



PHILIPPINE  
NORMAL  
UNIVERSITY



Graduate Theses

CGSTER

May 2015

# K-3 Teachers' Theoretical Orientation and Instructional Practices in Beginning Reading

Arlene F. Taquines

*Philippine Normal University*

Follow this and additional works at  
[pnu-onlinecommons.org/omp/index.php](http://pnu-onlinecommons.org/omp/index.php)



Online Commons Citation

Taquines, A.F., Gutierrez, M.R.M., Villena, D.K., (2015)  
K-3 teachers' theoretical orientation and instructional practices in beginning reading  
(Master's Thesis, Philippine Normal University)  
Retrieved from [pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/109](http://pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/109)

**K – 3 TEACHERS' THEORETICAL ORIENTATION AND  
INSTRUCTIONAL PRACTICES IN BEGINNING READING**

**A THESIS**

Presented to

The College of Graduate Studies and Teacher Education Research,  
Philippine Normal University, Manila

In Partial Fulfillment

of the Requirements for the Degree

**MASTER OF ARTS IN EDUCATION**

**WITH SPECIALIZATION IN ELEMENTARY EDUCATION**

**ARLENE F. TAQUINES**

**May 2015**

## **APPROVAL SHEET**

This thesis entitled **“K – 3 TEACHERS’ THEORETICAL ORIENTATION AND INSTRUCTIONAL PRACTICES IN BEGINNING READING”**, prepared and submitted by **ARLENE F. TAQUINES** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION IN ELEMENTARY EDUCATION** has been examined and recommended for acceptance.

**MERRY RUTH M. GUTIERREZ**

**Adviser**

**DANILO K. VILLENA**

**Adviser**

Approved in partial fulfillment of the requirements for the degree Master of Arts (M. A.) in Education with specialization in Elementary Education by the Oral Examination Committee.

**ZENAIDA Q. REYES**

**Chair**

**GERRY C. ARETA**

**Member**

**CELIA M. ILANAN**

**Member**

**MELCHOR A. TATLONGHARI**

**Member**

Accepted in partial fulfillment of the requirements for the degree Master of Arts (M. A.) in Education with specialization in Elementary Education.

---

**Date**

**ZENAIDA Q. REYES, Ph.D.**

**Dean**

**College of Graduate Studies and  
Teacher Education Research**

## **ABSTRACT**

**Name:** Arlene F. Taquines

**Title:** K-3 Teachers' Theoretical Orientation and Instructional Practices in Beginning Reading

**Key Concepts:** Theoretical Orientation  
Instructional Practices  
Beginning Reading  
Reading Theories

**Degree:** Master of Arts in Education

**Specialization:** Elementary Education

**Advisers:** Merry Ruth M. Gutierrez, Ph. D  
Danilo K. Villena, Ph. D.

---

This study aimed to identify the beginning reading teachers' theoretical orientation in reading, describe their teaching practices in handling reading instruction, and find out the congruence between the two. Using the descriptive research design, data were gathered using the instrument of DeFord's Theoretical Orientation to Reading Profile (TORP), Classroom Observations, and open-ended interview.

Major findings of the study suggested a diversity on teaching reading approaches noticeable among beginning reading teachers of English as second language. Also, all of the respondents or 100% showed blended perspective on actual teaching practices; yet non-congruence between beliefs and practices were also found, causes of which were determined and explained through the interview with the respondents.

It is therefore recommended to include large sampling for a more generalizable result, including other teachers handling content area subjects such as Math, Science, and Social Studies.

## ACKNOWLEDGEMENT

The researcher wishes to express her wholehearted gratitude and appreciation to all who in one way or another exerted effort and contributed much to the success of this research work.

**Dr. Merry Ruth M. Gutierrez and Dr. Danilo K. Villena**, her advisers, for encouragement, understanding and for constructive criticism and valuable suggestions which enriched this work;

**Arthur and Gwen Francisco**, for their generous assistance, valuable insights and for their genuine interest and loving concern which became sources of researcher's strength and inspiration especially when disappointments hemmed her in;.

**Gregorio U. Francisco**, Principal II of Kaypian Elementary School, for allowing the researcher to conduct the study in the school and supporting her with this undertaking.;

**Zenaida B. Aguirre**, Principal II of Kaypian Elementary School, for allowing the researcher to conduct the study in the school;

**Erly Joy N. Flores**, Master Teacher, and **Nelson A. Lorenzo**, English Teacher, for their presence and assistance during the conduct of class observations of the teachers;

**Jeffrey Flores**, for the concern and presence, which made the greatest difference in her life;

Her parents **Magdalena Taquines** and **Manuel Taquines** for their continuous support and unconditional love that helped her in accomplishing this task;

Her brothers and sisters, **Richard**, **Jerain**, **Ronald** and **RienKates**, whose prodding and moral support gave her a boost whenever she was about to give up;

The **Grade 3 Teachers**, who made this study possible by their willingness to participate and to cooperate in accomplishing the research instrument;

The **Teachers of Kaypian Elementary School**, for their continuous moral support that helped her to finish the study;

And above all, to the **Almighty God** for the gift of wisdom and truly without Him this would not have been possible!.

**A. F. T.**

## **LIST OF TABLES**

|         |                                                                                  |
|---------|----------------------------------------------------------------------------------|
| Table 1 | Respondents' Theoretical Orientation in Reading Profile                          |
| Table 2 | Common Instructional Practices Observed among Teachers                           |
| Table 3 | Teachers' Perceived Theoretical Orientation and Observed Instructional Practices |
| Table 4 | Categories of Instructional Practices and Orientation.                           |
| Table 5 | Categories of Reasons for the Instructional Practices                            |

## **FIGURE**

|          |                                  |
|----------|----------------------------------|
| Figure 1 | Conceptual Paradigm of the Study |
|----------|----------------------------------|

## TABLE OF CONTENTS

|                                                     | Page      |
|-----------------------------------------------------|-----------|
| TITLE PAGE.....                                     | i         |
| APPROVAL SHEET.....                                 | ii        |
| ABSTRACT.....                                       | iii       |
| ACKNOWLEDGEMENT.....                                | v         |
| LIST OF TABLES.....                                 | vii       |
| LIST OF FIGURES.....                                | vii       |
| <br><b>Chapter 1 The Problem and Its Background</b> |           |
| 1.1 Introduction.....                               | 1         |
| 1.2 Theoretical Framework.....                      | 3         |
| 1.3 Conceptual Paradigm.....                        | 24        |
| 1.4 Statement of Purpose.....                       | 26        |
| 1.5 Significance of the Study.....                  | 27        |
| 1.6 Scope and Delimitations of the Study.....       | 28        |
| 1.7 Definition of Terms. . . . .                    | 28        |
| <br><b>Chapter 2 Review of Related Literature</b>   | <b>33</b> |
| <br><b>Chapter 3 Methods and Procedures</b>         |           |
| 3.1 Research Design.....                            | 64        |
| 3.2 Participants of the Study.....                  | 65        |
| 3.3 Instrument of Data Collection....               | 66        |
| 3.4Data Gathering Procedure.....                    | 69        |
| 3.5 Data Analysis.....                              | 69        |

|                                                                    |           |
|--------------------------------------------------------------------|-----------|
| <b>Chapter 4 Presentation, Analysis and Interpretation of Data</b> | <b>73</b> |
|--------------------------------------------------------------------|-----------|

## **Chapter 5 Summary, Conclusions and Recommendations**

|                          |    |
|--------------------------|----|
| 5.1 Summary.....         | 87 |
| 5.2 Findings.....        | 87 |
| 5.3 Conclusions.....     | 88 |
| 5.4 Recommendations..... | 89 |

|                        |           |
|------------------------|-----------|
| <b>REFERENCES.....</b> | <b>90</b> |
|------------------------|-----------|

## **Appendices**

|            |                                                                 |
|------------|-----------------------------------------------------------------|
| Appendix A | The DeFord Theoretical Orientation to<br>Reading Profile (TORP) |
| Appendix B | Itemized TORP                                                   |
| Appendix C | Classroom Observation Checklist                                 |
| Appendix D | Permission Letter                                               |
| Appendix E | Form for Validation of Instrument                               |
| Appendix F | Interview Data                                                  |
| Appendix G | Curriculum Vitae                                                |

## **CHAPTER I**

### **THE PROBLEM AND ITS BACKGROUND**

#### **INTRODUCTION**

The Aquino administration pushed for the implementation of K to 12 curriculum of the basic education system, anchored on the holistic development of learners on a global scale because the President believes that education is the key solution to the long-term problems of the country, that when addressed, will help build a truly strong society. One major change in the curriculum is the use of mother-tongue in the early grades, explaining that the young children learn best in this language in preparation for academic learning, and then they add learning and using English and Filipino in higher grades, supporting the UNESCO-tried-and-tested formula on mother tongue instruction. Kinder to grade 3 will use the mother tongue as the medium of instruction, while teaching English and Filipino as subjects focusing on the communicative competence and multi-literacy theories (Senate of the Philippines, 2010).

For the implementation of the K to 12 curriculum, teachers need to rethink their instructional practices for the demands of the new curricular orientation in teaching reading. There is a call among early grades teachers to obtain new knowledge and to retool in order to improve their teaching, influencing both their

beliefs and practices because the development of the learners in formal setting is in the hand of the teachers who hold fundamental beliefs on ways to help the pupils succeed.

Teaching reading constitutes one of the crucial responsibilities in elementary schools. Teachers contribute to the pupils' perspectives and whatever they pass on to learners will emerge and somehow translate to reading habits. The responsibility of the teachers inside the classroom is very important in the development of the learners, and the teachers' competencies evident in their daily lessons are associated to the level of proficiency the pupils will possess. Consequently, the theoretical views of the teachers influence their teaching which in turn affects students' beliefs, attitudes, and achievement in reading. Hence, the K – 3 teachers' own beliefs and theoretical orientation will greatly influence their instructional practices as they strive to implement well the language of the curriculum in teaching beginning reading.

To reiterate, teachers must learn to fine-tune their instructional practices or what is called as actions deliberately performed consciously manifesting their theoretical orientation in teaching to bring into fruition the intents of the written curriculum. This is important because they hold a pivotal role to make pupils learn and succeed, owing to the fact that they are in charge of implementing the curriculum. What they believe in and how they handle instruction make a great difference in influencing the learners attain curricular intents and academic achievements (Pishghadam, 2011).

Today, the Philippine educational system urges teachers to revisit their teaching practices in reading, especially when K to12 has already aligned the major revamp of basic education program addressing the shortcomings of the old curriculum, aiming to produce graduates who are holistically-developed with 21st century skills and lifelong learning. Reading teachers need to deliver effective reading instruction based on the K to 12 curriculum intents.

But how teachers shift views and instruction in relation to the curriculum change remains unexplored among beginning reading teachers who are mostly affected by the new policies especially on mother-tongue based instruction and higher literacy demands for young learners. Hence the study embarked on describing the teachers' theoretical orientation in teaching beginning reading and their instructional practices vis-a-vis the new curricular expectations, especially in relation to the language framework and contents.

## **THEORETICAL FRAMEWORK**

This paper is anchored on the K-3 curriculum demands for teachers in teaching early reading and literacy skills as part of the language arts framework, the major reading theories and their accompanying instructional practices in beginning reading, and the relevance of the latter in the achievement of the former's purpose and goals.

## **K-12 Language Curriculum Framework**

The language arts and multiliteracies curriculum (LAMC) aims at the development of communicative competence and literacy acquisition based on the learners' mother tongue for the first three academic levels of the children. The teachers' theories about language learning, language teaching, and the characteristics of learners all contribute to help produce Filipinos who are critical, analytical, creative, problem solvers, and reflective whether in listening, speaking, reading, writing, and viewing (English Curriculum Guide, 2013).

The features of the K-12 curriculum in language learning process are multi-faceted, such as the spiral progression, interaction, integration, learner-centeredness, contextualization, and construction. The curriculum views language acquisition and learning as an active process that begins at birth, continues, and recurs throughout the students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of context, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills, and interest (Kto12 Curriculum Guide English 2013).

The heart of LAMC is making meaning through language aims to develop graduates who are communicatively competent and multiliterates (English Curriculum Guide, 2013). It describes knowledge and skill areas which are essential to effective language use (understanding of cultures, understanding language, processes and strategies) which will be developed through the language arts (macro skills). It shows interdependence and interrelationship of the macro – skills (critical thinking, creative thinking and metacognition) allowing students to make meaning through language (English Curriculum Guide, 2013).

Successful language learning involves viewing, listening, speaking, reading, and writing activities. Language learning should include a plethora of strategies and activities that help students focus on both meaning and accuracy.

Language learning involves recognizing, accepting, valuing and building on students' existing language competence, including the use of non – standard forms of the language, and extending the range of language available to students. Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

For effective language acquisition and learning to take place, language teachers must be guided by the six (6) language teaching principles all true across levels, but only three are viewed by the study as directly linked to the learning phase of children in the early grade who are now but learning English

starting at third grade. This is to say that although they are supposed to be advancing in their mother tongue, they are but in the beginning reading level in English. Hence, for the role of the teacher in beginning reading instruction, only three serve a directly relevant and useful for effective teaching of the second language: integration, contextualization, and construction. Integration focuses on language learning-the receptive skills, the productive skills, and grammar and vocabulary taught in an interwoven manner, together with the use of relevant print and non – print resources, to provide multiple perspectives and meaningful connections. Integration may come in different types either implicitly or explicitly: skills, content, theme, topic, and values integration.

The principle of contextualization is evident in learning tasks and activities designed for learners to acquire the language in authentic and meaningful situations of use as their own experience form part of the modules and instructional materials built along their own cultures. For example, lessons are planned around learning outcomes, a theme, or a type of text to help learners use related language skills, grammatical items/structures, and vocabulary appropriately in spoken and written language to suit the purpose, audience, context, and culture. Learning points are reinforced through explicit instruction and related follow-up practice exercises.

The principle of construction, or making meaning in reading, is the heart of language and use. Learning tasks and activities are designed for learners in such a way that they will have time to reflect on and respond to ideas and

information and to construct for themselves the meaning and application of learning obtained from experiences provided in second language teaching. Learners are provided with sufficient scaffolding to be able to reach their full cognitive, affective, and psychomotor potentials and become independent learners who are good consumer and constructors of meaning (Kto12 English Curriculum Guide, December 2013).

Teachers apply these principles for effective language learning. It is a call for them to include a plethora of strategies and activities in their repertoire as they help students focus on both meaning construction and efficiency. Language learning involves recognizing, accepting, valuing, and building on students' existing language competence, including the use of non-standard forms of the language, and extending the range of language available to students. Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect and critically analyze their own use of language and the language others.

As regards reading and literacy instruction, teachers' orientation of language learning and teaching is influenced by three reading theories from behavioral, gestalt, and cognitive-interactionist standpoints represented by bottom-up, top-down, and interactive models respectively.

Understanding teachers' thought, process, instructional practices, and change in learning to teach are important concepts in teaching reading.

According to Lin (2008), beliefs influence how teachers think, determine how they approach their teaching, and influence the process of instruction. Moreover, Pohan and Aguilar (2001) state that teacher beliefs affect various aspects of teaching and the way how teachers interact with their learners affects the integral characteristics of successful teaching.

Graham, Harris, MacArthur, and Flink (2002) believed that the teachers' theoretical orientation encompasses the particular assumptions, knowledge and beliefs held about teaching and learning. The knowledge of teachers' theoretical orientations is significant in understanding the teaching process and their literacy beliefs and approaches as phonics, skills or whole language, and balanced approach in teaching reading.

Yet whatever teachers believe and however they behave in the classroom are shaped by their personal experiences, their instruction, and formal knowledge (Torres, 2005). Also, Borg (2001) supported this view as he stated that teachers' beliefs and practices involve a high level of personal participation. In other words, teachers use their experiences to project themselves in particular roles and to establish relationships within the classroom, so that children's interest is maintained and a fruitful working environment is developed.

### **The Reading Theories and Related Instructional Practices**

Swalander and Taube (2007) averred that maintaining good reading ability is the key to success in educational settings and this is why researchers try to

find effective educational and psychological variables that can explain variations in reading ability and academic achievement. In addition, researchers and scholars interested in student motivation and learning in academic settings put much emphasis on the position of students' thoughts and beliefs in learning (Shunk, 2003). Antoniou and Souvignier (2007) maintained that effective reading requires the use of strategies that are explicitly taught. It could be argued that learners are most successful when their instructors employ different strategies to help them read and write challenging texts.

As regards reading instruction in the 21st century, it is argued that instead of focusing on the "either/or" of the phonics versus whole-language approaches, the attention now centers on the essential components of a comprehensive reading program. Scanlon, Anderson and Sweeney (2010) agreed that reading models and theories serve an important purpose in understanding the process of reading as they explain how children learn how to read. Strategies and techniques are derived from models and, in turn, these models or theories help guide teachers how to teach pupils to read. Hence, discussed here are the theoretical orientations in reading and the instructional practices that reveal the views held about teaching and learning.

### **The Bottom – up Approach and the Decoding Instruction Practices**

Phonics, or skills-based instruction, is a bottom-up approach that starts with the basic parts of words and moves towards reading as a whole. Proponents of skills-based or phonics instruction maintain that children are better able to

decode words on their own only after learning how to decode letters, sounds, and letter groupings (Armbruster, Lehr, & Osborn, 2001). The lessons begin with sounding out first letters followed by combinations of letters. With sight vocabulary or easily recognizable words, the students are encouraged to hone their skills on short “basal” (or basic) reading passages and through numerous skills exercises. Proponents of skills-based or phonics instruction maintain that children are better able to decode words on their own only after learning how to decode letters, sounds, and letter groupings.

Richardson (1991) mentioned several phrases which are then used throughout this study to operationally define key concepts associated with the reading theories. For example, phonics instruction refers to those methods intended to assist beginning readers in their ability to recognize letter-sound relationships and their corresponding speech patterns.

Systematic phonics instruction is critical if children are to be taught well although teachers must draw on an integrated approach to reading that includes phonics, fluency, vocabulary knowledge, and comprehension (Department of Education, Science and Training 2005). High quality, systematic, synthetic phonic work taught discretely and consistently should be the prime approach to establishing word recognition; but it should be set within a broad and rich language curriculum that takes into account speaking, listening, reading, and writing (Rose 2006).

The formal teaching of phonics has been and remains a contentious issue.

However, due to the recommendations of the National Reading Panel, phonics instruction is a cornerstone of No Child Left Behind and Reading First requirements in America. Systematic, explicit phonics instruction is most effective in early grades. Primary students in structured phonics programs demonstrate significant gains in decoding, spelling, and comprehension. Older students receiving regular phonics instruction improve decoding and spelling skills, but their comprehension remains inadequate. When students must devote too much time to word analysis, they read with a strategy imbalance and are not able to shift attention to meaning.

Related concept to phonics is decoding, or the ability to read single words in isolation. Children must first learn the individual speech sounds, or phonemes, that are represented by symbols or letters. Mapping sounds to letter symbols is a first step in the reading process, but reading comprehension varies as pupil's rapid and automatic decoding of single words become automatic. Decoding instruction might be termed the "technical" part of teaching reading. It requires knowledge of language, including phonology and the structure of orthography; knowledge of how children learn language; and strategies for teaching a writing system incrementally even as the purpose of reading is kept in focus (Reeb, 2011). Moreover, readers rely heavily on decoding text to make sense and trained decoding enables students to focus on comprehension. Many believed that students must first be fluent and efficient in decoding skills to become proficient in comprehension.

According to Reis (2009), in order to learn how to read, children need to understand the sound of letters, the meanings of words, and how to make meaning from both individuals' words and groups of words. In most classrooms, teachers focus on two types of reading instruction, the use of phonics and whole language. Phonics instruction focuses on the sounds of letters and words, and this instruction usually enables children to associate printed letters and combinations of letters with their corresponding sounds. When children are taught phonetically, they learn to sound out new words by using the sounds that letters and combinations of letters make. Moreover, most phonics instruction is delivered to children by using workbooks or worksheet with practice exercises based on letter sounds, matching pictures with spoken words, and practicing identification of letters, words, or combinations of vowels.

Reeb (2011) did a study on how phonics strategies contribute to letter-sound acquisition knowledge through the use of three different phonics strategies. The researcher emphasized that the use of phonics strategies in support to instruction increased the students' identification knowledge of letters and sounds. Data were collected through using three phonics strategies, letter and sound assessments, interviews, questionnaires, and observations. Four out of the five students were able to increase their letter-sound acquisition knowledge by identifying more letters and sounds on the assessments following the initial. As a recommendation of the study, educators should use phonics strategies as a tool to enhance their instruction.

