as a one size fits all instructional approach. Leigh A Talley in her Dissertation in May 2017 " BEST TEACHING STRATEGIES TO HELP STRUGGLING READERS "concluded that reading instruction changes when a struggling reader is introduced to multiple grouping strategies, vocabulary instruction, and comprehension strategies that are embedded in the instruction. The findings of the study identified that games, group work, high interest texts, and plays or poetry influence struggling readers to engage in the process of reading. Mohammad Aliakbari & Bafrin Bozorgmanesh in their Article: 1012899 | Received 17 Sep 2014, Accepted 25 Jan 2015, Published online: 18 Mar 2015. "Assertive Classroom Management Strategies and Students Performance: The Case of EFL Classroom found out that a positive relationship between teachers' assertiveness and students' performance was approved. The findings led to implications for in-service training programs for EFL teachers. Annika Agélii Genlott<sup>a</sup> Åke Grönlund<sup>b</sup> shared her results in her study "Improving Literacy Skills Through

Learning Reading by Writing: The iWTR Method Presented and Tested” that while reading skills were improved considerably the biggest improvement concerned writing skills. Students in the test group wrote longer texts with better structure, clearer content, and a more elaborate language. Excellent instruction is the best intervention for children who demonstrate problems learning to read. Excellent instruction may be possible only if schools are organized in optimal ways; if facilities, curriculum materials, and support services function adequately; and if children’s home languages are taken into account in designing instruction. Elizabeth Gutierrez March 2018, Concluded in her thesis “Reducing Numbers of Non-Readers Among Grade One Pupils Of Bantigue Elementary School Using Project Best Stars For School” that there was a marked improvement in the reading level of the respondents after the implementation of Project BEST STARS. BEST STARS was found effective in improving the reading level of the respondents. VII. Recommendations Based on the conclusions, the following recommendations are formulated: The school should identify the learners who are low performing in reading and have a continuous improvement plan to address their needs. Teachers may use Project BEST STARS in improving the reading level of grade one pupils. Majeda Al Sayyed Obaid (2013)” The Impact Of Using Multi-Sensory Approach For Teaching Students With Learning Disabilities” proposed some recommendations to enhance the importance of parental involvement on students' achievement in English language such as conducting further studies on other populations and for a longer time. Susanne M. Jones”THE IMPACT OF A READING INTERVENTION PROGRAM ON STUDENTS WITH READING DIFFICULTIES”(May 2011) shared the “at risk” general education program displayed the most significant growth. The students in the Behavior Disabilities class as well as those in the Learning and/or Language group also responded positively to the reading intervention program. The current results, as well as previous research suggest that the *180/System44* program may be effective for struggling readers. Laurice Joseph (2012) found out in her book “Improving Reading Skills Through Effective Reading Strategies” that the students had an improvement to a great extent have been tutored about the reading strategies. “Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2” by Lisbeth M. Brevik (07 May 2019) found out that when English teachers prioritise reading comprehension instruction, they use authentic L2 texts to develop and scaffold critical literacy and metadiscursive awareness. An intensive reading intervention, Xtreme Reading, can significantly improve reading achievement for struggling adolescent readers when implemented with fidelity. Analyses of the data also revealed statistical significance between the effects on student motivation to read during the 1-year implementation of the Xtreme Reading program. The findings in this study will be beneficial to secondary principals who are held accountable for literacy development, implementation, and evaluation as the school instructional leader. “An Evaluation of a Remedial Reading Program for Middle-Grade Students in a Southeastern State Public School” Nichols, Susan S., 2014. According to the special education teachers, there are numerous reading comprehension strategies found to be effective to improve comprehension of third graders with learning disabilities. These include graphic organizers, questioning, story mapping, peer-assisted strategy, think aloud, discussing the text with students, and different grouping. The special education teachers informally assess their students’ reading comprehension through retelling, questioning, Cloze procedure, having students fill in graphic organizers, and writing activity. “EFFECTIVE READING STRATEGIES FOR INCREASING THE READING

COMPREHENSION LEVEL OF THIRD-GRADE STUDENTS WITH LEARNING DISABILITIES” Nouf Rashdan Almutairi, Ed.D.Western Michigan University, 2018. Data collected and analyzed concluded that there was a gap as far as teachers and their learners are concerned and this needs to be checked. Nonetheless most of the pupils after the teacher used the document on how to use adaptive instructions to meet their needs, almost 25 which forms 63% of the sample started responding positively. It is recommended that further research be conducted in other Primary school to verify the findings of this research.” LEARNING DIFFICULTIES AMONG PRIMARY PUPILS” (A CASE STUDY IN KNUST PRIMARY, KUMASI.) By SYLVESTER KOFI NARH (2016). Foster Benson MAGOMBO concluded in his dissertation “Teaching Children with Reading and Writing Difficulties in Regular Schools” that, teachers in regular schools are not creative to use adapted teaching methods and introduce interventions for reading and writing. Instead, they use general teaching methods and general teaching support when teaching children with reading and writing difficulties. For this reason, teachers in regular schools may not effectively teach and support children with reading and writing difficulties to succeed in reading and writing. “TEACHING STRATEGIES THAT TEACHERS USE TO IMPROVE READING AND WRITING IN ENGLISH AS FIRST ADDITIONAL LANGUAGE: A CASE STUDY” By THABELO ZACHARIA LUMADI (2016) found that learners have difficulties in reading and writing, for example, they cannot punctuate, pronounce and spell words correctly. Furthermore, the study also found that teachers were not trained to deal with reading and writing difficulties. This is manifested by the strategies that they use to improve reading and writing, for example, lack of use of repetition which they claimed to use during interviews.

#### SUMMARY

Reading difficulties are caused by different factors, techniques and strategies proven by experts to managed pupils having this following problem: Variations of reading teachers' nature as: an enabler, a facilitator, a humanist, a behaviorist, and an expert, as regards to their teaching practices. It is essential for students to get the proper instruction needed for them to find accomplishment in the classroom. Cooperative learning instruction, the two detrimental instructional practices were Utilization of grade level text without appropriate scaffolding and teaching to the whole group, also known as a one size fits all instructional approach, games, group work, high interest texts, and plays or poetry influence struggling readers to engage in the process of reading, in-service training programs, Excellent instruction organized in optimal ways; if facilities, curriculum materials, and support services function adequately in school; and children’s home languages. Cooperative learning instruction, BEST STARS, of parental involvement on students achievement, the reading intervention program, been tutored about the reading strategies, An intensive reading intervention, Xtreme Reading, graphic organizers, questioning, story mapping, peer-assisted strategy, think aloud, discussing the text with students, and different grouping. The special education teachers informally assess their students’ reading comprehension through retelling, questioning, Cloze procedure, having students fill in graphic organizers, and writing activity and teachers were not trained to deal with reading and writing difficulties. This is manifested by the strategies that they use to improve reading and writing, for example, lack of use of repetition which they claimed to use during interviews.

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