Additionally, Reis (2009) said that being able to read well is the most important factor that determines children's success in school, and all students deserve both challenging instruction and materials and books that will foster continual progress in reading. Differentiated instruction is integral to this continual process for students of all abilities and instructional levels. The ability to read is acquired differently and in different time sequences by different children. When students begin to read fluently, they move beyond the process of learning to read to achieve the goal of reading to learn. Increasing fluency (how efficiently and easily children read) and comprehension (how well they understand what they read) is necessary in order to make reading more enjoyable.

According to Scanlon, et al. (2010), in bottom – up model of reading, the young readers rely heavily on translating print to letter sounds to meaning as an approach to comprehending text. Attention plays as major role in learning to read words. Children must hear each letter sound or each word before they can gain meaning. Skilled readers use decoding skills automatically.

In the bottom-up processing, the reader recognizes and analyzes perceived linguistic information like letters, words, combination of words and sentences to construct the meaning of the text (Hoover and Gough, 2001).

Theories that stress the bottom-up processing focus on how the reader starts from the bottom and moves upward to construct the meaning of what has been decoded piece by piece with little interference of background knowledge. Moreover, Hoover and Gough (2001) believe that the identification of letters by

fluent readers occurs rapidly because the print is mapped into a string of systematic phonemes. The individual words are then stored into the working memory until they can be meaningful and comprehend.

Vacca, et al. (2011) stated that teachers who possess a bottom-up belief system believe that students must decode letters and words before they are able to construct meaning from sentences, paragraphs, and larger text selections. Consequently, they view reading acquisition as mastering and integrating a series of word identification skills. Letter–sound relationships and word identification are emphasized instructionally. Bottom – up teachers consider the practice of correcting oral reading errors as important in helping children learn to read. They believe that helping students read a passage over and over is an important instructional activity because they develop accurate word recognition.

### **Blended/ Interactive Approach and the Skills-Oriented Instruction Practices**

Today, the reading debate no longer centers on which approach is better, but rather the proper mix of each in a comprehensive reading program. Some feel that more emphasis should be placed on the skills-based instruction within a reading curriculum, while others feel that more emphasis should be placed on authentic reading tasks. The combination of the two approaches, known as Balanced Literacy, has continued to evolve over the last few years as new research has revealed the benefits of both phonics and authentic reading (Pearson, 2004).

Rynearson (1999) stated that instructional approaches based on the interactive – compensatory model emphasize the importance of early decoding skill as well as instruction in using contextual information when reading. This type of instruction has been referred to as a “balanced approach” in an interactive manner.

Alyousef (2005) stated that reading is an interactive process that takes place between a reader and a text, and that leads to automaticity. The readers interact dynamically with the text as children try to elicit the meaning. Scharer, Pinnell, Lyons and Fountas (2005) considered the importance of teaching in a manner that allows students to understand how effective readers use strategies that support their continued literacy learning. They highlighted the importance of teachers applying a variety of instructional approaches to enhance comprehension. Engaging students in focused discussions through the use of teacher modeling builds vocabulary knowledge and increases comprehension.

According to Scanlon et al., (2010), interactive reading theory believes that information is derived from both kinds of processing (top – down and bottom – up), and is combined to determine the most likely interpretation of print, an interaction of these two models results in comprehension of text. Such teachers recognize that a reader processes both letter–sound cues and meaning cues during reading. Reading as a meaning-making activity is utmost in their thoughts about reading and learning to read, but they also believe that readers must be

able to identify words quickly and accurately if they are going to make sense of what they read.

Differing world views or paradigms about the nature of literacy have resulted in conflicting views about how to teach reading. One of the most contentious debates in literacy pedagogy is the 'skills' versus 'whole-language' debate (Mills, 2005). The clash of paradigms in this case contrasts the skills-based approach, focusing on literacy as a generic set of portable skills, with the whole-language approach, which draws on constructivist principles that emphasize the reproductive/repetitive role of the learner.

The blended/ interactive/ balance approach or orientation refers to the dynamic relationship between bottom-up and top-down, between decoding and interpretation, and between text and reader. Teachers who possess interactive belief systems give attention on fluency and expression that indicates good comprehension, use dictionary to determine meaning and pronunciation of new words and practice several repeated words that become a sight word. In addition, the teachers also emphasize accent patterns in multi-syllabic words, introduce the root form of words, and connect the teaching of a skill in relation to other skills.

While these more recent studies strongly advocate a skills-based approach with a focus on phonics instruction, there is recognition that the reading process involves more than word knowledge. However, one of the key criticisms of the skills-based approach is that literate practice is regarded as a fixed, static

body of decontextualized skills, rather than a dynamic, social semiotic practice varying across cultures, time, and space (Mills 2005). These criticisms reflect concerns about literacy learning being viewed as single units and contextually discrete, with an emphasis on segmenting learning into parts, keeping the learner predominately passive. Concern has also been raised on such issues as generalization and transfer of skills, as it is argued that genuine literacy situations found outside the classroom are absent in a decontextualized skills-based approach.

Concurrently, the skills-based approach has witnessed a movement away from viewing literacy, and reading in particular, as the neutral decoding of print to a view of literacy as a 'range of meanings produced at the interface of person and text, and the linguistic strategies and cultural knowledge used to "cue" into meanings embedded in the text' (Rassool 2002). In this more whole-language oriented approach, meaning is seen to develop from whole to part, or from meaningful units of language and from the highly contextualized to more abstract, where learners are viewed as being inherently active and self-regulating, constructing their own knowledge without the need for explicit instruction.

However, it has been noted that research investigating comparisons between skills-based and whole-language approaches is difficult. For example, in a submission to the *Teaching children to read* inquiry (House of Commons 2005), Dr. Morag Stuart indicated there are positive benefits for children who receive

dedicated synthetic phonics programs, but warned that individual studies had significant limitations. She noted that it is very difficult to do comparative studies in actual sites of classroom practice and that there had not been any decisive research evidence determining the value of dedicated phonics programs directly compared to the mixture of phonics and other strategies' (House of Commons 2005). One study that has attempted such a comparison was undertaken in the United States. Using multiple sources of both quantitative and qualitative data, this study examined how the interpretations of learners differ in skills-based and whole-language classrooms. Dahl and Freppon (1995) found that the results presented a somewhat paradoxical picture:

*On one hand, some findings, particularly those from quantitative measures, indicated a number of similarities in learning outcomes as measured by the tasks assessing written language knowledge. The cross-curricular comparison also documented that children made progress in both approaches.*

*On the other hand, many of the findings demonstrated that learners made different senses of reading and writing in light of their experiences. The significant difference in written narrative register was taken to reflect curricular differences. Whole-language learners generated significantly more syntactic and lexical features of story language, and they experienced extended exposure to and interaction*

*with storybooks. In contrast, skills-based classrooms offered less emphasis on literature experiences.*

The interactive processing is not linear as in the bottom-up because it contains feedback at any stage that allows the reader to go back or forth between the components during the process (Trieman, 2001). Neither the top-down model nor the bottom up model can stand alone, for there should be a balance between the two.

Teachers who possess interactive belief systems are likely to achieve balance in the teaching of reading because they strike equilibrium between children's immersion in reading and writing experiences and their development as skillful and strategic readers and writers.

Moreover, teachers with interactive belief systems integrate reading, writing, speaking, and listening activities; in the process of doing so, they scaffold children's literacy experiences. Scaffolding suggests that teachers provide instructional support and guidance in the development of skills and strategies. Because they recognize the importance of teaching skills and strategies, interactive teachers blend explicit instruction with children's immersion in various reading and writing activities.

### **Top – down Approach and the Holistic-Oriented Instruction Practices**

The meaning-based or whole-language approach is a top-down method that emphasizes reading comprehension, or deciphering meanings of words

based on context. Supporters of whole-language instruction assert that children learn to read similar to the way they learn to speak and the whole-language approach complements this learning process. The whole language approach incorporates oral and silent reading, and reading authentic literature as opposed to the basal readers used in most phonics programs.

Whole language is another method used to teach reading to young children. Whole language represents the skilled stage of reading, given its reliance on the graphic word, whereas “phonics represents the unskilled stage owing to its emphasis on the intermediary role of phonological processing in word recognition” (Post, 2004). Using the whole language method is similar to teaching from a basal text book. The focus is to teach students to become competent in reading (fluency and comprehension) and to be able to communicate what they have read through their personal ideas, both orally and in written form.

The other (whole-language) stresses use-in-context and meaning, even though both focus on the individual child (Rassool, 2002). This approach argues that explicit instruction or direct teaching methods are also required for learners to obtain these skills.

Whole language instruction will refer to instructional approaches which emphasize the construction of meaning from real text; the importance of communication in reading, writing, and speech; the use of literature in a variety of forms; the integration of the language arts; and recognition of the affective aspects of students' learning (Bergeron, 1990). Whole language reflects a distinct

set of assumptions about viewing children as "meaning makers" through language, creativity, and discovery. It draws on the works of Piaget, Vygotsky, Bruner and others in the social cognitivist movement (Hoffman, 1992). Whole language is more a philosophy than a set of pedagogical practices. This approach will also be referred to as "literature-based" for the purposes of this study.

Also, it was found that learners in whole-language classrooms showed greater interest in themselves as literacy learners and they had a positive attitude towards literacy. By contrast, in the skills-based classroom these affective attributes were less evident except among the most proficient of readers and writers.

Conversely, the whole-language approach to literacy has been criticized as operating on broad assumptions, without sufficient support from empirical data. One such assumption is that written modes of language can be successfully taught through the reproduction of the conditions in which children acquire oral language (Mills, 2005). Given this, a further criticism is that whole-language approaches emphasize implicit rather than explicit teaching practices that some believe advantage the dominant cultural group over minority ethnic groups, students from low socio-economic backgrounds and those experiencing learning difficulties. Here it is argued that rather than acquiring the necessary reading and writing skills naturally, some groups require clearly communicated and explicit teaching.

For top – down theorists, fluency, as a reading skill, develops gradually as a consequence of the acquisition of some proficiency in the language being studied. The knowledge and language skills of fluent readers, argues Smith (2004), are the outcome of literacy rather than the cause. As an advocate of top-down model, Smith sees that fluency is reached not on the basis of the automatic word recognition, but on the basis of the wide reading experience with the different kinds of texts that will facilitate for the reader all kinds of reading. According to these theorists, there is no need to develop the decoding skills to reach skillful reading, although this is not valid for beginning readers, because these skills will progressively develop as the reader is more and more exposed to reading experiences.

In the top-down conception, reading is not controlled by textual inputs; rather, it is controlled by a higher level cognitive processing that requires from the reader to use some strategies like prediction, making inferences, guessing from the context to get the meaning of the text (Trieman, 2001).

Moreover, the proponents of the top-down model of reading argue that meaning resides largely in one's head. And it is the reader's schemata more than the print on the page that account for what is comprehend and what is not. Comprehending begins when the reader accesses appropriate background experiences and knowledge to make sense of print, in other words unlike the bottom-up model, in which the reader incrementally chunks bigger and bigger

pieces of information, that the reader makes educated guesses to predict the meaning of the print.

Top-down teachers encourage whole to parts model and meaning-driven process rather than print. It is a belief that students learn to read through meaningful experiences. Teacher who utilize this belief are apt to choose reading materials written in natural language, allow children to edit what is written in their own dialect and guess the meaning of unknown words. Also, these teachers are oriented in the importance of students' choosing their own reading material and enjoying the material they read. Nevertheless, teachers who follow this orientation do not require the use of flashcard drill, do not correct miscues that do not change the text meaning, and do not introduce new words before they appear in text.

The beliefs and practices of the teachers and the K to 12 curriculum implementation have to work closely, hand in hand, to ensure attainment of the latter's intents, especially in the early grades. Thus, choosing a reading theoretical orientation and reading instruction to a great extent influences the teaching-learning process in reading, which in turn translate the goals to instruction.

Figure 1 illustrates the conceptual paradigm of the study based on theories and concepts just discussed.

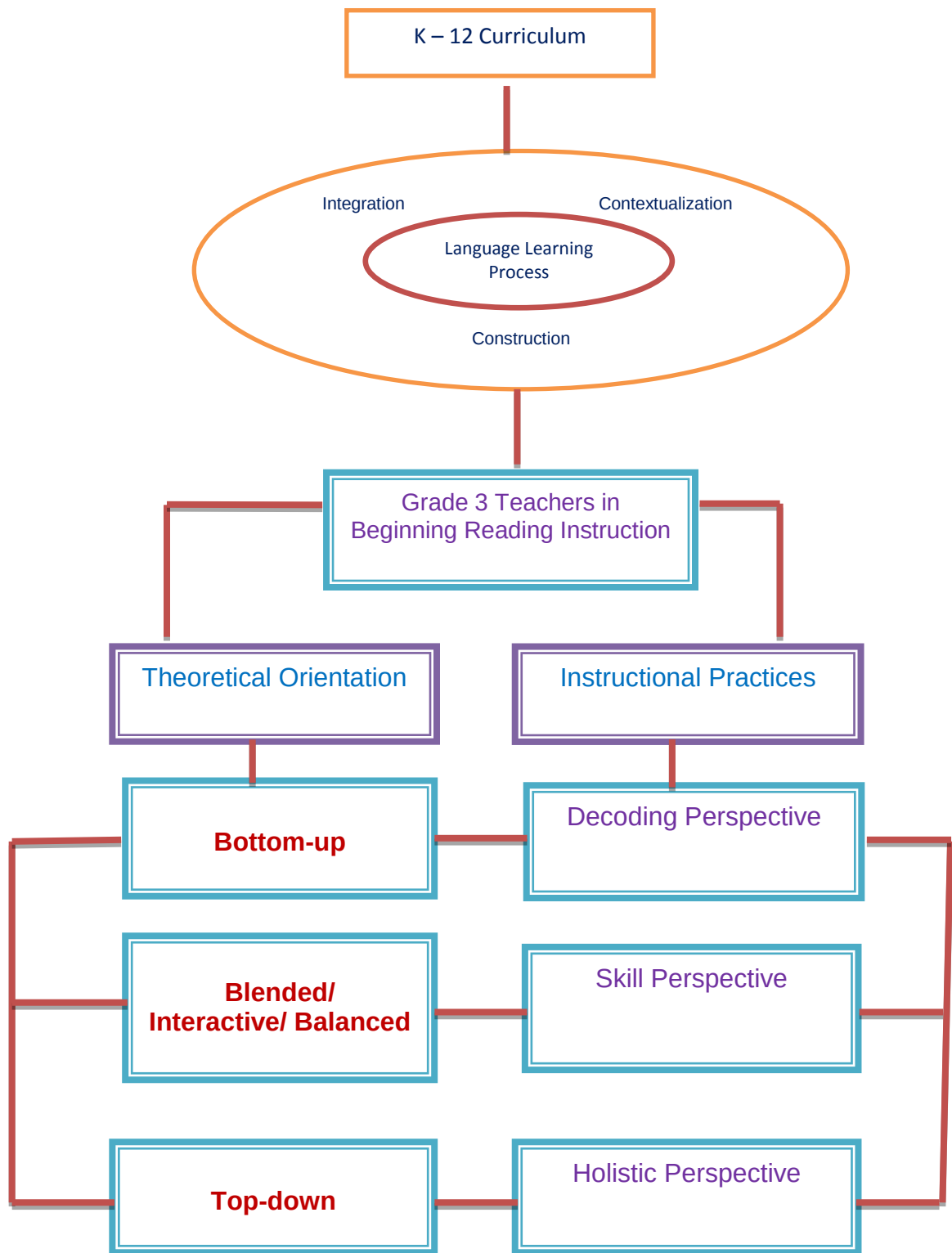


Figure 1. Conceptual Paradigm of the Study

The figure shows the K – 12 curriculum as a major change in the education landscape, especially in the language learning process as it gives emphasis on mother tongue for the early grades. The three language teaching and learning principles are considered significant in teaching the target language- integration, contextualization, and construction which are also key concepts applied in the theories in reading.

Integration has emphasis on receptive, productive skills, grammar and vocabulary taught in an integrated way, together with the use of print and non-print sources.

Contextualization has learning task and activities designed for learners to acquire the language in authentic and meaningful context of use. Construction making meaning is the heart of language learning and use where learners are provided with sufficient scaffolding to reach their cognitive, affective, and psychomotor potentials and become independent learners.

On the other hand, the three beliefs and theoretical orientation in reading with their corresponding practices are shown in relation to how the intents of the curriculum are implemented by teachers in the K-3 level. As discussed earlier, in every theoretical orientation is a corresponding and distinctive practice on reading instruction of teachers. Briefly, the bottom-up belief of teachers is manifested in decoding instruction practices which focuses on print-driven processing. The blended interactive balanced reading belief highlights the skills

instruction practices combining both bottom-up and top-down orientation, while the top-down view is revealed through instruction practices that depend on concept-driven processing.

Summarily, the study is anchored on the idea that the theoretical orientation teachers held about teaching reading are reflected by their instruction practices to implement the language framework and intents of the K-12 curriculum.

## **STATEMENT OF PURPOSE**

This study aims to describe the teachers' theoretical orientation and instructional practices in beginning reading and their congruence in implementing the curricular change in K-12 beginning reading instruction.

Specifically, this study was undertaken for the following purposes:

1. Identify the beginning reading teachers' theoretical orientation in reading.
2. Describe their teaching practices in handling beginning reading instruction.
3. Find out the congruence between teachers' theoretical orientation and instructional practices in beginning reading.

## **SIGNIFICANCE OF THE STUDY**

This study contributes to the understanding of theoretical orientation in reading and instructional practices of elementary teachers and would be of significance to various educational groups and people.

**Department of Education.** Officials of the Department of Education may use the results of the study as guide in determining the pedagogical and theoretical contents of the seminars or programs for teachers' professional development in reading. Teachers may use as for their instructional practices in teaching reading.

**Teacher Education Institutes (TEIs).** The result of the study may serve as input in planning and providing for experiences that encourage the use of theories appropriate for teaching reading for the young learners. Beginning reading teachers help to revisit their orientation in teaching reading.

**Elementary Schools.** This study will benefit them as to revisiting the theoretical orientations and pedagogical approaches to best meet the demands of the new curriculum.

**Materials Developer.** They will be helped on how reading skills or reading lessons should be presented on various materials as they should also be aligned with the current theory in reading.

**Researchers.** They will gain insights from the findings of this study and may use them for future studies about theoretical orientation of teachers in reading instruction, and how these are seen in different content areas.

## **SCOPE AND DELIMITATION OF THE STUDY**

The study focused on the description of teachers' theoretical orientation and instructional practices namely, bottom-up, blended/blended, and top-down models. The respondents of the study were composed of the seven reading teachers in Grade III of Kaypian Elementary School. The research instruments used in the study were the Theoretical Orientation to Reading Profile (TORP) developed by Diane DeFord, the validated Classroom Observation Checklist developed by the researcher, and the open-ended interview to validate or explain initial results gathered from the two instruments.

## **DEFINITION OF TERMS**

To facilitate better understanding of this study, the following terms are conceptually and operationally defined.

**Beginning reading.** It is a stage when a child starts to receive formal instruction focused on early literacy of phonemic awareness, alphabetic principle, accuracy and fluency with text, vocabulary, and comprehension. In this study, it refers to the pupils in the primary grade (1-3).

**Instructional Practice.** It refers to actions done consciously, deliberately, and repeatedly in teaching learners following different strategies and techniques. It includes actions that reveal decoding, holistic, and skills perspectives in teaching reading. Under this are:

**Decoding Perspective.** It is a belief in the ability to read single words in isolation. Children must first learn the individual speech sounds, or phonemes, that are represented by symbols or letters before comprehension is constructed.

**Holistic Perspective.** It refers to the meaning-based or whole-language approach that emphasizes reading comprehension, or deciphering meanings of words based on context. The whole language approach incorporates oral and silent reading, and reading authentic literature as opposed to the basal readers used in most phonics programs.

**Skills Perspective.** It refers to the teaching of reading that combines a foundation in phonics with whole – language methods in which instruction needs to emphasize processes that help children construct meaning as they acquire reading skills in meaningful, integrated manner.

**K to 12 Curriculum –** A program that covers Kindergarten and 12 years of basic education: (six (6) years in primary education, four (4) years of Junior high school, and two (2) years of senior high school to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Cruz, 2010).

**K-3 Teacher.** It refers to a teacher who is assigned to handle Grade 3 English in which the content is that of beginning reading English under the new K-12 curriculum.

**Language Learning Process.** It is an active process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate that begins at birth and continues throughout life. Three principles deemed of significance in teaching the early grades reading are as follows:

**Integration.** It refers to a language teaching and learning principle where the areas of language learning – the receptive skills, the productive skills, grammar, and vocabulary- are taught in an integrated way, together with the use of relevant print and non-print resources, to provide multiple perspective and meaningful connections. Integration may come in different types either implicitly or explicitly (skills, content, theme topic, and values integration).

**Contextualization.** It is one principle in which learning tasks and activities are designed for learners to acquire the language in authentic and meaningful contexts of use. Learning points are reinforced through explicit instruction and related follow-up practice within the children's realm of experiences and authentic environment.

**Construction.** It is a principle on meaning-making as the heart of language and its use whereby learners are provided with sufficient scaffolding to be

able to reach their full cognitive, affective, and psychomotor potentials and become independent learners who are good consumers and constructors of meaning.

**Reading.** It is a combination of text input, appropriate cognitive processes, and the information that readers already know for the construction of meaning (Grabe, 2009). It refers to the act of going through the pages of print and simultaneously and automatically translating symbols in to meaning for construction of appropriate meaning.

**Theoretical Orientation.** It is a belief system in relation to views about teaching and learning. It encompasses the particular assumptions, knowledge and beliefs held about teaching and learning. The knowledge of teachers' theoretical orientations is significant in understanding the teaching process (Graham, Harris, MacArthur & Flink 2002). In this study, it refers to reading theoretical orientation of teachers.

**Theoretical Orientation to Reading Profile (TORP).** It is an instrument designed by Diane De Ford in 1985, used to determine teacher beliefs about practices in reading instruction. Under this are the reading models, to wit:

**Bottom – up.** It is a belief that learner must decode letters and words before they are able to construct meaning from sentences, paragraphs, and larger text selections (Vacca, et al., 2011). It is also known as decoding perspective in beginning reading.

**Interactive - Compensatory.** It refers to the dynamic relationship between bottom-up and top-down, between decoding and interpretation, and between text and reader to be able to construct meaning of the text (Vacca, et al., 2011). It is an approach in which the teacher integrates reading, writing, speaking, and listening activities. It also called as blended or interactive approach and skills perspective in reading theories.

**Top – down.** It refers to whole – to – part model where readers are of primary importance, bringing personal meaning to reading process from background of experiences (Vacca, et al., 2011). It is also called holistic perspective or whole language approach in teaching reading.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents the survey of conceptual and research literature related to the nature of reading, its theories, uses, and implications in teaching beginning reading, which provided the theoretical and conceptual basis or justification of the study.

#### **Teachers' Belief and Instructional Practices**

Reading comprehension instruction has evolved over the years, and will continue to do so in the future. It is necessary for teachers to have their teaching strategies evolve, as new best practices in reading comprehension instruction are developed and researched with different age groups locally and abroad.

Teachers' beliefs have been found to be associated with teachers' practices. The instructional strategies they use, the classroom climate they create, content they choose, and other classroom design decisions and teachers' beliefs influence their classroom practices and also their pupils' beliefs (Moos & Ringdal 2012).

Hativa and Goodyear (2002) posit that research on teacher thinking and beliefs has increased in volume in the last two decades and there is consistent research evidence, suggesting that teachers' theories about teaching and learning strongly affect classroom behavior. It was also noticed that teachers

frequently tend to adopt an approach to teaching, which is congruent with their conceptions of learning. In fact, teachers' practices and behaviors have been conceptualized as a result of teachers' beliefs. There is consistent research evidence suggesting that teachers' theories about teaching and learning strongly affect classroom behavior, strongly reiterating congruence of these concepts.

Richardson (2003) noticed that teacher education has become highly cognitive in focus. The interest in beliefs, as a form of cognition, has increased also, and even suggested that teacher candidates possess strong beliefs about teaching and schooling that are rooted in their previous experience with schooling and instruction prior to their becoming teachers themselves.

Rimm-Kaufman and Sawyer (2004) pointed out that because of the current complexity and challenge teachers face, the topic of teachers' beliefs has become one of national relevance for scrutiny and discussion.

According to Yero (2002) many studies have shown that the individual beliefs and values of teachers play a vital role in shaping the objectives, goals, curriculum, and instructional methods of schools. Teachers' beliefs and values shape the classroom context and atmosphere. Also beliefs are about things such as causality or the meaning of specific actions. From her perspective, the concept of beliefs comprises the judgments and evaluations that people make about themselves, about others, and about the world surrounding them. The interesting dynamic concerns teachers' beliefs about school, teaching, and learning which stems from their own experiences as students. Also, teachers

have formed impressions about themselves and their abilities, about the nature of knowledge, and about how knowledge is acquired or learned.

Poulson et al. (2001) compared effective teachers with a validation sample taken from the same schools or from similar schools in the same local areas. The validation sample consisted of 71 teachers, not identified as effective. The researchers computed correlations between scores representing a theoretical orientation and teaching activities intended to correspond to these orientations. According to the investigators, the findings suggest significant levels of consistency between the reported beliefs of effective teachers and their evaluation pertaining to teaching activities. The results suggested that the effective teachers were more coherent than the teachers in the validation group regarding their beliefs about literacy and the teaching practices associated with these beliefs. Moreover, the effective teachers were also more oriented to holistic theoretical positions than the validation sample. The researchers concluded that the theoretical orientation of effective literacy teachers appeared in many respects to be constructivist: prioritizing pupils' ability to make sense of, and produce, written texts in a range of contexts and for authentic purposes.

Huertas (2006) discovered many similarities in students' conceptions of reading across the groups as well as differences in the results. For instance, teachers with a whole language orientation to reading tend to emphasize book reading activities and the development of a sense of story and text (DeFord, 1985). In the study, students from teachers whose beliefs were congruent with a

whole language orientation tended to consistently consider their ability to read books as an indication of their reading aptitude. Thus, their self-perception regarding reading skills was mostly based on their capacity to read books. In contrast, students from teachers whose beliefs were congruent with a skills orientation tended to base their perceptions on reading skills according to their acquisition of sight words, accurate reading, and even a general sense of being smart. These responses are compatible with a skills orientation that emphasizes accuracy on word recognition (DeFord, 1985). Moreover, whole language orientation students were able to articulate 40 to 50 percent more reading strategies and ideas about how children learn to read than students of teachers whose beliefs corresponded to a different reading orientation. The researchers concluded that teachers' instructional orientation to reading might differentially influence some very specific aspects of students' concepts about reading and becoming a reader. Thus, teachers' literacy beliefs and students' conceptions about reading and writing and their significance might be better understood within the perspective of literacy as a social construction where teachers and students define what literacy is and what it means to be literate.

Furthermore, Huertas (2006) examined first-grade teachers' literacy beliefs and practices and their relationship with their students' conceptions about reading and writing. For the first part of the study, a sample of 76 first-grade teachers from two school districts in Puerto Rico completed the Literacy Orientation Survey (LOS). The combined score of the LOS was calculated and

used to categorize teachers according to their literacy beliefs and practices as constructivist, eclectic, or traditional. The results indicated that most teachers appear to hold traditional literacy beliefs and practices, whereas a very small number of the participant teachers seem to hold literacy beliefs and practices categorized as constructivist. A statistically significant association was found between teachers' literacy viewpoint and students' conceptions about reading and writing. First-grade students whose teachers held a constructivist literacy viewpoint seemed to have more holistic conceptions of literacy, whereas students whose teachers held a traditional or an eclectic literacy viewpoint seemed to have more skills or test based conceptions of reading and writing. Results indicate that first-grade pupils' ideas regarding the purposes and nature of reading and writing appear to be compatible with their teachers' literacy beliefs and practices, but no significant relationship was found between students' conceptions of reading and writing and their reading ability.

Alquraini and Gut (2012) describe a range of successful practices as identified in numerous studies on inclusive education, including "effective instruction practices to improve access to core general curriculum, peer support for students with severe disabilities, assistive technology, and administrative support, professional development training for educators, and effective involvement and support of parents or families in inclusive settings.

Bai and Ertmer (2004) focused on in-service teachers' beliefs about using technology in the classroom and observed a positive relationship between their

beliefs and using technology. Also, Mori (2002) found that teachers give corrective feedback for instruction in relation to their beliefs.

Uztosun (2013) made an exploratory study that seeks understanding of the relationship between Turkish elementary school English teachers' espoused beliefs about the effective ways of teaching English and their self-reported practices. Six (6) teachers, who were working at different state schools in a town located in the Northwestern part of Turkey were interviewed. Interpretation of the data revealed inconsistency between teachers' beliefs and practices. Although there was a strong consensus that English should be taught communicatively, all participants reported that their teaching practices mainly focus on vocabulary and grammar. A number of factors hindering this consistency were mentioned such as exam-based educational policy, time constraints and overloaded syllabus. In the light of these, the study recommended changing the focus of current English testing system to using the language communicatively and implementing an adaptable curriculum where language learning objectives would be shifted from preparing students for the examinations to improving their competences in productive skills applied in real-life contexts and meaningful experiences.

In their case study focusing on the learner-centeredness in Turkish context, Hatipoğlu (2006) found a strong relationship between beliefs and practice. She observed that teachers present an appropriate classroom environment to their beliefs about learner-centered learning. Moreover, Caner et al. (2010) investigated teachers' beliefs about foreign language teaching

practices in Turkey. The study focused on the early phases of primary education. The school did not seem a regular type of Turkish primary school because it offered English classes at the first three years, which was not the case in Turkish educational exam. This study involved two English language teachers and the data were collected through questionnaire and observation. The results showed that the teachers provided relevant teaching procedures in accordance to their reported beliefs.

Young and Sachdev (2011) focused on teachers' beliefs about the application of a model of intercultural communicative competence. They involved experienced English language teachers from the USA, UK, and France. The data, which were collected through diary, focus groups and questionnaires, illustrated disconnection between teachers' beliefs and their current classroom priorities.

Gahin (2001) conducted a research study within the same scope in Egyptian context. The findings of the data, which were collected through questionnaire, interviews and classroom observations, illustrated that the majority of teachers' espoused beliefs that mismatched their classroom behaviors and different factors were discussed as possible reasons for this inconsistency such as larger classes, lack of resources, workload, time constraints, and low pay.

Khonamri's (2010) previous research has revealed the influential role of teachers' beliefs in determining their professional behavior- the ways they plan their lessons, the kinds of decision they make, and the methods they apply in

their classrooms. The study aimed, first, to investigate the construct of teachers' belief systems about reading strategies among EFL high school teachers, then to explore the degree of discrepancies or consistencies between teachers' beliefs about reading strategies and their practical teaching activities in the context of English teaching as a foreign language in high schools of Iran, Mazandaran. Based on questionnaire data from 57 teachers, teachers' beliefs and their self-reported classroom employment of reading strategies were explored. Findings indicated that teachers believe that reading strategies play an important role in reading comprehension and that it is necessary to teach reading strategies in reading classes. The result also revealed that there is inconsistency between teachers' beliefs and their self-reported classroom practice.

Maxwell (2012) in his study examined the beliefs and understandings three third grade teachers held concerning nonfiction reading comprehension instruction for struggling readers and how these beliefs and knowledge influenced their pedagogical practices. Data collection lasted for five months and involved interviews, classroom observations, teacher debriefs, and the collection of artifacts, including DeFord's (1985) Theoretical Orientation to Reading Profile (TORP). The findings in this study revealed links and disconnections between the accommodations teachers believed their struggling readers needed and what they actually provided their struggling readers. These teachers faced pressures of time constraints and a focus on testing, which affected their pedagogical practices. Furthermore, they demonstrated a reliance on content area textbooks

and dissatisfaction with the accessibility of nonfiction materials. These findings highlighted the need for pre-service and in-service teachers to have access to quality nonfiction materials to use in the classroom and instruction on how to provide nonfiction comprehension instruction to their struggling readers.

El-Okda (2005) stated that beliefs towards reading and reading instruction first need to change. If teachers are to evolve and learn to teach in new ways, teacher educators, it maintains, should consider the beliefs that they possess and not spend time teaching them ideas that contradict their values. Raising teachers' consciousness about their beliefs about teaching reading can further encourage reflection on how a teacher's tacit knowledge shapes the way they understand and act upon information in the classroom. Hopefully, this study can provide a springboard for discussion and an impetus for teachers' critical self-inquiry on the topic of reading and reading instruction for specific purposes. Specifically, the study highlighted the importance of professional development directed toward helping the teachers learn about the process of reading, the learning of reading, and the teaching of reading to advanced level students.

Thando Mokotedi (2012) focused on teachers' pedagogical subject knowledge and teaching of reading in English as a second language (L2) in Botswana Primary Schools. The participants consisted of ten teachers from four lower primary classrooms setting. The three modes of inquiry used in the study are semi-structured interviews, classroom observations, and stimulated recall interviews. The findings revealed that teachers' classroom practices were not

always consistent with their pedagogical subject knowledge. They demonstrated having knowledge on how reading ought to be taught and it was observed that in most cases, their beliefs were not put into their classroom practices. This research highlighted the importance of the phonics instructions in teaching early reading, which most of the teachers' practices revealed that they lack confidence in teaching. Therefore, this seems to have an impact on the learners in lower classes because this level is considered the foundation, which needs solid base of reading strategies. Most recent studies have revealed that a lack of phonics base on reading instructions leave learners without important decoding skills necessary in recognizing letter/sound relationships in reading. It emerged that most of the activities observed focused on word level because more emphasis was placed on decoding than comprehension. Although the study indicates that teachers face a number of challenges which might have an impact in practicing their espoused beliefs, it seems that they did not get proper foundation from pre-service training with phonics instructions. Hopefully the insights presented in this study can lead to increased awareness of how reading can be effectively taught and how teachers base classroom practices on their experiences and the contexts within which they work.

## **Teachers' Theoretical Orientation and Practices in Teaching Beginning Reading**

Teachers' beliefs are a mixture of thoughts, beliefs, perceptions, and values about their roles as educators, education, and about how students learn. Some literature indicated that these thought processes affected teacher's actions in the classroom (Vartuli, 2005). Additionally, other researchers examined teachers' beliefs and checked them against a prescribed set of practices that teachers were to implement. The results of these studies showed that teachers' beliefs do inform their practices.

Likewise, some research exists on the topic of teachers' beliefs and reading instruction, but much less exists that discusses teachers' beliefs and reading instruction as they relate to struggling readers. Indeed, there is a need for further investigation into the topic of nonfiction reading comprehension instruction for struggling readers. Yet it is still unclear how teachers' beliefs are truly represented in their instructional practices in the classroom, as well as what preexisting factors impact teachers' beliefs with respect to literacy instruction (Cunningham, Zibulsky, Stanovich, & Stanovich, 2009).

Beliefs and how beliefs are enacted in classrooms constitute the theoretical underpinnings driving the study. Individuals' beliefs, attitudes, and assumptions about learning draw on a combination of psychological, philosophical, sociological, political, and scientific principles. Teachers develop philosophical and pedagogical understandings based upon knowledge of

students, language, cultural backgrounds, learning styles, and instructional needs.

Whatever teachers believe and however they behave in the classroom are shaped by their personal experiences, their instruction, and formal knowledge (Torres, 2005). Also, Borg (2001) supported this view explaining that teachers' beliefs and practices involve a high level of personal participation. In other words, teachers use their experiences to project themselves in particular roles and to establish relationships within the classroom, so that children's interest is maintained and a fruitful working environment is developed.

It has been argued that in the teaching of beginning reading there is often a disparity between teachers' espoused beliefs about reading and their actual practices (Argyris and Schon, 1974; Davis, 1986). On the other hand, it has been reported that teachers actively formulate and reformulate their beliefs and adapt their instruction accordingly in the process of teaching (Borko, Shavelson and Stern, 1981). While it cannot be denied that some teachers maintain congruence between their beliefs and instruction, Duffy (1982) maintains that the belief of the urgency to cover material and have a well-managed classroom is the actual driving force behind most teachers' instructional decision – making.

Research indicates that, at times, teachers' beliefs about reading or certain aspects such as voluntary reading (Morrow, 1985) do influence their practice. However, it is also evident that classroom practices are strongly influenced by practical realities of classroom life, teachers' perceptions of

administrative desires (Shannon,1986), and commercial reading materials (Shannon, 1987).

It is desirable to have congruence between teachers' beliefs and practices, and to do so, then teachers must be led to examine the assumptions underlying their beliefs, as well as the beliefs of others. Teachers must learn to question why they are using specific instructional practices and how these practices relate to current theories of literacy development. These two points are central to any transformation in reading instruction since there may be congruence between beliefs and instructional strategies, yet the type of instruction is still not desirable. This situation can occur when the beliefs are not accurate reflections of what is known about children's development of language and literacy. Thus congruence between beliefs and practice are not in themselves desirable. Teachers must move toward an understanding of the current knowledge concerning literacy acquisition and development.

Several possibilities can explain the mismatch between teachers' beliefs and their actual practices. Even though teachers may have wanted to teach reading strategies explicitly in their practices, their unfamiliarity with the right way to do this may have led them to teach differently. Further, teachers may lack the procedural knowledge (Darabie, 2006).

Wikan (2001) specified that the teaching of reading has become a challenge in Namibian schools; yet, the important point is that by the end of school year it is obligatory for all teachers in the primary education that all

learners are able to read. International studies in reading show that many learners in Namibia struggle to master reading, writing, and mathematical skill. It also looked at various approaches and strategies related to teaching of reading in Namibia and other countries. There are no teaching methods or approaches which are most effective for teaching children how to read. Rather teachers need to know how best each method can be used to teach reading.

Grisham (2000) conducted a longitudinal study to learn about the reading beliefs and instructional practices of twelve teachers over a three-year period. Grisham's study followed the group of twelve teachers during their pre-service teacher education program and through their first two years of elementary school teaching. The researcher was particularly interested in assessing the impact of a "carefully designed and theoretically cohesive pre-service program, upon their teaching practice." Grisham cites constructivist theory as a useful framework for studying how teachers conceptualize literacy learning both in and out of school. Constructivism is a theory about knowledge and learning, it describes both what "knowing" is and how one "comes to know". The twelve participants in Grisham's study were purposively selected from more than thirty volunteers. The criteria for sample selection were based upon the participants' scores obtained from the administration of the TORP. Six participants were classified as skills oriented, six participants as whole language oriented. Data were analyzed inductively and resulted in the construction of twelve case studies and cross-case analysis. The results of Grisham's study provide a more comprehensive sense of the 'in-depth'

nature of data related to teacher participants' background and contextual information. Three sources of data informed the study, the self-report of interviews, teacher storylines, and corroboration by observations of teaching. A major finding was that constructivist orientation

Luciano (1997) examined the relationship between first grade teachers' theoretical orientations toward reading and their classroom instructional practices. The study, which was conducted in Duval County Florida, used the Theoretical Orientation to Reading Profile (DeFord, 1985) and the Luciano Reading Instruction Practices Survey to gather self-reported data from the 102 study participants. The sample teachers reported the frequency with which they used 25 specific instructional practices to assist students in learning to read. Ten percent of the sample teachers were observed by the researcher for thirty minutes and their instructional practices were documented on a checklist which corresponded to the Luciano survey. These observations found that 48% of the reported practices were present. Raw scores on the TORP instrument indicated that 22.5% of the sample teachers held a phonics orientation towards reading, while 77.5% scored in the mid-range indicating an orientation which supported a mixed theoretical orientation of decoding skills and whole language approaches. Descriptive statistics of instructional practices obtained from the Luciano Reading Instruction Practices Survey (RIPS) indicated that 72% of all the sample teachers allowed students time for free reading on a daily basis, 66% reported emphasizing letter sounds, 59% reported using consumable skills workbooks

every day, and 56% of the study teachers activated student interest prior to each reading experience. RIPS scores also indicated that sample teachers who used a combination of phonics and whole language practices comprised the largest group (46%) in the study. Nearly 10% of the sample used a majority of phonics-based practices and 44% reported utilizing mostly whole language-type activities. The results of this study provided insights as to the current methods being used to teach reading at the first grade level in a large urban school district and indicated moderate support as to a relationship between teachers' theoretical orientations and classroom practices.

The findings of Hollingsworth (1989), Munby (1984), and Richardson (1990) suggest that the way teachers adapt or adopt new instructional practices in their classrooms is closely related to whether their beliefs match the assumptions inherent to the new program or strategy. Similarly, in studying the Reading Recovery program, Duckworth (1987) suggests that teachers' beliefs are often flexible and well-informed. She writes that a belief can be confirmed or disconfirmed by additional evidence, and an opposing belief is possible, and would lead to different actions in situations where the belief is pertinent. One can learn a belief by simply being told, or discover a belief from evidence gained in personal experience (Rokeach, 1968). Duckworth (1987) also writes that a verbal statement of a person's beliefs does not necessarily prove that the belief is held. Teachers may enunciate a belief, even though they don't believe it, only because

they think it is expected. Finally, individuals may think they believe something although their actions indicate they actually do not.

Harste and Burke, (1977) hypothesized that teachers make decisions about reading instruction based upon their knowledge and acceptance of theory, or the assumptions they hold concerning reading and learning. They contended that a teacher's theoretical orientation establishes goals, procedures, materials and classroom practices. DeFord (1985) found in classroom observations that teachers were able to accurately predict the teachers' overall score on the Theoretical Orientation to Reading Profile (TORP) survey of teacher beliefs. The research pertaining to DeFord's (1985) multiple choice survey instrument, entitled the Theoretical Orientation to Reading Profile (TORP), is of significant importance to this study. Her survey was developed within the framework proposed by Harste and Burke (1977) and was designed to differentiate teachers based on their theoretical beliefs about reading. Research using the TORP indicates that it is a one factor t. test which measures instruction in reading, characterized on a continuum from isolation of sub-skills to integration of language (Hoffman, 1991). DeFord validated her instrument by predicting a sample of teachers' theoretical orientations to reading based upon classroom observations. Her study found a strong relationship between the TORP score and the predictions ( $r = .64$  [skills oriented],  $r = .67$  [whole language];  $p < .01$ ).

DeFord's extensive research with her TORP survey indicated that teachers of known theoretical orientation responded in consistent, predictable

ways to statements concerning practices in reading instruction. One category of orientation emphasized smaller than word level letter units with gradual progression to words and comprehension. A second orientation focused on the development of sight word vocabulary and also emphasized the beginning and ending letter/sound relationships. A third teacher orientation was found to be one in which story and text was emphasized as a framework for examining smaller units of language. It was these same validated constructs which were used in the development of the Luciano Reading Instruction Practices Survey (RIPS).

Research with the RIPS concluded that it too was an efficient and reliable tool for assessing teacher beliefs about reading (Duffy & Metheny, 1979). They examined the number of teachers involved in each study, the grade level and subject areas, the number and length of observations made, and the source of the teacher data (questionnaire, interview, or both). The results of their research indicated that if teachers' actions were grouped into large sets or dimensions, some significant correlations could be made to actual practices.

As teachers' beliefs and practices form part of the process of understanding how teachers conceptualize their work, it is necessary to understand the beliefs and principles. Teachers' beliefs about teaching reading represent a complex relationship between themselves and their classroom behaviors. Farrell and Lim (2005) argued that beliefs direct one's thoughts and behavior. In addition, teachers' beliefs and behaviors are difficult to examine as

they are not observable. As an outcome, teachers' beliefs can take many forms in practice (Kajinga, 2005).

In Addition, the knowledge and beliefs that lie behind teachers' practices is the way in which teachers understand the subject matter and the knowledge they develop from those beliefs that help them to foster children's learning. Teachers' beliefs are unlikely to be replaced unless they prove to be inadequate or unsatisfactory. This is unlikely to happen unless those beliefs are challenged, either externally or internally by the teacher him/herself and found to be impossible to be assimilated into their existing practice (Woolacott, 2002). Thus, teachers make sense of their professional world, the knowledge and beliefs they bring with them to the teaching of reading inform their everyday practice in the classroom situation. Moreover, teachers' beliefs and practices are influenced by the way they were taught in the past (Kajinga, 2005).

Farrell (2014) presented a case study that explored and reflected on the relationship between the stated beliefs and observed classroom practices of one second language reading teacher. The findings of this study revealed that this particular teacher holds complex beliefs about teaching reading that were evident to some extent in many of his classroom practices. Additionally, this study found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices. Findings from this study correlate with findings from previous studies in first language (L1)

reading research that examined the relationship between teacher beliefs and classroom practices. Implications for future research were also discussed.

Xu (2012) added that teachers' beliefs are important for understanding and improving educational process. They closely guide language teachers to adopt their teaching strategies for coping with their daily language teaching challenges, influence their general well-being, and in turn, shape language learners' learning environment, their motivation and their language achievement and ability. This essay studied some previous researches on teachers' beliefs, and analyzed the role of three teachers' beliefs in the language teaching-learning process. The first part clarified the concept of teachers' beliefs; the second part illustrated three essential teachers' beliefs about learners, learning and teachers themselves, and their role in the language teaching-learning process; and the third part was the conclusion, which is consistent with the concept of teachers' beliefs.

The British educational theorist Pajares (1992) noted that teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. Teachers' beliefs are central to determining their actual behavior towards students. If teachers can identify the level of students' capabilities, they will try to select and adjust their behavior and instructional choice accordingly.

Kennedy (1997) admitted that it is not clear what the source of those beliefs might be — a product of their upbringing, a reflection of their life experiences, or a result of socialization processes in schools. Nevertheless, teachers and teacher candidates have strong beliefs about the role that education can play about explanations for individual variation in academic performance, about right and wrong in a classroom, and many other areas. Kennedy asserted that these beliefs are used to evaluate the new ideas about teaching that teachers and teacher candidates confront in their methods classes. Those teachings that square with their beliefs are recognized and characterized as "what's new?" Teachings that challenge their beliefs are dismissed as theoretical, unworkable, or even simply wrong.

Chou (2008) conducted a study based on the assumption that teachers are highly influenced by their beliefs. He investigated the construct of teachers' belief systems about reading approaches among 42 university instructors and explored the degree of discrepancies or consistencies between teachers' beliefs about reading theories and their practical teaching activities in the EFL setting of Taiwan. The findings showed that there were no significant relationship between the participants' beliefs and their use of each reading approach.

In addition, Farrell and Kun (2007) examined three Singaporean primary school teachers' beliefs regarding their students' use of Singlish in English language classes. This case study revealed that the teachers' identified beliefs were aligned with their actual classroom practices regarding the corrective

feedback on the students about the oral usage of Singlish. However, the attention is focused on the idea that teachers hold complex beliefs and they may be in conflict with each other. The study suggested that classroom practices be monitored to see if there is evidence of these beliefs in actual classroom practices because of the ever-changing nature of beliefs (Senior, 2006).

While the result in the study of Polat (2009) on Georgian English language learners and teachers in a private school in Tbilisi indicated that both groups showed consistency between their reported beliefs and in-class practices regarding the use of some traditional techniques of grammar teaching; whereas teachers used more techniques like drills and structural analysis than they reported in the questionnaire, but the use of contemporary techniques was rare, which contradicted what teachers and students reported in the questionnaire. However, Polat concluded that consistencies were more frequent than that of inconsistencies.

Kit-ling's study (2007) aimed to develop a set of quantitative instruments to investigate Hong Kong Chinese language teachers' orientation to reading instruction, their instructional practices, and the relation between these two constructs under the implementation of the new curriculum. A total of 493 Chinese language teachers from 170 secondary schools in Hong Kong participated in this study whose findings generally supported the psychometric properties of the instruments. Teachers participating in this study showed a higher level of acceptance of the competence-based orientation proposed in the

new curriculum compared with the traditional text-based orientation. On the basis of self-report, teachers' orientation to reading instruction was closely related to their daily instructional practices although instructional practices were not directly observed. While competence-based orientation was the strongest predictor of the use of competence-based instructional strategies, text-based orientation was also found to be positively related to teachers' instruction. Teachers who believed in both competence-based and text-based orientation employed competence-based instructional strategies more frequently than did teachers who only believed in one or the other type of orientation. Implications of these findings for understanding and facilitating Hong Kong teachers' implementation of the new reading instructional approach and the limitations of the use of self-report measures were discussed.

Reis (2009) agreed that when teachers consider their student's interests and abilities as part of the process of teaching them to read, they draw on their prior teaching experiences and knowledge. Teacher's beliefs about students' abilities and reading instructional levels, coupled with their expectations about the challenge level of the books that students read, affect their perceptions about reading instruction in their classrooms. Prior training and experience have taught teachers to implement developmentally appropriate content for a given grade level, and many teachers believe that the activities and curriculum that are suitable for pupils at one grade level will not be suitable for pupils at another grade level.

Furthermore, Squires and Bliss (2004) also concurred that teachers bring to the classroom some level of beliefs that influence their critical daily decision making. This statement was certainly based on an important body of research and literature that pointed toward a certain degree of congruency between teachers' beliefs about reading and writing and their instructional practices. However, some researchers have reported discrepancies between what teachers believe and what they actually do in their classrooms. Richardson (2003) believed that teacher candidates possess strong beliefs about teaching and schooling that are rooted in their previous experience with schooling and instruction.

The study of Powers, Zippay, and Butler (2006) examined and described the changes in four teachers' beliefs and practices in literacy and literacy assessment over the course of a yearlong graduate level clinical experience. Four teachers taught elementary-aged pupils in a public school; another served as a reading resource educator at a public elementary school; and the fourth taught high school-aged students at an alternative school associated with a public school. The study found that teacher beliefs and their classroom instruction are often inconsistent due to a variety of variables such as the pressure to conform to a particular school philosophy and government mandates. In spite of these pressures the findings confirmed that these teachers serve as the key evaluator of their students' literacy development.

Another study claimed that the teachers' beliefs are thought to have a profound influence on their classroom practices. The study investigated the relationship between the beliefs of eight teachers and their practices in the teaching of reading to advanced learners. It used video stimulated recall to obtain measures of teachers' beliefs, while comparing those beliefs and behaviors against the research norms. The beliefs that were identified as congruent with practices of the majority of the teachers reflected a skills-based approach to reading instruction, emphasizing vocabulary, reading aloud, translation, and whole class discussion of texts. Teachers interpret and respond to innovations only in the ways which relate to their existing beliefs and practices (Kuzborska, 2011).

Kelly (2010) examined the knowledge, beliefs, and identities of reading teachers within the transition to teaching by exploring the connections between coursework, field placements, teaching contexts, and participants' conceptions of teaching reading. While there has been an increased focus on the transition to teaching, little is still known about the experiences of reading teachers as they move from the university classrooms to their own K-12 classrooms (Dillon et al., 2010). The study was conducted as a qualitative case study, and data sources included formal interviews, classroom observations, and a survey. Participants included 2 pre-service teachers, 3 first-year teachers, and 2 third-/fourth-year teachers prepared at the same large, Midwestern Research University. Analysis indicated that novice reading teachers benefit from clear links between

theoretical grounding and instructional practice in actual classrooms. As well, the knowledge, beliefs, and identities of novice reading teachers continue to develop after completing teacher education programs, and strong leadership and mentors are necessary for supporting the continued professional development of new reading teachers. Therefore, a recommendation of this study is that teacher education programs work in concert with schools to provide carefully-designed programs and field experiences. As well, schools have a responsibility to recognize and maintain a focus on the development of effective literacy practices for novice reading teachers in the powerful site of continued learning – the novice teacher's own classroom.

Johnson (1992) in her study *A Multidimensional TESL Theoretical Orientation Profile*, consisting of an Ideal Instructional Protocol, a Lesson Plan Analysis Task, and a Beliefs Inventory, was created to determine the extent to which 30 English-as-a-second-language (ESL) teachers possess theoretical beliefs about second-language learning and teaching which reflect the methodological divisions of skill-based, rule-based, and function-based approaches toward second-language teaching. The results suggested that the majority of these teachers possess clearly defined theoretical beliefs which consistently reflect one particular methodological approach. To determine the extent to which ESL teachers' instructional practices were consistent with their theoretical beliefs, three secondary-level ESL teachers identified as having different theoretical orientations were observed during literacy instruction. Careful

analysis of transcribed classroom observations revealed that literacy instruction for non-native speakers of English is consistent with each teacher's theoretical orientation. Overall, these results support previous research which recognizes the importance of teachers' theoretical beliefs on instructional practices within literacy contexts. Pedagogical implications for the field of second-language teacher education were discussed.

Maloch et al. (2003) sought to examine the ways in which the graduates from the three teacher preparation program types talk about their beliefs and understandings about reading instruction and teaching experiences, and their perceptions of the influence of their teacher education programs. The authors found that graduates of the commission-recognized reading specialization and reading embedded programs were more likely than the general education comparison group to talk about their instruction in ways consistent with effective teaching, and reported providing meaningful and relevant instruction, making an effort to learn more about their students, maintaining enthusiasm for teaching, and seeking ongoing support for their continued learning.

Borg (2006) described theoretical orientations as belief systems and philosophical principles that develop expectations about students and guide decisions about classroom practices. Graham, Harris, MacArthur, and Fink (2002) have the closest to defining orientations by developing an instrument to measure primary grade teachers' theoretical orientations about writing instruction. Analysis of responses from a nationwide sample of primary grade

teachers yielded three distinct dimensions, including beliefs about the role of correctness in students' writing, about explicit instruction, and about natural learning methods. Explicit writing instruction included studying words, practicing, and teaching the strategies of planning and revising. Teachers' orientations were related to classroom writing practices in a predictable and reliable manner. Teachers have claimed to share the same orientation toward writing such as process writing, different interpretations of the philosophy and practices of that approach (Lipson, Mosenthal, Daniels & Woodside-Jiron, 2000).

In line with this, Santiago's research (2009) about reading instruction confirmed the assumption that a reading teachers' theoretical orientation equates or matches with the kind of instructional practices that he/she is doing in the teaching of reading. The study used two sets of instruments: the first one is the TORP while the other one was the Conceptual Framework of Reading Interview (CFRI). The researcher used simple frequency distribution and percentage was employed in the TORP and CFRI. The result of the study indicated that teachers are bottom –uppers, still the psychological theory of behaviorism dominates the teaching of reading to a lot of extent. Reading is considered as a matter of getting the words rather than construction of meaning.

Darabie (2006) examined the Jordanian English Language teachers' theoretical orientations of reading instruction as they relate to the three orientations of reading instruction, namely, Phonics, Skills, and Whole Language using Deford's (1985) Theoretical Orientation to Reading Profile (TORP). This

study examined differences with regard to teachers' orientation as they related to both their educational level and gender. Results revealed that teachers who hold a masters' degree tend to score higher than those who hold a bachelor's degree. The results also revealed that female teachers tend to score higher than male teachers, implying that female teachers are more knowledgeable or acquainted with the concept of whole language approach to reading instruction.

Poulson, Avramidis, Fox, Medwell, and Wray (2001) contended that differences in theoretical orientations to reading might lead to differences in practices and in ways of interpreting literacy policy. Consequently, understanding the relationship between theoretical orientations and reading instructional practices might reveal how best to support teachers in developing the most effective reading instruction.

Whereas, DeFord (1979) assessed the reliability and validity of the Theoretical Orientation Reading Profile (TORP) instrument on seven teachers, four who espoused phonics orientation, three who espoused skills orientation, and zero who espoused whole language orientation. The researcher found that teachers' responses reflect their differences as measured on the TORP. Trained observers validated fourteen teachers' practices in order to identify matches between their espoused theoretical orientation and actual practices. Finally, three teacher educators served as judges to the reliability of the TORP for identifying the three orientations. Factor analysis revealed the TORP to measure one factor,

reading instruction from isolation of language to integration of language. That factor accounts for 94.5% of the variance on responses to the TORP instrument.

Richards and Rodgers (2001) affirmed that teachers possess assumptions about language and language learning, and that these provide the basis for a particular approach to language instruction. Hence, Cummins, Cheek, and Lindsey (2004) argued that if theoretical orientation is a major determinant of how teachers act during language instruction, the teacher educators can affect classroom practice by ensuring that teachers develop a theoretical orientation that is reflective of current and pertinent research in the field.

## **SYNTHESIS**

Various studies conducted in the field of reading disclose numerous studies about the concept of reading, theoretical orientation, and teachers' instructional practices in beginning reading. Teachers as an integral part of education play a vital role in the life of the students as they guide and help them to learn and become skilled in a variety of areas especially in the foundation years in reading. Every child has a different way of learning, and teachers will continually confront change each and every day that they teach. An informed teacher is a knowledgeable teacher. Thus, all teachers need to be well educated and continually learning new and use effective instructional practices in order to keep their class up-to-date with today's society.

Different studies revealed Teachers' Theoretical Orientation namely

bottom-up, top-down, and interactive (also known as blended or balance approach), and the corresponding teachers' practices in teaching reading known as decoding, skill, and whole language perspectives (Schmid, 2011; Vartuli, 2005). Researchers also disclose the importance of reading as well as the varied concepts about reading as they believe that maintaining good reading ability is the key to success in educational settings (Grabe, 2009; Swalander & Taube 2007; and Tejero, 2004).

Since the main goal of this study was to describe the relationship between teachers' theoretical and instructional practices of Grade 3 English teachers, the researches and studies reviewed were a great help in understanding divergent findings as to congruence or mismatch of reading constructs. In achieving the purpose of this paper, the studies offered a deep understanding of the different theoretical orientations of teachers and instructional practices in beginning reading instruction.

Moreover, previous works of other researchers such as Santiago (2009), Borg (2006), Swann (2001), Poulson et,al (2001) and DeFord (1979, 1985) gave valuable insights and suggestions that helped the researcher to examine the connections between theory and practice since the research studies were concentrated in determining the congruence between these two constructs.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter presents the research design, the subjects, the instruments used, the statistical treatment, and the general procedures in the conduct of this study.

##### **Research Design**

This study employed a qualitative descriptive study method of research. Descriptive researches are valuable in providing facts on which scientific judgment may be based on and for closer observation into practices, behavior, methods and procedures (Calmorin & Calmorin, 2008).

Qualitative research is a generic term for investigative methodologies, emphasizing the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important in this type of research in which detailed data are gathered through open ended questions that provide direct quotations (Jacob, 1988). This differs from quantitative research which attempts to gather data by objective methods to provide information about relations, comparisons, and predictions and attempts to remove the investigator from the investigation (Smith, 1983).

Qualitative data analysis involves organizing, accounting for, and interpreting the data; in short, making sense of the data in terms of the

participants' definition of the situation, noting key features, relationship, pattern, themes, categories, and regularities (Cohen et al., 2007; Lankshear & Knobel, 2004).

This research takes the form of a qualitative study that employs three research instruments: survey questionnaires, classroom observation, and open – ended interview for triangulation to ensure the validity of data collected. According to Cohen et al. (2007) triangulation refers to the use of two or more methods of data collection in the study of some aspect of human behavior.

### **Participants of the Study**

The K to 12 curriculum dictates that beginning reading in English commence at the Grade III level in elementary, allowing the researcher to choose deliberately or purposively seven (7) teachers in Grade III who handle beginning reading against the forty-two (42) permanent teachers in Kaypian Elementary School.

The respondents are graduates of Bachelor's degree in education, hold permanent or regular teaching position, within the age bracket of 26 to 50 years old, at least with 3 years of professional teaching experience in private or public education (local or abroad), and possess experience and knowledge in teaching reading.

All of the respondents were seasoned teachers who were assigned to teach beginning reading under the K-12 curriculum. The specific target level in which this instruction takes place is the third grade of learners.

## **Research Instruments**

The instruments used in the study are the Theoretical Orientation on Reading Profile (TORP) by DeFord (1985), the Classroom Observation Checklist based on DeFord's TORP, and an open-ended interview.

### **1. Theoretical Orientation to Reading Profile (TORP)**

Adapted by the researcher for the purpose of instrumentation, TORP consists of 28 items aimed at identifying the three (3) reading beliefs or theoretical orientations associated with the teacher's instructional practices in beginning reading. Ten (10) items are associated to phonics on teachers' reading belief; ten (10) items apprehend teachers with a skills-based approach, both (phonics and skills beliefs associated to reading). On the other hand, eight (8) items were reflected as whole language orientation connected with top-down beliefs in reading. Also, seven (7) of these item established a common beliefs or practices between the phonics/skills and skills/whole language groups. (Please see Appendix A).

In this juncture, each item is interpreted on a scale of one (1) to five (5), where a total score of 0-65 (low range) indicates bottom-up philosophy, 66-100

(middle range) indicates blended philosophy and 100 - 140 (high range) indicates top-down philosophy. However, a score within the range 85 - 120 suggests a theoretical orientation or belief this is known as balanced approach or interactive compensatory model.

In order to determine teacher beliefs and theoretical perspectives in reading, DeFord's (1978) Theoretical Orientation to Reading Profile was used. It has 28 items constructed to reflect beliefs and practices outlined in a variety of beginning reading programs representing three theoretical orientations to reading. The instrument has demonstrated good validity and high reliability with Cronbach Alpha = .98 and "through the use of descriptive data, factor analysis and discriminant analysis, the survey instrument was proven reliable and valid for discriminating teachers as to their orientation in reading" ( DeFoed, 1985, p. 356).

## **2. Classroom Observation Checklist**

The Classroom Observation Checklist is a TORP adaptation whose content was strictly patterned with DeFord's TORP, establishing the activities and strategies based on the three (3) reading models (bottom-up, top-down and blended philosophy). The only adaptation made was on the beginning word for each statement. Instead of general statements of beliefs, each statement started in behavioral terms, all verbs, that should be manifested by teachers in the classroom.

This checklist was critiqued by the researchers' advisers and program chair of the school, which was then validated by the experts prior to the final draft for use in the actual data gathering. The instrument validation covered language, directions, format, and overall readability of the checklist (Please see Appendix D). The validation results indicated a rating between 3 and 4 interpreted as acceptable, and therefore needed no revision in the said elements.

### **3. Open – Ended Interview**

An open-ended interview is a way of gathering information from people. Usually it focuses more on the participant's thoughts, feelings, experiences, knowledge, skills, ideas, and preferences.

The data collected were added as an explanation of the teachers to the observed practices in teaching reading and their perceived theoretical orientation. The open - ended interview was conducted to establish the congruence between perceived orientation and instructional practices, and to triangulate data from various sources.

The interview data were audio- recorded and transcribed for the identification of themes and patterns in explaining teachers' practices and beliefs. The responses were also able to augment the data collected from the first two instruments.

There were only two questions asked during the interview:

1. What are your practices in teaching beginning reading?

2. What reasons do you have for the said practices?

## **DATA GATHERING PROCEDURES**

In gathering the necessary data, the research conducted the following:

- I. Preparation of Instruments

Adapting TORP by reflecting teacher behavior and practices in the statements, the researcher made minimal changes as regards the manner of answers for each statement. Instead of encircling the number selection per column, the respondents were made to check column corresponding to the choice answer. As mentioned, the contents of TORP were retained.

- II. Selection of Respondents

Seven (7) grade III teachers currently teaching beginning reading with a minimum of three years of experience were selected purposively as the respondents of the study. Their consent was sought to participate in the study, together with the approval of the principal.

- III. Administration of Theoretical Orientation to Reading Profile (TORP)

All the respondents were met together and were oriented on the purpose of the study. Then the survey questionnaire was administered (maximum of 30 minutes). The participants were given enough time to answer it, after which the instrument was retrieved.

#### 1V. Classroom Observation

To do this, the following were done:

1. A permit letter to conduct the study was given to the Division office for approval.
2. The schedule for observation was signed and approved by the principal.
3. The classroom observation was done together with the master teacher and English teacher for three (3) consecutive Wednesdays. The adapted observation checklist was used by the researcher, master teacher, and English teacher in this phase of data gathering.
4. There was a brief orientation with the observers and practice observation to ensure that the three observers had common understanding of the statements in the checklist.

## V. Interview

The researcher did an open - ended interview lasting for 10 – 15 minutes for each teacher to get their views about their practices while conducting reading instruction. It also helped explain the congruence/ incongruence between the beliefs and practices in teaching reading.

The questions asked were the following:

1. What are your practices in teaching beginning reading?
2. What reasons do you have for the practices?

## ANALYSIS OF DATA

### 1. Theoretical Orientation to Reading Profile

The TORP survey was scored and interpreted according to DeFord's guide and scoring procedures. The total raw scores were determined for each participant which indicated a general theoretical orientation to reading for each of the respondents. Raw scores were used to determine one of three theoretical categories (phonics, combination, whole language) to which each respondent would be assigned (DeFord, 1985).

The scores were analyzed and computed based on the guide using TORP interpretation, to wit:

- 0 - 65 decoding perspective (Bottom – up Philosophy - Behaviorism)
- 66 - 110 skills perspectives (Blended Philosophy - Cognitivism)

## 2. Statistical Treatment

Results were tabulated, treated, and statistically analyzed.

For problems number one and two, weighted mean was computed to summarize the data in relation to the respondent's theoretical belief and reading practice. The formula used in determining the weighted mean is:

$$\bar{X} = \frac{\sum fx}{N}$$

Where:

$\bar{X}$  = weighted mean

$f$  = frequency of each item

$x$  = is the assigned weight

$N$  = total number of respondents

$\sum fx$  = is the sum total of the frequency multiplied by assigned weights

## **CHAPTER IV**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This study aims to describe the teachers' theoretical orientation and instructional practices in teaching beginning reading, and to find out their congruence or lack of it, as well as possible reasons based on the perspectives of elementary teachers assigned to handle K-3 reading/language subjects.

The teachers' beliefs about reading instruction were determined through administering DeFord's (1985) Theoretical Orientation to Reading Profile (TORP), while their practices were observed in actual classroom instruction using the checklist based also on DeFord's instrument.

### **Findings of the Study**

Table 1 shows the results of the instrument administered to determine the teachers' orientation in reading.

In relation to K-12 curriculum, the Grade 3 learners are expected to demonstrate communication skills in talking about variety of topics using expanding vocabulary and phrases, show understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, cultural aspects of the language, and read and writes literary and informal texts. To achieve these, teachers play important role and

their theoretical orientation in teaching and learning to read in English significantly influence how they implement the curriculum.

**Table 1. Respondents' Theoretical Orientation in Reading**

| <b>Respondents</b>   | <b>TORP Score</b> | <b>Interpretation of Score</b>                |
|----------------------|-------------------|-----------------------------------------------|
| Teacher 1            | 88                | Blended/Interactive towards balanced approach |
| Teacher 2            | 84                | Blended                                       |
| Teacher 3            | 58                | Bottom-Up                                     |
| Teacher 4            | 52                | Bottom-Up                                     |
| Teacher 5            | 66                | Blended                                       |
| Teacher 6            | 78                | Blended                                       |
| Teacher 7            | 59                | Bottom-Up                                     |
| <b>Weighted Mean</b> | <b>69.29</b>      | <b>Blended</b>                                |

The theoretical orientation of Teacher 1 was blended/ interactive based on the TORP score of 88, but leaning towards balanced approach, showing practices in fluency and good comprehension in teaching reading. Teachers 2, 5, and 6 scored 84, 66, and 78 respectively which showed a blended approach in their teaching practices where fluency and expressions are used as indicators of good comprehension. Teacher 3, 4, and 7 scored 58, 52, and 59 respectively interpreted as bottom-up approach using decoding/phonics. Overall, the result shows that the respondents' reading orientation registered a weighted mean of 69.29% and interpreted as blended orientation. This manifests that beginning

reading teachers of Kaypian Elementary School are focused on skill perspective approach, and indicates that they have a good understanding that fluency and expression are linked with comprehension.

Chou (2008) conducted a study based on the assumption that teachers are highly influenced by their beliefs. He investigated the construct of teachers' belief systems about reading approaches among 42 university instructors and explored the degree of discrepancies or consistencies between teachers' beliefs about reading theories and their practical teaching activities in the EFL setting of Taiwan. The findings showed that there were no significant relationship between the participants' beliefs and their use of each reading approach. On the other hand, Poulson, Avramidis, Fox, Medwell, and Wray (2001) contended that differences in theoretical orientations to reading might lead to differences in practices and in ways of interpreting literacy policy. Consequently, understanding the relationship between theoretical orientations and reading instructional practices might reveal how best to support teachers in developing the most effective reading instruction.

Also, Elliott-Johns (2005) explored the nature of teachers' understandings of theoretical orientation to reading and the relationships between theoretical orientations to reading and instructional practice. The data exemplified how teachers with a skills orientation to reading instruction supported a focus on explicit skills instruction within balanced, eclectic approaches to reading instruction. The results provided a multi-voice construction, showing how the

teacher participants' knowledge, beliefs, personal, and professional experiences were reflected not only in their efforts to articulate understandings of theoretical orientations to reading, but also in the characteristics of relationships between their theoretical orientation to reading and instructional practices.

Santiago (2009) confirmed the assumption that a reading teachers' theoretical orientation equates or matches with the kind of instructional practices that they are doing in the teaching of reading.

## **2. Instructional Practices in Teaching Beginning Reading**

The study also aimed to describe the teaching practices of beginning reading teachers in English. Table 2 shows the practices based on the classroom observations by the master teacher, English teacher, and researcher guided by the classroom observation checklist based on DeFord's instrument.

The teachers' instructional practices in teaching reading were determined through several classroom observations. It shows the sample and the general practices gathered from three observations as regards teaching beginning reading.

Presented below are the practices which were seen common among the teachers as noticed by the three observers who unanimously agreed that all the teachers manifested or showed these in their teaching. These practices were reflective of the skills perspective or blended approach.

**Table 2. Common Instructional Practices Observed Among the Teachers**

| Statement Number | Statement of Practice                                                                    | Instruction Focus             |
|------------------|------------------------------------------------------------------------------------------|-------------------------------|
| 4                | Gives attention on fluency and expression in reading as indication of good comprehension | fluency and comprehension     |
| 24               | Teaches word shapes in reading to aid word recognition                                   | decoding and word recognition |
| 25               | Connects the teaching of skill in relation to other skills.                              | skills integration            |

The table reflects the similar teaching practices of all the 7 teachers handling beginning reading in English. All of them had blended approach or skills perspective as observed in their classes. These teachers strongly agreed on the importance of giving attention on fluency and expression in reading as indication of good comprehension. The teachers also focused on word shapes in reading to aid word recognition. They also tended to connect the teaching of skill in relation to other skills, and believed that fluency and comprehension were effective in teaching reading.

As already pointed out in the literature review, the blended approach was closely linked with the skills perspective as theoretical orientation of the teachers (DeFord, 1985; Yero, 2002; Huertas, 2006; Hatipoglu, 2006).

However, although there was an agreement as regards common practices, their perception seemed to show otherwise. Relating the finding of the first objective, only four out of seven teachers claimed that they had blended approach or skills perspective in reading. Teachers 3, 4 and 7 rated themselves

as adhering to bottom-up perspective. This revealed somehow an inconsistency between belief and practice, which corroborated the studies by Uztosun (2013); Young and Sachdev (2011); Maxwell (2012); Khonmari (2010); and Gahin (2001).

Nevertheless, all the teachers in actual instruction advocated the blended approach in teaching beginning reading. It could be that every teacher recognizes that a reader processes both letter-sound cues and meaning cues during reading. It observed meaning-making activity as utmost in their thoughts about reading and learning to read. Consequently, they deemed it needed to integrate reading, writing, speaking, and listening activities in their teaching beginning reading.

The teachers believed in blended approach which broadly encompassed stance that pupils can comprehend by identifying words quickly and accurately; pupils process letter-sound and meaning cues simultaneously to identify unrecognized words; pupils learn to read by developing skills and strategies in meaningful context; emphasize letters, letter sound relationships, words, sentences, paragraphs, and text selections; pupils can view accurate word identification as contributing to meaningful reading; and lastly, think pupils need to be assessed on the basis of their performance in meaningful contexts that assessment informs instruction (Vacca et. Al, 2006).

The National Reading Panel (NRP, 2000) says that fluency plays a critical role in reading comprehension. The NRP noted that the large-scale national study of fluency and comprehension had found a close relationship between the two proficiencies.

A balanced approach to teaching reading combines a foundation in phonics with whole – language methods. Instruction helps students master skills, and recognize and manipulate the sounds of letters and words to understand what they have read. Since all children learn differently, a balanced approach to teaching reading can provide many with the skills necessary to read well.

The skills-based approach has witnessed a movement away from viewing literacy, and reading in particular, as the neutral decoding of print to a view of literacy as a ‘range of meanings produced at the interface of person and text, and the linguistic strategies and cultural knowledge’s used to “cue” into meanings embedded in the text’ ( Mills, 2005;Rassool, 2002). In this more whole-language oriented approach, meaning is seen to develop from whole to part, or from meaningful units of language and from the highly contextualized to more abstract, where learners are viewed as being inherently active and self-regulating, constructing their own knowledge without the need for explicit instruction.

However, it has been noted that research investigating comparisons between skills-based and whole-language approaches is difficult. It is difficult to do comparative studies in actual sites of classroom practice and that there had

not been any decisive research evidence determining the value of dedicated phonics programs directly compared to the mixture of phonics and other strategies (House of Commons, 2005). One study that has attempted such a comparison was undertaken in the United States. Using multiple sources of both quantitative and qualitative data, it examined how the interpretations of learners differ in skills-based and whole-language classrooms.

Whatever teachers believe and however they behave in the classroom are shaped by their personal experiences, their instruction, and formal knowledge (Torres, 2005; Borg,2001). In other words, teachers use their experiences to project themselves in particular roles and to establish relationships within the classroom, so that children's interest is maintained and a fruitful working environment is developed.

Summarily, the consistent instructional practices among teacher-participants as noticed by all observers in all class observations revealed a blended approach in teaching beginning reading. Said practices confirmed a focus on fluency and comprehension, decoding and word recognition, and skills integration. Giving emphasis on these mirrors the teachers' understanding of the young learners' needs and their choice of approaches appropriate for this level of learning (K-3) is a good discernment especially in teaching reading English as a second language.

### 3. Congruence between Theoretical Orientation and Teaching Practices

So far, the responses in perceived theoretical orientation and instructional practices in actual, real classroom setting showed consistency of the two based on majority of the teacher-participants, although there were some whose inconsistency between the two was noted. The last aim of the study was to find out the congruence between teachers' theoretical orientation and instructional practices in teaching reading. The two constructs were placed side by side, after which a descriptive statistical treatment was used to analyze the data gathered.

**Table 3. Teachers' Perceived Theoretical Orientation and Observed Teaching Practices**

| <b>Respondents</b> | <b>Perceived Theoretical Orientation (PTO)</b> | <b>Observed Teaching Practices (OTP)</b> |
|--------------------|------------------------------------------------|------------------------------------------|
| T1                 | Blended/Interactive towards balanced approach  | Blended                                  |
| T2                 | Blended                                        | Blended                                  |
| T3                 | Bottom-up                                      | Blended                                  |
| T4                 | Bottom-up                                      | Blended                                  |
| T5                 | Blended                                        | Blended                                  |
| T6                 | Blended                                        | Blended                                  |
| T7                 | Bottom-up                                      | Blended                                  |

The table reveals that three out of seven teacher respondents, namely T3, T4, and T7 did not show congruence between their theoretical orientation, which is bottom-up, and their observed teaching practices, which were on blended approach. This suggests an inconsistency in their teaching beliefs and the actual pedagogies applied in teaching reading.

Contrariwise, T2, T5 and T6 showed congruence between their theoretical orientation, which is blended approach, and their teaching practices. Also, T1 revealed a blended/interactive toward balanced approach as a theoretical orientation which is congruent with particular teaching practices based on skills perspective.

As a result, three out of seven respondents or 42.86% held a theoretical orientation which was not congruent to their actual teaching practices in beginning reading, while four respondents or 57.14% revealed congruence between the two. In short, there were more teachers who showed congruence in belief and practices in reading than those who did not reflect such match. The literature review already examined the possibility of such non-congruence due to factors such as curriculum standards, learner needs and contexts, and policies for curriculum implementation (Reis, 2009; Chou, 2008). Also, such incongruence is a classroom interaction phenomenon caused by factors just mentioned.

Nevertheless, to get the teachers' perspectives on these two constructs, the study did an open – ended interview to all the teachers who shared their explanation about their beliefs and practices, as well as the possible reasons for their instructional practices.

Table 4 summarizes the responses given by choosing key terms of practices and categorizing them as regards the theoretical orientation of the said practices. (Please see Appendix F for the Interview Data).

Table 4. Categories of Instructional Practices and Orientation

| Teacher | Key Terms for Instructional Practices                                                                                                                                                                                                                     | Orientation |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1       | make pupils tell story based on their understanding<br>include HOTS questions<br>have drills and flashcards<br>get unfamiliar words and explain<br>allow pupils choose own reading materials<br>make group activities<br>use pictures for motivation      | Interactive |
| 2       | make pupils choose unfamiliar words<br>use choice of difficult words in their own sentence<br>use phonics<br>give activity based on ability<br>allow them read stories<br>use drills<br>relate story to real-life situation                               | Interactive |
| 3       | use phonics<br>choose unfamiliar words<br>make them use words in own sentences<br>give different activities<br>allow pupils tell own stories<br>model fluent reading first<br>ask questions<br>use flashcards and drills<br>support stories with pictures | Interactive |
| 4       | use phonics<br>model syllabication<br>read story aloud<br>ask questions<br>use unfamiliar words in own sentences<br>make them do role-playing<br>allow them choose own reading<br>use flashcards                                                          | Interactive |
| 5       | use phonics<br>focus on pupils' unfamiliar words<br>use abilities as basis for group activities<br>give meaning of words based on own situation<br>offer drills and exercises                                                                             | Interactive |
| 6       | focus on pronunciation<br>use drills<br>ask about their own understanding<br>provide time for wide reading                                                                                                                                                | Interactive |
| 7       | choose own stories<br>give chance to get unfamiliar words<br>use abilities as basis for grouping<br>use flashcards<br>provide pictures to aid comprehension<br>allow them choose own reading materials<br>give time to enjoy wide reading                 | Interactive |

Table 7 shows a blending of bottom-up and top-down practices, hence the category blended or interactive view in teaching beginning reading in English. As has been explained earlier, the views held may not necessarily be translated into teaching practices for several reasons and other contributory factors that influence the decision-making processes in actual instruction. Apparently, among the many factors and reasons enumerated by Reis (2009) and Chou (2008), the teacher participants tended to adjust and be flexible based on learner contexts and needs. Their responses indicated these several times, even as they addressed the variation among pupils in their class. The utilization of phonics instruction, drills, exercises and flashcards as reflection of bottom-up orientation to teaching has been coupled with skills integration, own choice of materials, real-life application which mirrored top-down orientation. When these two are combined, a resulting blended, interactive view became the outcome which teachers have as an adjustment to the needs and contexts of their learners.

Several possibilities can explain the mismatch between the teachers' beliefs and their actual practices. Even though teachers may have wanted to teach reading strategies explicitly in their practices, their unfamiliarity with the right way to do this may have led them to teach differently. Further, teachers may lack the procedural knowledge (Darabie Mohammed, 2006) that allows them to

translate their orientation into observable processes and activities like practices and behaviors in teaching young children to read in their second language.

As a follow up, the second question for the interview focused on the reasons for practices. Again, the key terms were selected and these served as basis for categorizing the reasons offered by the teachers.

Table 5 contains the information in relation to the reasons for actual teaching practices in beginning reading English instruction.

Table 5. Categories of Reasons for the Instructional Practices

| Teacher Number | Key Terms Mentioned as Reasons for Practices                                                              | Categories of Reasons                                                      |
|----------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1              | to meet needs of fast learners<br>to avoid boredom in class                                               | meeting learner contexts and needs<br>motivation and engagement in reading |
| 2              | to meet needs of heterogeneous group<br>to motivate them<br>to help meet their level                      | meeting learner contexts and needs<br>motivation and engagement in reading |
| 3              | to meet needs of heterogeneous group<br>to adjust to different needs<br>to encourage them read and enjoy  | meeting learner contexts and needs<br>motivation and engagement in reading |
| 4              | to meet needs of heterogeneous group<br>to develop love for reading<br>to adjust to their abilities       | meeting learner contexts and needs<br>motivation and engagement in reading |
| 5              | to meet needs of heterogeneous group<br>to meet needs and levels of pupils                                | meeting learner contexts and needs<br>motivation and engagement in reading |
| 6              | to adjust instruction based on level<br>to develop love for reading                                       | meeting learner contexts and needs<br>motivation and engagement in reading |
| 7              | to meet needs of heterogeneous group<br>to develop love for reading<br>to meet needs and levels of pupils | meeting learner contexts and needs<br>motivation and engagement in reading |

Borg (2001) explained that teachers' beliefs and practices involve a high level of personal participation. In other words, teachers use their experiences to project themselves in particular roles and to establish relationships within the classroom, so that children's interest is maintained and a fruitful working environment is developed. This makes them apply flexibility in their practices and mostly this is in consideration of the contexts of learner needs, levels, abilities, and interests. Farrell and Lim (2005) argued that beliefs direct one's thoughts and behavior, although they are difficult to examine as they are not observable; and as an outcome, teachers' beliefs can take many forms in practice (Kajinga, 2005) and can adapt to situations too to achieve goals set for instruction.

## **CHAPTER V**

### **SUMMARY of FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter summarizes the methods and procedures used in the study, presents its major findings, conclusions, and recommendations made.

#### **SUMMARY**

The qualitative descriptive survey was conducted to identify present theoretical orientation of reading teachers in Kaypian Elementary School, using the 28 item Theoretical Orientation to Reading Profile as one (1) of the instruments. The respondents were assessed on their beliefs about reading practices and whether these were translated in instructional practices in beginning reading. Three (3) sets of observation were conducted by the researcher, English teacher, and master teacher to identify the actual practices of the respondents in their teaching reading. To determine the congruence between the two, an interview was conducted, the results of which were categorized based on responses for reasons for instructional practices.

#### **FINDINGS**

Presented according to the sequence of the questions posed, the following are the findings:

1. Diversity of theoretical orientations in reading was noticeable among Grade 3 teachers, with bottom-up and blended approaches as the more

common beliefs; while one showed a belief in blended approach toward balanced perspective in teaching reading.

2. However, despite varying theoretical orientations, all of the respondents or 100% showed a blended view on their actual teaching practices. All teacher-respondents focused on fluency and expression, believing that these were an indication of good comprehension and were connected with other skills. None of the teachers showed decoding alone nor whole language alone in their teaching practices.
3. As regards congruence between orientation and practices, there were more beginning reading teachers whose beliefs were matched with their teaching behaviors and practices, while a few showed otherwise.
4. Apparently, the nature of the learners and/or their level of understanding was more of a priority than the belief when teachers were already in the classroom delivering the lessons. In short, learner contexts and needs influenced the practices of some teachers rather than the theoretical views held in beginning reading instruction.

## **CONCLUSION**

Based on findings, the following conclusions were drawn.

1. Teachers come from different perspectives and orientations in reading instruction. Yet the most common beliefs are from bottom-up to blended orientations.

2. Beginning reading teachers tend to adjust their instruction based on the needs at hand rather than based on their beliefs. The ecological context of instruction seems to dictate their flexibility, and decisions made as well as behaviors manifested reveal the priority given to the learners.
3. The lack of congruence between orientation and practices could be caused by insufficient knowledge about these two. The level of awareness about beliefs, orientation, and teaching practices in beginning reading in English as a second language is one which needs assistance for professional development of teachers in implementing the curricular intents of K-12.

## **RECOMMENDATIONS**

In light of the aforementioned findings and conclusions, the following recommendations are presented.

1. Future researcher may use substantial sample size of respondents to establish a more concrete outcome on the perceived theoretical orientation and teaching practices in beginning reading.
2. Teachers should revisit their understanding of the theories to clarify their present reading orientation and update their beginning reading instructional practices.
3. Conduct seminars/ training in reading that helps implement the K – 12 curriculum to equip the primary teachers in teaching beginning reading.

## REFERENCES

- Alfassi, M. (2004). Reading to learn: Effects of combined strategy instruction on high school students. *Journal of Education Research*, 97(4), 171-184.
- Alquraini, T., & Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: *Literature Review. International Journal of Special Education*, 27(1), 42-59.
- Alyousef, H. S. (2005). Teaching reading comprehension to ESL/EFL learners. *The Reading Matrix*, 5(2), 143-154.
- Antoniou, F., & Souvignier, E. (2007). Strategy instruction in reading comprehension: an intervention study for students with learning disabilities. *Learning disabilities: A Contemporary Journal*, 5, 41-57.
- Arias, M. J. (2004). Reading teachers' beliefs, strategies and the use of L1 and L2. In M. A. Tatlonghari, *Papers on Literacy: Occasional Papers*. Manila: PNU Press.
- Argyris, D., & Schon, D. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco CA: Jossey-Bass.
- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: the research building blocks for teaching children to read: kindergarten through grade 3*. Washington, DC: CIERA.
- Bai, H., & Ertmer, P. (2004). Teacher educators' beliefs and technology uses in relation to pre-service teachers' beliefs and technology attitudes. (ERIC No.485020).
- Bergeron, B. B. (1990). What does the term whole language mean? *Journal of Reading Behavior*. 20. 301-329.
- Borg, M. (2001). Key concepts teachers' belief. *ELT Journal*, 55(2), 186-168.
- Borg, S. (2001). Self-perception and practice in teaching grammar. *ELT Journal*, 55(1), 21-29. 249
- Borg, S. (2006). *Teacher cognition and language education. Research and practice*. London, UK: Continuum.

- Borko, H., Shavelson, R., & Stern, P. (1981). Teachers' decisions in the planning of reading instruction. *Reading Research Quarterly*, 16,449-466.
- Brownell, Mary T. "Dr. Michael Pressley" in *Intervention in School and Clinic*. Nov. 2000. pages 105-107.
- Bukowiecki, E. M. (2007). teaching children how to read. *Kappa Delta Pi Record*, 43, 58-65.
- Cain, K., Oakjill, J. & Elbro, C. (2003). The ability to learn new word meanings from context by school-age children with and without language comprehension difficulties. *Journal of Child Language*, 30, 681-694.
- Calmorin, L. P., & Calmorin, M. A. (2008). Research methods and thesis writing, *Second Edition*. Sta. Mesa Heights, Quezon City: Rex Bookstore, Inc.
- Caner, M., Subasi, G., & Kara, S. (2010). Teachers' beliefs on foreign language teaching practices in early phases of primary education: A Case Study. *Turkish Online Journal of Qualitative Inquiry*, 1(1), 62-76.
- Carnine, Douglas W., Jerry Silbert, Edward J. Kame'enui, Sara G. Tarver, and Kathleen Jungjohann. (2006). Teaching struggling and at-risk readers: a direct instructional approach. Columbus, Ohio: Pearson..
- Chou, Y.C. (2008). Exploring the reflection of teachers' beliefs about reading theories and strategies on their classroom practices. *Feng Chia Journal of Humanities and Social Sciences*, 16,183-216.
- Cunningham, A. E., Zibulsky, J., Stanovich, K. E., & Stanovich, P. J. (2009). How teachers would spend their time teaching language arts. *Journal of Learning Disabilities*, 42(5), 418-430.
- Cummins, C., Cheek, E. H., & Lindsey, J. D. (2004). The relationship between teachers' literacy beliefs and their instructional practices: a brief review of the literature for teacher education. *E-Journal of Teaching & Learning in Diverse Settings*, 1(2), 175–188.
- Cruz, I. (2010, October 14). *Mini Critique: The K + 12 debate*. Retrieved from The Philippine Star: <http://www.philstar.com/education-and-home/620399/k12-debate>
- Dahl, K. and Freppon, P. (1995). A comparison of inner city children's interpretations of reading and writing instruction in the early grades in

skills-based and whole language classroom. *Reading Research Quarterly*, 30(1), 50-74.

Darabie, Mohammed, (2006). Jordanian English language elementary teachers' beliefs about the theoretical orientations of reading instruction. *Dirasat, Educational Sciences*, Volume 33, No. 1, 2006.

Davidson, M. & Myhe. O. (2000. Fall). Measuring reading at grade level. *Educational Leadership*, 57(5), 25-28.

Davis, R. (1986). Teacher theories of beginning reading: an exploratory study. *Reading-Canada-Lecture*, 4, 263-268.

DeFord, D. E. (1979). A validation study of an instrument to determine a teacher's theoretical orientation to reading instruction. Dissertation Abstracts International, 40/08A, 4549. (University Microfilms No. 80-00, 611)

DeFord, D.E. (1985). Validating the construct of theoretical orientation in reading. *Reading Research Quarterly*, 20 (3),351-367.

DiegmueLLer, K. (1996, March). A war of words: whole language under siege. *Education Week on the Web*. <http://www.edweek.org/ew/vol1-15126eng.h15>

Department of Education (2010). Discussion paper on the enhanced K +12 basic education program.

Department of Education. (2010). *Briefer on the Enhanced K-12 Basic Education Program*. Retrieved from [http://www.gov.ph/2010/11/02/briefer on the enhanced K-12-basic-education-program/](http://www.gov.ph/2010/11/02/briefer-on-the-enhanced-K-12-basic-education-program/)

Department of Education, Science and Training, (2005). Teaching reading, a guide to the report and recommendations for parents and careers. *National Inquiry into the Teaching of Literacy*, Australia.

Department of Education, Science and Training 2005a, *Teaching Reading, National Inquiry into the Teaching of Literacy: Report and Recommendations*, DEST, Canberra, October 2, 2007, <http://www.dest.gov.au/nitl/report.htm>>.

Department of Education (2011). *K to 12 Basic Education Program Primer* Quismundo, T. (2011, October 7) DepEd Readies K +12 curricula for Next

Year. Philippine Daily Inquirer. Retrieved from <http://multilingualphilippines.com/?p=5350>. DepEd Updates. Retrieved from <http://www.deped.gov.ph/>

Dillon, D. R., O'Brien, D. G., Sato, M., & Kelly, C. M. (2010). Professional development and teacher education for reading. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.). *Handbook of reading research* (Vol. IV, pp. 629-660). New York: Routledge.

Duckworth, E. (1987). *The having of wonderful ideas and other essays on teaching and learning*. New York: Teachers College Press.

Duffy, G. & Metheny, W. (1979). The development of an instrument to measure teacher beliefs about reading. In M. Kamil & A. Moe (Eds.), *Twenty-eighth yearbook of the National Reading Conference*. Clemson, SC: National Reading Conference.

Duffy, G. (1982). Response to Borko, Shavelson and Stern: there's more to instructional decision-making in reading than the "empty-classroom." *Reading Research Quarterly*, 17, 295-300.

Elliott-Johns, S. E. (2005). Theoretical orientations to reading and instructional practices of eleven grade five teachers. Department of Integrated Studies in Education, McGill University, Montreal.

El-Okda, M. (2005). EFL student teachers' cognition about reading instruction. *The Reading Matrix*, 5, 43-60.

Farrell, T. S., & Lim, P. C. (2005, September). Conceptions of grammar teaching: a case study of teachers' belief and classroom practices. Retrieved from Teaching English as a Second or Foreign Language: *The Electronic Journal for English as a Second Language*. TESL-EJ, 9(2), 1-13

Farrell, T. S. C. & Kun, S. (2007). Language policy, language teachers beliefs, and classroom practices. *Applied Linguistics*, 29(3), 381-403.

Farrell, Thomas SC (2014). Exploring teacher beliefs and classroom practices through reflective practice: a case study. Department of Applied Linguistics, Brock University, St Catharines, Ontario L2S 3A1, Canada.

Gahin, G. H. (2001). An investigation into EFL teachers' beliefs and practices in Egypt: an exploratory study. Unpublished PhD thesis. University of Exeter, UK.

- Gilles, C., Bixby, M., Crowley, P., Crenshaw, S., Henrichs, M., Reynolds, F., & Pyle, D. (1988). Whole language strategies for secondary students. Katonah, NY: Richard C. Owen Publishers, Inc.
- Grabe, W. (2009). Reading in a second language: moving from theory to practice. New York: Cambridge University Press.
- Graham, S., Harris, K. R., MacArthur, C. A., & Flink. (2002). Primary grade teachers' theoretical orientations concerning writing instruction: construct validation and a nationwide survey. *Contemporary Educational Psychology*, 27, 147-166.
- Grisham, D. L. (2000). Connecting theoretical conceptions of reading to practice: a longitudinal study of elementary school teachers. *Reading Psychology*, 21, 145-170.
- Gutknecht, B. (1989). From basic skills to whole language: department of education. (*ERIC Document Reproduction Service No. ED 319 017*)
- Harste, J. C., & Burke, C. L (1977). A new hypothesis for reading teacher research: both the teaching and learning of reading is theoretically based. in P. D. Pearson (ed.), reading: theory. research and practice (pp. 32-40). New York: Mason Publishing Co.
- Hatipoğlu Kavanoz, S. (2006). An exploratory study of english language teachers' beliefs, assumptions, and knowledge about learner-centeredness. *TOJET*, 5(2).
- Hativa, N., & Goodyear, P. (Eds.) (2002). Teacher thinking, beliefs and knowledge in higher education. MA: Kluwer Academic Press.
- Hausheer, R., Hansen, A., & Dumas, D. M. (2011). Improving reading fluency and comprehension among elementary students: evaluation of a school remedial reading program. *Journal of School Counseling*, 9(9). Retrieved from <http://jsc.montana.edu/articles/v9n9.pdf>
- Hoffman, J. V. (1991). Teacher and school effects in learning to read. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research*: Vol. 2. (pp. 911-950). White Plains, NY: Longman.
- Hoffman, J. V. (1992). Leadership in the language arts: Am I whole yet? Are you? *Language Arts*. 69. 366-371.

- Hook, C. M., & Rosenshine, B. V. (1979). *Accuracy of Teacher Reports of Their Classroom Behavior*. Review of Educational Research. 49, 1-1 2.
- Hollingsworth, S. (1989). *Prior Beliefs and Cognitive Change in Learning to Teach*. American Educational Research Association.160-190.
- Hoover,W. A and Gough, P. B.(2001). *The Reading Acquisition Frame Work: An Overview*. In *The Cognitive Foundation of Learning to Read: A Framework*. By South Educational Development Laboratory (13-17)
- House of Commons Education and Skills Committee 2005, *Teaching Children to Read: Eighth Report of Session 2004-5*, The Stationery Office Limited, London, UK.
- Huertas, M. (2006). *Teachers' Literacy Beliefs and Their Students' Conceptions About Reading and Writing*. University of South Florida.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). *Reading Fluency Assessment and Instruction: What, Why, and How?* Reading Teacher, 58, 702-714.
- Johnson, Karen E. (1992). *The Relationship Between Teachers' Belief and Practices During Literacy Instruction For Non-Native Speakers of English*. Journal of Reading Behavior, Volume XXIV, No. 1. Pennsylvania State University
- K to 12 Curriculum Guide English (Grade 1 to Grade 10), (2010). Department of Education. DepEd Complex, Meralco Avenue, Pasig City
- K to 12 Curriculum Guide English (2013). Department of Education. DepEd Complex, Meralco Avenue, Pasig City
- Kajinga, G. (2005). *An Insight into Teachers' Belief About the Role of Extensive Reading in Second Language*. Unpublished Master's Thesis, Rhodes University: Grahamstown
- Kit-Ling, Lau (2007). *Chinese Language Teachers' Orientation to Reading Instruction and Their Instructional Practices*. Journal of Research in Reading Volume 30, Issue 4, pages 414–428, November 2007

- Kelly, Catherine M. (2010). *The Transition to Teaching Reading: Knowledge, Beliefs, and Identities of Novice Teachers of Reading*. A Dissertation. University of Minnesota.
- Kennedy, Mary M. (1997). *Defining an Ideal Teacher Education Program [mimeo]*. Washington, DC: National Council for the Accreditation of Teacher Education. 1-29.
- Khonamri, Fatemeh (2010). *The Interplay Between EFL High School Teachers' Beliefs and Their instructional Practices Regarding Reading Strategies*. Novitas-ROYAL (Research on Youth and Language), 2010, 4 (1), 96-107. Mazandaran University, Babulsar, Iran.
- Kuzborska, Irena. (2011). *Links Between Teachers' Beliefs and Practices and Research on Reading; Reading in a Foreign Language*. Volume 23, No. 1 ISSN 1539-0578 pp. 102–128. University of Essex United Kingdom.
- Leu, D.J., Jr., & Kinzer, C. K. (2003). *Effective Literacy Instruction: Implementing Best Practice* (Rev. ed.). New Jersey: Merrill Prentice Hall.
- Lin, M. (2008). *Beliefs and Practices of Anti-Bias Curriculum in Early Childhood Settings*. Florida State Univeristy.
- Lipson, M., Mosenthal, J., Daniels, P., & Woodside-Jiron, H. (2000). *Process Writing in the Classrooms of Eleven Fifth-Grade Teachers with Different Orientations to Teaching and Learning*. Elementary School Journal, 101 (2), 209-232.
- Lowther, Deborah et.al (2006). *The Influence Technology on Instructional Practices*. International Journal of Knowledge, Culture and Change Management, Volume 6. The University of Memphis, United States of America. <http://www.Management-Journal.com>, ISSN 1447-9524 (print), 1447-9575
- Luciano, John A. (1997). *An Examination of the Relationship Between First Grade Teachers' Theoretical Orientations Toward Reading and Their Classroom Instructional Practices*. University of North Florida. UNF Theses and Dissertations. Paper 148. <http://digitalcommons.unf.edu/etd/148>
- Maloch, B., Flint, A. S., Eldridge, D., Harmon, J., Loven, R., & Fine, J. (2003). *Understandings, Beliefs, and Reported Decision Making of First-Year*

*Teachers from Different Reading Teacher Preparation Programs.* The Elementary School Journal, 103(5), 431-457.

Maxwell, Nicole. (2012). *"Links and Disconnects Between Third Grade Teachers' Beliefs, Knowledge, and Practices Regarding Nonfiction Reading Comprehension Instruction for Struggling Readers."* Dissertation, Georgia State University, 2012. [http://scholarworks.gsu.edu/msit\\_diss/106](http://scholarworks.gsu.edu/msit_diss/106)

Mills, K (2005). *Deconstructing Binary Oppositions in Literacy Discourse and Pedagogy.* Australian Journal of Language and Literacy, vol. 28, no. 1, pp. 67-82.

Moos, D. C., & Ringdal, A. (2012). *Self-Regulated Learning in the Classroom: A Literature Review on the Teacher's Role.* Education Research International, 2012, 1–15. doi:10.1155/2012/423284

Mori, R. (2002). *Teachers' Beliefs and Corrective Feedback.* JALT Journal, 24(1), 52-73.

Morrow, L.M. (1985). *Attitudes of Teachers, Principals and Parents Toward Promoting Voluntary Reading in the Elementary School.* Reading Research Quarterly, 25, 116-130.

Munby, H. (1984). *A Qualitative Study of Teachers' Beliefs and Principles.* Journal of Research in Science Teaching. 21. 27-38.

Nation, K., & Angell, P. (2006). *Learning to Read and Learning to Comprehend.* London Review of Education, 4, 77-87.

Nation, K. & Snowling, M. (2000). *Factors Influencing Syntactic Awareness Skills in Normal Readers and Poor Comprehenders.* Applied Psycholinguistics, 21,229-241.

National Council of Teachers of English. (2004). *National Council of Teachers of English (NCTE): A Professional Association of Educators in English Studies, Literacy and Language Arts.* Retrieved from On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It: <http://www.ncte.org/positions/statements/onreading>.

National Reading Panel (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its*

*Implications for Reading Instruction*. Washington, DC: National Institute of Child Health and Human Development.

Official Gazette. (2012, September 18). *DepEd to Assess Reading Skills of Public School Students*. Retrieved from Official Gazette: <http://www.gov.ph/2012/09/18/deped-to-assess-reading-skills-of-public-school-students/>

Othman, L. I. (2007). *Arabic Language Teachers' Orientation to Reading*. University of Iowa.

Pajares M.F. (1992). *Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct*. *Review of Educational Research*. Vol. 62, 3: pp. 307-332.

Pardo, L. S. (2004). *What Every Teacher Needs to Know About Comprehension*. *Reading Teacher*, 58, 272-280.

Pearson, D. (2004). *The Reading Wars*. *Educational Policy*, 18(1), 216-252.

Pishghadam, R. (2011). *Predictive Validity of the English Language Teacher Competency Test*. *International Journal of education*, Vol. 3, No. 1 pp. 1-19.

Pohan, C., & Aguilar, T. (2001). *Measuring Educators' Beliefs About Diversity in Personal and Professional Contexts*. *American Educational Research Journal*, 38(1), pp. 159-182.

Polat, N. (2009). *Matches in Beliefs Between Teachers and Students, and Success in L2 Attainment: The Georgian example*. *Foreign Language Annals*, 42(2), 229-249. <http://www.edweek.org/ew/issues/reading/>

Post, Y. V. (2004). *The Introduction of Text Conventions and Its Impact on Teaching Literacy*. *Journal of Research in Reading*. 27 (1), 99-109.

Poulson, L., Avramidis, E., Fos, R., Medwell, J., & Wray, D. (2001). *The Theoretical Beliefs of Effective Teachers of Literacy in Primary Schools: An Exploratory Study of Orientations to Reading and Writing*. *Research Papers in Education*, 16(3), 271-292.

Powers, S. W., Zippay, C., & Butler, B. (2006). *Investigating Connections Between Teacher Beliefs and Instructional Practice with Struggling Readers*. *Reading Horizons Journal*, (2) 47.

- Protacio, M. S. (2012). *Reading Motivation: A Focus on English Learners*. Reading Teacher, 66(1), 69-77.
- Quismundo, T. (2011, October 7) *DepEd Readies K +12 Curricula for Next Year*. Philippine Daily Inquirer. Retrieved from <http://multilingualphilippines.com>. DepEd Updates. Retrieved from <http://www.deped.gov.ph/>
- Rassool, N (2002). *Literacy: In Search of a Paradigm*, in J Solar, J Wearmouth & G Reid (eds), *Contextualizing Difficulties in Literacy Development: Exploring Politics, Ethnicity and Ethics*. Routledge Falmer, London.
- Reeb, Cristina (2011). *Phonics Strategies and Letter-Sound Acquisition Knowledge*. St. John Fisher College [http://fisherpub.sjfc.edu/education\\_ETD\\_masters/197](http://fisherpub.sjfc.edu/education_ETD_masters/197).
- Reis, S. M. (2009). *Joyful Reading: Differentiation and Enrichment for Successful Literacy Learning*, Grade K-8. New York USA: Wiley.
- Reutzel, B. R., & Cooter, R. B. (2013, July 29). *Bottom-Up Theories of the Reading Process*. Retrieved from [education.com: http://www.education.com/reference/article/bottom-up-theories-reading-process/](http://www.education.com/reference/article/bottom-up-theories-reading-process/)
- Richards, J. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. 2nd e. 2001. Cambridge: Cambridge University Press.
- Richardson, V. (1990). *Significant and Worthwhile Change in Teaching Practice*. Educational Researcher. 19(8), 10-18.
- Richardson, S. O. (1991). *Evolution of Approaches to Beginning Reading and the Need for Diversification in Education*. In W. Ellis (Ed.) All language and the creation of literacy (pp. 1-8). Baltimore, MD: Orton Dyslexia Society.
- Richardson, V. (2003). *Pre-Service Teachers' Beliefs*. In. Raths, J. & A. C. Mcaninch (Eds), *Teacher Beliefs and Classroom Performance: The Impact of Teacher Education*. The USA: Information Age Publishing.
- Rimm-Kaufman, S.E., & Sawyer, B.E. (2004). *Primary-Grade Teachers' Self Efficacy Beliefs, Attitudes Toward Teaching, and Discipline and Teaching*

- Practice Priorities to the Responsive Classroom Approach*. The Elementary School Journal, 104 (4), 321-342.
- Rokeach, M. (1973). *The Nature of Human Values*. New York: Free Press.
- Rose , J. (2006). *Independent Review of the Teaching of Early Reading, Final Report*. Department for Education and Skills.
- Routman, R. (1988). *Transitions: From Literacy to Literacy*. Portsmouth, NH: Heinemann Educational Books, Inc.
- Rynearson, Kimberly Ann P. (1999). *The Development of Decoding and Comprehension: A Comparison of the Benefits of Three Types of Reading Practice*. A Dissertation. Texas Tech University.
- Sadoski, M.(2004). *Conceptual Foundations of Teaching Reading*. The Guilford Press.
- Santiago, R. S. (2009). *The Congruence of Grade School Reading Teachers' Theoretical Orientation and Instructional Practices in Reading Instruction*. Philippine Normal University.
- Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*. New York USA: The Guilford Press.
- Scharer, P.L., Pinnell, G.S., Lyons, C., & Fountas, I. (2005). *Becoming An Engaged Reader*. Educational Leadership, pp. 24-29.
- Senior, R. (2006). *The Experience of Language Teaching*. New York, NY: Cambridge University Press. National Institute of Education, Singapore.
- Senate of the Philippines. (2010, February 11). Aquino Unveils Agenda for Philippine Education System. Retrieved from Senate of the Philippines 16<sup>th</sup> Congress: [http://www.senate.gov.ph/press\\_release/2010/0211\\_aquino3.asp](http://www.senate.gov.ph/press_release/2010/0211_aquino3.asp).
- Smith, F.(2004). *Understanding Reading Sixth Edition*, Lawrence Erlbaum Associate, Inc.
- Shannon, P. (1986). *Teachers' and Administrators' Thoughts on Changes in Reading Instruction with a Merit Pay Program Based on Test Scores*. *Reading Research Quarterly*, 21, 20-35.

- Shannon, P. (1987). *Commercial Reading Materials, a Technological Ideology, and the Deskilling of Teachers*. *The Elementary School Journal*, 87.
- Shunk, D. H. (2003). *Self-Efficacy for Reading and Writing: Influence of Modeling, Goal Setting and Self-Evaluation*. *Reading and Writing Quarterly*, 19, 159-172.
- Squires, D., & Bliss, T. (2004). *Teacher visions: Navigating Beliefs About Literacy Learning*. *The Reading Teacher*, 57 (8), 756-763.
- Swalander, L., & Taube, K. (2007). *Influences of Family Based Prerequisites, Reading Attitude, and Self-Regulation on Reading Ability*. *Contemporary Educational Psychology*, 32, 206-230.
- Taylor, Barbara M. (2007). *The What and the How of Good Classroom Reading Instruction in the Elementary Grades*. University of Minnesota, Center for Reading Research.
- Tejero, E. G. (2004). *Teaching Reading in the Elementary Grades*. Mandaluyong City: National Bookstore.
- Tierney, R. & Pearson, P. D. (1985, April/May). *New Priorities for Teaching Reading*. *Learning*, 14-17.
- Thando, Mokotedi Rosinah. (2012). *An Investigation into Pedagogical Knowledge and Teaching Practices of Reading Among Primary School Teachers in Botswana*. University of Exeter. <http://hdl.handle.net/10871/9522>.
- Torres. (2005). *A Study of the Beliefs and Knowledge of Personnel Preparing to Teach Second Language Learners in Mexico*. Retrieved from RESPYN: <http://www.respyn.uanl.mx/especiales/2005/ee-092005/documentos/13.htm>
- Treiman, R. (2001). Reading In *The Blackwell Handbook of Linguistics*, M. Aronoff and J. R. Miller (eds). Oxford, England: Blackwell. (664-672)
- Uztosun, Mehmet Sercan (2013). *An Interpretive Study into Elementary School English Teachers' Beliefs and Practices in Turkey*. *Turkish Online Journal of Qualitative Inquiry*, January 2013, 4(1), University of Exeter, UK
- Vacca, J. A., Vacca, R. T., Gove, M. K., Burkey, L. C., Lenhart, L. A., & McKeon, C. A. (2011). *Reading and Learning to Read*. New York USA: Pearson.

- Vartuli, S. (2005). *Beliefs: The Heart of Teaching*. *Young Children*, 60(5), 76-86.
- Weaver, C. (1995). *On the Nature of Whole Language Education. Creating Support for Effective Literacy Education*.  
<http://www.edu.yorku.ca/%7Ew1u108894f6>.
- Wikan, G. (2001). *Non-Enrolled, Drop-Outs and Pupils* . Association of Teacher Education in Europe, 261-269.
- Wilcox-Herzog, A. (2002). *Is There a Link Between Teachers' Beliefs and Behaviors? Early Education and Development*, 13(1), 81-106.
- Woolacott, T. (2002). *A Profile of the Teaching of Reading in an Upper Primary School Classroom*. Retrieved from Queensland Journal of Educational Research: <http://www.iier.org.au/qjer/qjer18/woolacott.html>
- Wolf, M., & Barzillai, M. (2009). *The Importance of Deep Reading*. *Literacy 2.0*, 66(6), 32-37.
- Young, T. J., & Sachdev, I. (2011). *Intercultural Communicative Competence: Exploring English Language Teachers' Beliefs and Practices*. *Language Awareness*, 20(2): 81-98.
- Yero, J.L. (2002). *Teaching in Mind: How Teacher Thinking Shapes Education*. Montana: MindFlight Publishing.
- Xu, Li (2012). *The Role of Teachers' Beliefs in the Language Teaching – Learning Process*. The School of Foreign Languages, Dalian University of Technology, Dalian City, Liaoning Province, China. ISSN 1799-2591 Theory and Practice in Language Studies, Vol. 2.

Philippine Normal University  
*The National Center for Teacher Education*  
**College of Graduate Studies and Teacher Education Research**

12 February 2015

**C E R T I F I C A T I O N**

This certifies that I have edited the thesis titled K-3 Teachers' Theoretical Orientation and Instructional Practices in Beginning Reading by MS. ARLENE F. TAQUINES, M.A. in Education with specialization in Elementary Education.

MERRY RUTH M. GUTIERREZ  
CGSTER Faculty

## Appendix A

### The DeFord Theoretical Orientation to Reading Profile (TORP)

Name (Optional) \_\_\_\_\_ Age: \_\_\_\_\_ Years of Teaching: \_\_\_\_\_  
 Highest Educational Attainment: \_\_\_\_\_

**Direction:** Read the following statements, and check ( ✓ ) one of the responses that will indicate the relationship of the statement to your feelings about reading and reading instruction. SA 1 2 3 4 5 SD (Select one best answer that reflects the strength of agreement or disagreement – SA is strongly agreement, and SD is strong disagreement).

| Statements                                                                                                                                                             | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---------|
| 1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.                                                  |         |   |   |   |         |
| 2. An increase in reading errors is usually related to a decrease in comprehension                                                                                     |         |   |   |   |         |
| 3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.                                                         |         |   |   |   |         |
| 4. Fluency and expression are necessary components of reading that indicate good comprehension.                                                                        |         |   |   |   |         |
| 5. Materials for early reading should be written in natural language without concern for short, simple words and sentences.                                            |         |   |   |   |         |
| 6. When children do not know a word, they should be instructed to sound out its parts.                                                                                 |         |   |   |   |         |
| 7. It is a good practice to allow children to edit what is written into their own dialect when learning to read.                                                       |         |   |   |   |         |
| 8. The use of a glossary or dictionary is necessary when determining the meaning and pronunciation of new words.                                                       |         |   |   |   |         |
| 9. Reversals (e.g., saying "was" for "saw") are significant problems in the teaching of reading.                                                                       |         |   |   |   |         |
| 10. It is a good practice to correct a child as soon as an oral reading mistake is made.                                                                               |         |   |   |   |         |
| 11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.                 |         |   |   |   |         |
| 12. Paying close attention to punctuation marks is necessary to understand story content.                                                                              |         |   |   |   |         |
| 13. It is a sign of an ineffective reader when words and phrases are repeated.                                                                                         |         |   |   |   |         |
| 14. Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading.                                                   |         |   |   |   |         |
| 15. When coming to a word that is unknown, the reader should be encouraged to guess the meaning and go on.                                                             |         |   |   |   |         |
| 16. Young readers need to be introduced to the root form of words (e.g., run, long) before they are asked to read inflected forms (e.g., running, longest).            |         |   |   |   |         |
| 17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.                                                                     |         |   |   |   |         |
| 18. Flash-card drills with sight words are unnecessary forms of practice in reading instruction.                                                                       |         |   |   |   |         |
| 19. Ability to use accent patterns in multisyllabic words (pho' to graph, pho to' gra phy, and pho to gra' phic) should be developed as part of reading instruction.   |         |   |   |   |         |
| 20. Controlling text through consistent spelling patterns (e.g., The fat cat ran back. The fat cat sat on a hat.) is a means by which children can best learn to read. |         |   |   |   |         |
| 21. Formal instruction in reading is necessary to ensure the adequate development of all the skills used in reading.                                                   |         |   |   |   |         |
| 22. Phonic analysis is the most important form of analysis used when meeting new words.                                                                                |         |   |   |   |         |
| 23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.                                                           |         |   |   |   |         |
| 24. Word shapes (word configuration) should be taught in reading to aid in word recognition.                                                                           |         |   |   |   |         |
| 25. It is important to teach skills in relation to other skills.                                                                                                       |         |   |   |   |         |
| 26. If a child says "house" for the written word "home," the response should be left uncorrected.                                                                      |         |   |   |   |         |

|                                                                                                                              |  |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 27. It is not necessary to introduce new words before they appear in the reading text.                                       |  |  |  |  |  |
| 28. Some problems in reading words are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped.) |  |  |  |  |  |

## Scoring Directions

1. Identify items 5, 7, 15, 17, 18, 23, 26 and 27.
2. Score all other items 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 19, 20, 21, 22, 24, 25 and 28 by giving the number of points corresponding to the number circled in each item, i.e., if a 4 is circled, give 4 points, etc. Do not score items 5, 7, 15, 17, 18, 23, 26 and 27 when doing this.
3. Now score items 5, 7, 15, 17, 18, 23, 26 and 27 by reversing the process. If a 1 is circled, give 5 points. If a 2 is circled, give 4 points, a 3 = 3 points, a 4 = 2 points, and a 5 = 1 point.
4. Add the total of the two scores for one total score and compare with the following scale.
  - 0 - 65 decoding perspective – Bottom-Up Philosophy - Behaviorism
  - 66 - 110 skills perspective – Blended philosophy - Cognitivism
  - 111 - 140 wholistic perspective – Top-Down Philosophy - Constructivism

Note: A score in the 85 - 120 range would probably indicate the ability to learn to use a balanced approach to reading instruction.

This test was copyrighted by the International Reading Association in 1985.

## Appendix B

### Itemized Theoretical Orientation to Reading Profile

| Bottom – up<br>Decoding Perspective                                                                                                                                    | Blended<br>Skills Perspective                                                                                                                                        | Top – down<br>Wholistic Perspective                                                                                         | Balanced Approach                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.                                                  | 4. Fluency and expression are necessary components of reading that indicate good comprehension.                                                                      | 5. Materials for early reading should be written in natural language without concern for short, simple words and sentences. | 2. An increase in reading errors is usually related to a decrease in comprehension                                                                                   |
| 2. An increase in reading errors is usually related to a decrease in comprehension                                                                                     | 8. The use of a glossary or dictionary is necessary when determining the meaning and pronunciation of new words.                                                     | 7. It is a good practice to allow children to edit what is written into their own dialect when learning to read.            | 8. The use of a glossary or dictionary is necessary when determining the meaning and pronunciation of new words.                                                     |
| 3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.                                                         | 11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.               | 15. When coming to a word that is unknown, the reader should be encouraged to guess the meaning and go on.                  | 12. Paying close attention to punctuation marks is necessary to understand story content.                                                                            |
| 6. When children do not know a word, they should be instructed to sound out its parts.                                                                                 | 13. It is a sign of an ineffective reader when words and phrases are repeated.                                                                                       | 17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.                          | 14. Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading.                                                 |
| 9. Reversals (e.g., saying "was" for "saw") are significant problems in the teaching of reading.                                                                       | 14. Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading.                                                 | 23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.                | 19. Ability to use accent patterns in multisyllabic words (pho' to graph, pho to' gra phy, and pho to gra' phic) should be developed as part of reading instruction. |
| 10. It is a good practice to correct a child as soon as an oral reading mistake is made.                                                                               | 16. Young readers need to be introduced to the root form of words (e.g., run, long) before they are asked to read inflected forms (e.g., running, longest).          | 26. If a child says "house" for the written word "home," the response should be left uncorrected.                           | 24. Word shapes (word configuration) should be taught in reading to aid in word recognition.                                                                         |
| 12. Paying close attention to punctuation marks is necessary to understand story content.                                                                              | 19. Ability to use accent patterns in multisyllabic words (pho' to graph, pho to' gra phy, and pho to gra' phic) should be developed as part of reading instruction. | 27. It is not necessary to introduce new words before they appear in the reading text.                                      | 25. It is important to teach skills in relation to other skills.                                                                                                     |
| 20. Controlling text through consistent spelling patterns (e.g., The fat cat ran back. The fat cat sat on a hat.) is a means by which children can best learn to read. | 24. Word shapes (word configuration) should be taught in reading to aid in word recognition.                                                                         |                                                                                                                             |                                                                                                                                                                      |
| 21. Formal instruction in reading is necessary to ensure the adequate development of all the skills used in reading.                                                   | 25. It is important to teach skills in relation to other skills.                                                                                                     |                                                                                                                             |                                                                                                                                                                      |
| 22. Phonic analysis is the most important form of analysis used when meeting new words.                                                                                | 28. Some problems in reading words are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped.)                                         |                                                                                                                             |                                                                                                                                                                      |

## Appendix C

### Classroom Observation Checklist

Name (Optional) \_\_\_\_\_ Age: \_\_\_\_\_ Years of Teaching: \_\_\_\_\_  
 Highest Educational Attainment: \_\_\_\_\_

Instruction: Observe how the teacher conducts the teaching of reading. Then check ( / ) one of the number responses that indicates what the teacher does in the classroom.

| Statement                                                                                                              | SA<br>1 | 2 | 3 | 4 | SD<br>5 |
|------------------------------------------------------------------------------------------------------------------------|---------|---|---|---|---------|
| The teacher . . .                                                                                                      |         |   |   |   |         |
| 1. makes children to verbalize the rules of phonics in order to assure proficiency in processing new words.            |         |   |   |   |         |
| 2. makes children pronounce words to help their comprehension.                                                         |         |   |   |   |         |
| 3. lets children break words into syllables for instructional practices for reading new words.                         |         |   |   |   |         |
| 4. gives attention on fluency and expression in reading as indication of good comprehension.                           |         |   |   |   |         |
| 5. chooses reading materials written in their natural language without concern for short, simple words and sentences.  |         |   |   |   |         |
| 6. tells them to sound out the parts of a word that they do not know.                                                  |         |   |   |   |         |
| 7. allows children to edit what is written in their own dialect when learning to read.                                 |         |   |   |   |         |
| 8. uses a glossary or dictionary in teaching children to determine meaning and pronunciation of new words.             |         |   |   |   |         |
| 9. makes children to reverse the words.                                                                                |         |   |   |   |         |
| 10. corrects a child when oral reading mistake is made.                                                                |         |   |   |   |         |
| 11. practices several repeated words to insure that it will become part of sight word.                                 |         |   |   |   |         |
| 12. pays close attention to punctuation marks to understand the story content                                          |         |   |   |   |         |
| 13. does not allow children to repeat words and phrases because it shows ineffective Reading                           |         |   |   |   |         |
| 14. makes children label words according to grammatical function as a sign of proficient reading.                      |         |   |   |   |         |
| 15. encourages children to guess the meaning of an unknown word and go on reading.                                     |         |   |   |   |         |
| 16. introduces the root form of words before asking children to read the inflected forms.                              |         |   |   |   |         |
| 17. does not begin teaching from knowing the letters of the alphabet in order to learn to read.                        |         |   |   |   |         |
| 18. does not require the use of flashcard drill with sight words for children's practice during reading instruction.   |         |   |   |   |         |
| 19. uses accent patterns in multi – syllabic words as part of reading instruction.                                     |         |   |   |   |         |
| 20. controls text through consistent spelling patterns as a means by which children can best learn to read             |         |   |   |   |         |
| 21. provides necessary formal instruction in reading to insure the adequate development of all skills used in reading. |         |   |   |   |         |
| 22. emphasizes phonic analysis when teaching new words.                                                                |         |   |   |   |         |
| 23. focuses on meaning, not on exact graphic representation, during the children's initial encounter with print.       |         |   |   |   |         |
| 24. teaches word shapes in reading to aid word recognition.                                                            |         |   |   |   |         |
| 25. connects the teaching of a skill in relation to other skills.                                                      |         |   |   |   |         |
| 26. does not correct miscues that do not change the text meaning.                                                      |         |   |   |   |         |
| 27. does not introduce new words before they appear in the reading text.                                               |         |   |   |   |         |
| 28. focuses on recognizing well the inflectional ending of words to avoid problems in reading.                         |         |   |   |   |         |

## Appendix D Permission Letter



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Region III  
**DIVISION OF CITY SCHOOLS**  
City of San Jose del Monte



website: [www.depedcsjdm.webs.com](http://www.depedcsjdm.webs.com) / e-mail: [deped\\_csjdm@yahoo.com](mailto:deped_csjdm@yahoo.com) / telefax: (044) 815 152 8 1

**August 18, 2014**

**ESTELITA G. PINEDA**

School Division Superintendent  
City of San Jose del Monte Bulacan

Madam:

Greeting of Peace!

I Arlene F. Taquines, a permanent teacher in Kaypian Elementary School taking up Master of Arts in Education major in Elementary Education at Philippine Normal University is currently undertaking a research entitled "**K – 3 TEACHERS' THEORETICAL ORIENTATION AND INSTRUCTIONAL PRACTICES IN BEGINNING READING.**"

This research designed to gather information regarding theoretical orientation and their instructional practices in teaching reading. This will help not only personally but also institutionally as this study seeks to find parallel between theoretical orientation and practices in beginning reading.

In connection with this, I would like to seek permission and endorsement to conduct the study and distribute questionnaires, conduct classroom observations and interview among the Grade Three teachers in Kaypian Elementary School.

I am hoping for your favorable response in this regard and I wish to extend my appreciation for your valuable support in this undertaking.

Truly yours,

**ARLENE F. TAQUINES**

Researcher

**Approved:**

**ESTELITA G. PINEDA, CESO V**

School Division Superintendent

## Appendix E

### Form for Validation of Instrument

Directions. Please evaluate the checklist adapted from DeFord to guide the class observation on instructional practices in beginning reading English using the rating scale from 1(Strongly Disagree) and 4 (Strongly Agree). Your input will help improve the instrument prior to its use for data gathering of the study.

Name: \_\_\_\_\_  
Specialization: \_\_\_\_\_

Institutional Affiliation: \_\_\_\_\_  
Years of Teaching: \_\_\_\_\_

| Statement                                 | Strongly Agree (SA)<br>4 | Agree (A)<br>3 | Disagree (D)<br>2 | Strongly Disagree (SD)<br>1 |
|-------------------------------------------|--------------------------|----------------|-------------------|-----------------------------|
| 1. Language                               |                          |                |                   |                             |
| • is easy to understand                   |                          |                |                   |                             |
| • is within the target level of the users |                          |                |                   |                             |
| • shows varied sentences lengths          |                          |                |                   |                             |
| 2. Directions                             |                          |                |                   |                             |
| • are clear and easy to understand        |                          |                |                   |                             |
| • are concise and accurate                |                          |                |                   |                             |
| 3. Format                                 |                          |                |                   |                             |
| • is pleasing to the eye                  |                          |                |                   |                             |
| • follows precise of visual               |                          |                |                   |                             |
| 4. Overall,                               |                          |                |                   |                             |
| • readability is acceptable               |                          |                |                   |                             |

Other comments, suggestions, and recommendations:

---

---

---

---

---

---

---

## Appendix F

### Interview Data

#### Q1. What are your practices in teaching beginning reading?

Teacher 1

*Hinahayaan ko ang mga studyante ko na magkwento sa binasa nilang maikling kwento* (I let my pupils to tell the story in their own understanding in reading)

*Laging may HOTS question ako sa lesson namin* (I use HOTS question in my lesson)

*Hinahayaan ko silang mag-isip dahil mataas naman ang kanilang pang-unawa* (I let the child think higher in my lesson)

*Mayroon din akong drill sa pagbabasa, kinukuha ko ung mga unfamiliar words sa kwento, saka nila babasahin at ipapaliwanag. (Drill is important in my lesson* (I get unfamiliar words in the story and let the child give meaning and use it a sentences)

*Hinahayaan ko minsan sila na mag-choose ng reading materials para malaman ko kung naintindihan nila, sila mismo ang magkukwento kung ano ang mga nangyari* (I let my pupils select reading as a choice of activity and encourage them to engage in a wide range of independent reading for my pupils. I like my pupils to be comfortable in reading, expressing what they read and what they want to say)

*Kapag story ang aking lesson, laging nag-activity ang mga bata ko, may nagdula-dulaan, nagkukwento sila kasama ang mga iginuhit nila sa kwento. Maganda kasi kung comfortable sila sa kanilang binabasa* (I like my pupils to have group activity like role playing and being comfortable and being able to really use it in real life situation)

*Gumagamit din ako ng flashcard para sa drill ko* (I use flashcard drills with sight word to practice in reading)

*Kapag may kwento dapat may mga pictures para ma-motivate lalo ang mga bata sa pagbabasa* (I use varieties of pictures and objects in teaching reading)

Teacher 2

*Pinapabasa ko ang mga unfamiliar words na galing sa babasahin nilang kwento, ibibigay nila ung meaning saka use sa sentences* (I get unfamiliar words in the story and let the child give meaning and use it in a sentence).

*Kapag di nila mabasa, gagamit ako ng phonics* (I use phonics if the child cannot read the words)  
*May mga group activity kami kasi naboboring ang bata kung magbabasa lang sila. May magdula dulaan. Ang grupo depende sa kakayahan nila dahil hindi naman lahat sila na pareho ang level ng understanding* (They also have a group activity in reading a story so that my pupils will not be bored in our lesson and I use different activities because they have different level of understanding)

*Pinapabasa ko muna ung unfamiliar words before ang story, minsan sila muna ang magbabasa ng kwento saka ko itatanong kung anong unfamiliar words ang di nila naiintindihan* ( I let my child to get unfamiliar words in the story and ask them what is the meaning and we will use it in a sentence).

*Gumagamit ako ng print materials para sa motivation ko saka maiintindihan nila pag may mga*

*pictures sa pagtuturo ng reading and pati reading exercises mayroon kami lagi* (I use print materials in teaching so the pupils will understand what they read I let my pupils practice through reading exercises).

*Kapag story dapat narerelate nila iyon o nagagamit nila sa pang – araw-araw ng kanilang buhay. Dapat nasasabi nila ung binasa nila on their own. Kaya nilang ikwento sa kanyang kapwa mag-aaral* (I let my pupils to integrate new ideas with previous knowledge and experiences and let my pupils to talk about what has been read).

Teacher 3

*Sa pagtuturo ko ng reading, gumagamit din ako ng phonics sa mga batang hindi pa makabasa* (I teach the children to sound out the letters, left to right, and blend them together).

*Minsan ang mga unfamiliar words sila ang nagbibigay, ung mga words na di nila naintindihan sa story nilang binasa at gagamitin nila iyon sa mga sentences* (Sometime, pupils get unfamilliar words in the story and let them give meaning and use it in a sentence).

*Iba - iba ang activity na binibigay ko dahil sa level of understanstanding nila, nakagroup activity sila may role play, nagkukwento, may gumuguhit ayon sa kanilang naintindihan at saka nila ikukuwento* (They also have a group activity in reading a story so that my pupils will not be bored in our lesson and different activity because they have different levels of understanding).

*Sa pagbabasa ng story, minsan ako ang nagbabasa, minsan yung marurunong bumasa. Dahil hindi lahat ng bata ay mataas ang comprehension, ang ginagawa ko, ako muna nag magsasabi*

*sa mga nangyari at susundan nila kung ano pa uli ang mga susunod na nangyari* (Sometimes I read the story because not all the pupils are reader. I read the story and the pupils will think what is the next situation in the story that I read).

*Gumagamit din ako ng question and answer portion lalo na sa mga batang di marunong bumasa sa ganun malaman ko kung may naintindihan sila sa binasang kwento* (I use question and answer portion to know if the pupils understand the story).

*Gumagamit din ako ng flashcard with sight words para sa drill ko* (I use flashcard drills with sight word to practice in reading).

*Kapag may kwento dapat may mga pictures para ma-motivate lalo ang mga bata sa pagbabasa* (I use pictures and objects in teaching reading).

Teacher 4

*Kapag mahirap ang words na nabasa nila sa kwento, gumagamit ako ng phonics para mabasa nila or mag – syllabicate ako para mabasa nila ang words. Encouragement ang need nila para di mahiya ang bata sa pagbabasa* ( I teach the children to sound out the letters, left to right, and blend them together and gave children stories containing words that reflect the letter-sound patterns that have been taught, and encourage them to sound out words whenever they are uncertain).

*Minsan ako tagabasa ng kwento at sila ang magkukwentong muli ayon sa kanilang naintindihan* (Sometimes, I read the story and my pupils will share their understanding about what has been read).

*Mahalaga ang mga unfamiliar words magamit nila sa sentences* (Sometime, pupils get unfamiliar words in the story and let them give meaning and use it in a sentence).

*May mga activity din tulad ng role playing, pagkukwento at pagguhit. Hinahayaan ko din sila ng mga gusto nilang basahin para mahikayat ko silang mahalin ang pagbabasa, para malaman ko naman kung naiintindihan nila ang binasa nila sharing of thoughts or ikukuwento nila kung ano ang naintindihan sa binasa nila* (I encourage pupils to integrate new ideas with previous knowledge and experiences and let my pupils to select reading as a choice of activity)

*Gumagamit din ako ng flashcard para sa drill ko* (I use flashcard drills with sight word to practice in reading).

*Kapag may kwento dapat may mga pictures para ma-motivate lalo ang mga bata sa pagbabasa* (I use pictures and objects in teaching reading).

Teacher 5

*Sa level of understanding ng bata ako nagbabase sa pagtuturo ng reading. Kapag alam na nila kung paano basahin ang word hindi na ako gagamit ng phonics, pero pag di nila alam saka ako mag – use ng phonics or syllabication. lisa-isahin ko, magphonics, words, saka phrases at magamit sa sentences* (I teach pupils based on their level of understanding; if the child cannot read the words I will sound out the letters, left to right, and blend them together. I give children stories containing words that reflect the letter-sound patterns that have been taught, and encourage them to sound out words whenever they are uncertain. I will encourage them to give meaning of the word and will use in a sentence).

*Minsan sila mismo ang magsasabi ng mga unfamiliar words base sa nabasa nilang kwento, kapag alam na nila, gagamitin nila yun sa sentences* (Sometime the pupils will give the unfamiliar

words and give the meaning and use it in sentences).

*Pinapabasa ko muna ung unfamiliar words before ang story, minsan sila muna ang magbabasa ng kwento saka ko itatanong kung anong unfamiliar words ang di nila naiintindihan ( I let my child to get unfamiliar words in the story and ask them what is the meaning and we will use it in a sentence).*

*May mga group activity din kami ng di sila maboring sa reading like ang role playing, sharing of thoughts at ang pagkukwento. Hinahayaan ko din sila na mag – choose ng sarili nilang story para mas motivate silang magbasa at magamit nila sa pang – araw-araw ng kanilang buhay (I encourage pupils to integrate new ideas with previous knowledge and experiences and let my pupils to select reading as a choice of activity).*

*Gumagamit din ako ng flashcard para sa drill ko (I use flashcard drills with sight word to practice in reading).*

*Kapag may kwento dapat may mga pictures para ma-motivate lalo ang mga bata sa pagbabasa (I use pictures and objects in teaching reading).*

Teacher 6

*Hindi na ako gumagamit ng phonics, may alam na kasi sila. Tinatama ko na lang ang pronunciation pag mali ang nabasa nila (I don't use phonics in my lesson anymore; if my pupils cannot read the word, I pronounce the word for them).*

*Mahalaga sa mag –aaral na mag choose ng sarili nilang babasahin, kaya dapat encourage sila*

*na magbasa ng sarili nila at ako ang gagawin ko tanungin ko na lang sila kung ano ang naintindihan nila sa kanilang binasa* (I let my pupils to tell the story in their own understanding in reading and I encourage a wide range of independent reading for my pupils to tell the story in their own understanding in reading).

*Mahilig ang mga pupils ko sa mga fables, cartoons at mga fairy tales. Kailangan kapag nagbasa sila nagagamit nila sa kanilang pang-araw – araw na buhay. Kailangan silang comfortable sa kanilang binabasa* (I like my pupils to be comfortable in reading, expressing what they have read and what they want to say, being comfortable and being able to really use in real life situation and let my pupils to integrate new ideas with previous knowledge and experiences).

*Gumagamit din ako ng flashcard para sa drill ko* (I use flashcard drills with sight word to practice in reading).

*Kapag may kwento dapat may mga pictures para ma-motivate lalo ang mga bata sa pagbabasa* (I use pictures and objects in teaching reading).

Teacher 7

*Namimili ako ng story base sa kanilang kakayahan* (I use selection for the reading lesson that is appropriate for pupils based on their ability).

.

*Mahalaga sa mga mag-aaral ko na maengganyo ko sila na ikuwentong muli ang nabasa naming kwento* (I encourage discussion of text after pupils read a story)

*Mahalaga ang mga unfamiliar words magamit nila sa sentences* (Sometimes, pupils get

unfamilliar words in the story and I let them give meaning and use it in a sentence).

*Gumagamit din ako ng flashcard para sa drill ko (I use flashcard drills with sight word to practice in reading).*

*Kapag may kwento dapat may mga pictures para ma-motivate lalo ang mga bata sa pagbabasa (I use pictures and objects in teaching reading)*

*Mahalaga sa mag –aaral na mag choose ng sarili nilang babasahin, kaya dapat encourage sila na magbasa ng sarili nila at ako ang gagawin ko tanungin ko na lang sila kung ano ang naintindihan nila sa kanilang binasa (I let my pupils to tell the story in their own understanding in reading and encourage a wide range of independent reading for my pupils to tell the story).*

*Kapag story ang aking lesson, laging nag-activity ang mga bata ko, may nagdula-dulaan, nagkukwento sila kasama ang mga iginuhit nila sa kwento. Maganda kasi kung comfortable sila sa kanilang binabasa (I like my pupils to have a group activity like role playing and being comfortable and being able to really use in real life situation).*

Q2. What reasons do you have for the practices?

*1. Pili ang bata ko. Cream section kaya marunong na sila pagdating sa pagbabasa at pagkukwento. Hindi na ako nagtuturo ng phonics dahil marunong*

*na silang bumasa, magiging boring na kung gagamit pa ako ng phonics. Dahil fast learner ang bata ko para di sila maboring sa reading may kanya-kanya silang activity na gagawin like role playing, sharing of thoughts and mag-drawing sila base sa naintindihan nila sa kwento (My section is a cream section, they can read and narrate the story read. I give different group activities like role playing, sharing of thoughts and they draw what they understand).*

*T2. Dahil hetero ang pupils ko, nagtuturo ako ng reading ayon sa kanilang kakayahan, may mga bata ako na fast learner, average, at mga slow learner at may iba pa na di talaga marunong bumasa. Nag-provide ako ng mga pictures para maengganyo sila makinig at maintindihan ang story; nakakatulong kasi ang pictures sa comprehension ng bata. Meron din peer tutors. (My section is heterogeneous; some of them are slow learner and slow reader. It is hard for them to read on their own. I have Big brother and sister who can help those pupils who cannot understand the story. I use pictures to motivate my pupils to understand the story)*

*T3. Heterogeneous ang mga pupils ko, mas marami nga ang mga slow learner at non-reader, kaya sa pagtuturo ko iba-iba ang ginagawa ko, dahil may mga bata din na marunong bumasa. Nag-provide ako ng mga pictures para maengganyo sila makinig at maintindihan ang story nakakatulong kasi ang pictures sa comprehension ng bata. Mayroon akong Big Brother and Sister para sila ung maging leader sa mga group activity namin. Dapat alam ng teacher kung ano*

*ung kakayahan ng bata dahil dun ka magbabase sa pagtuturo ng reading.*

(My section is heterogeneous, most of my pupils are slow reader and non - reader. Having Big brother and sister helps my pupils to explain or share their thoughts about a story read. They also have leaders in our activity. It also needs to know the level of understanding of our pupils so that their activity is based on their abilities. I use pictures to motivate my pupils to understand the story).

*T4. Heterogeneous ang mga pupils ko. Hinahayaan ko sila kumuha ng mga babasahin para magkaroon sila ng pagmamahal sa pagbabasa. Dapat alam mo kung ano ang abilities ng bata. Nag-provide ako ng mga pictures para maengganyo sila makinig at maintindihan ang story nakakatulong kasi ang pictures sa comprehension ng bata.* (My section is heterogeneous; most of my pupils are slow reader. I let my pupils to choose what story they like to read. I also need to know the level of understanding of our pupils so that their activity is based on their abilities. I use pictures to motivate my pupils to understand the story).

*T5. Hetero ang klase ko, kaya different techniques and strategies ang kailangan lalo na kapag ang bata ay di pareho ang level ng understanding. Mayroon din akong Big brother and sister to help other pupils to read the story especially those pupils who are slow learner. Minsan, sila ang mag-choose ng reading materials nila para hindi sila maboring sa reading* (My section is heterogeneous; most of my pupils are slow reader. I also need to know the level of understanding

of the pupils so that their activity is based on their abilities. Having Big brother and sister help my pupils share their thoughts about a story read. They also have leader in our activity. I let my child to choose reading materials they want to read).

T6. *Dahil di lahat ng bata ko ay fast learner, nag – aadjust sa aking ituturo sa reading batay sa level ng kanilang understanding. Nag-provide ako ng mga pictures para maengganyo sila makinig at maintindihan ang story nakakatulong kasi ang pictures sa comprehension ng bata. Nagiging leader din kasi ang mga Big brother and sister. Kapag di kayang basahin ng bata ang words, binabasa ko na agad at itatanong ko na din agad ang meaning at magpabuo ng sentences.* (My section is heterogeneous; most of my pupils are slow reader. I also need to know the level of understanding of pupils so that their activity is based on their abilities. Having Big brother and sister helps pupils share their thoughts about a story read. They also have leader in our activity. I use pictures to motivate my pupils to understand the story. If the pupils can't read the words, I will read the word and I will ask them what is the meaning so far).

T7. *Heterogeneous ang mga pupils ko. Hinahayaan ko sila kumuha ng mga babasahin para magkaroon sila ng pagmamahal sa pagbabasa. Dapat alam mo kung ano ang abilities ng bata.* Nag-provide ako ng mga pictures para maengganyo sila makinig at maintindihan ang story nakakatulong kasi ang pictures sa comprehension ng bata (My section is heterogeneous, most of my

pupils are slow reader. Having Big brother and sister help my pupils share their thought in story that we read. They also the leader in our activity. It also needs to know the level of understanding of our pupils so that their activity in base on their abilities. I use pictures to motivate my pupils to understand the story)

**Appendix G**  
**Curriculum Vitae**

**ARLENE F. TAQUINES**  
**Block 11 Lot 2 Carissa 5a**  
**City of San Jose del Monte Bulacan**  
[arlenetaquines\\_03@yahoo.com](mailto:arlenetaquines_03@yahoo.com)  
**Mobile No. 09354084973/09109892873**



---

**PERSONAL BACKGROUND:**

|                  |                                                                  |
|------------------|------------------------------------------------------------------|
| Date of Birth:   | May 3, 1985                                                      |
| Age:             | 30                                                               |
| Civil Status:    | Single                                                           |
| Height:          | 5'                                                               |
| Weigh:           | 47kg                                                             |
| Sex:             | Female                                                           |
| Nationality:     | Filipino                                                         |
| Religion:        | Iglesia ng Diyos kay Cristo<br>Jesus Haligi at Suhay ng Katoohan |
| Language Spoken: | English/Tagalog                                                  |

**EDUCATION/SL ATTAINMENT:**

**GRADUATE STUDIES:**

Master of Arts in Education –  
Elementary Education  
Philippine Normal University  
Taft Avenue Manila  
2009-present

LET passer

**HIGHSCHOOL:**

San Jose del Monte High School  
City of San Jose del Monte Bulacan  
2002 – 2003

**COLLEGE:**

Bachelor of Elementary Education  
Specialization in Mathematics  
Colegio de San Gabriel Arcangel  
Sapang Palay, San Jose del Monte,  
Bulacan  
2007 – 2008

**ELEMENTARY:**

San Jose del Monte Central School  
City of San Jose del Monte Bulacan  
1998-1999

## **TEACHING EXPERIENCES:**

Kaypian Elementary School  
Brgy. Proper Kaypian City of San  
Jose del Monte, Bulacan  
Present

Grace Christian Academy  
Bulac IWEMELIF Church  
Bulac Sta. Maria, Bulacan  
June 2010 - April 2011

St. Margaret School  
City of San Jose del Monte, Bulacan  
June 2009 – March 2010

Angels Care Christian Academy of  
Bulacan Inc.  
Blk. 10 Lt. 15 Melody Heights,  
Muzon, City of San Jose del Monte  
Bulacan  
June 2008 - 2009

## **SEMINAR ATTENDED:**

Division Seminar – Workshop on the  
Library Hub Project  
Division Library Hub

Seminar – Workshop on School  
Paper Management  
Division Library Hub

Seminar Workshop for Cultural  
Coaches and Teachers  
Hotel of First City Providential  
College  
Francisco Homes, City of San Jose  
del Monte, Bulacan

Division Training Seminar in Reading  
for all Grade 1 and 2 Teachers  
Sapang Palay National High School  
per Division Memorandum No. 57 s.  
2011

Pagpapaunlad ng Pagtuturo ng  
Asignaturang Filipino sa tulong ng  
Napapanahong Estratehiya at  
Usaping Pangwika  
San Jose del Monte National Trade  
School

Division Training of School Paper  
Advisers in the Individual Contest  
Categories, The Art of Coaching and  
Campus Management  
San Jose del Monte National Trade  
School

Teacher Induction Program  
San Jose del Monte National Trade  
School

Mind Education Specialist Training  
with Cultural Exchange  
SM City Fairview, Quezon City

Teacher Empowerment: A Catalyst  
for Providing Better Education  
Angels Care Learning School  
Muzon, San Jose del Monte City,  
Bulacan

Integrated Seminar for International  
Call Center Proficiency for  
Graduating Students  
Colegio de San Gabriel Arcangel  
Sapang Palay, City of San Jose del  
Monte Bulacan

