

The Effectiveness of Utilizing of the Interactive Reading Approach in Teaching English Language to Grade-7 Learners

Analou Mortera Balana¹, Melody M. Idul²

¹Teacher I, Union National High School

²Professor, Assumption College of Nabunturan

ABSTRACT

Reading is the most challenging macro skill that almost every individual encounters. Hence, the process of learning to read is intricate and multidimensional, requiring the use of multiple subskills connected to speech. Thus, a quantitative quasi experimental method was conducted that aimed to help grade 7 students in Depot Ancestral Domain National High School by conducting a pre-test through Phil-IRI questionnaires mandated by DepEd. Based from the data gathered, it revealed the reading difficulties of grade-7 learners which means these students really need assistance in the field of reading fluency and comprehension. Consequently, utilizing of interactive reading approach in teaching English has a big impact to provide appropriate reading intervention for grade-7 learners in Depot Ancestral Domain National High School. Such as spelling, story-telling, pair reading, chorale reading, writing new vocabulary, solo reading, chain story, reading aloud, making sentences, and role playing. Furthermore, based from their mean post-test result, it showed that their scores reached the standard of Phil-IRI implemented by DepEd. Therefore, such interactive reading approach interventions can quite annihilate reading fluency and comprehension difficulties of grade-7 learners.

Keywords: reading fluency and comprehension difficulties, interactive reading approach, reading interventions, quantitative quasi experimental design, Philippines

INTRODUCTION

Problem and Its Background

Learners nowadays have difficulty in reading particularly in fluency and comprehension. Consequently, DepEd tried hard to implement various ways of reading intervention to address this prevalent issue here in the Philippines. In Depot Ancestral Domain National High School, many students faced the same issue. In fact, despite the different strategies that teachers have done to address this problem, there are still students who have difficulty in reading.

This reality is an international scenario. According to the result of the National Assessment of Educational Progress, more than two thirds of all 14-year-old students in the United States of America (USA) read below grade level, and more than six million students in the said country between the ages of 12 and 18 are struggling readers. The same scenario is happening in Germany where nearly one-fifth of 15-year-olds in their country is reading below grade level expectations (Kissau & Hiller, 2013).

In the Philippines, the situation is no different from the world. In fact, the government issued policies and programs to keep children in school as stated in Education for All 2015 National Review. Part of it is to make each child a reader by the time he/she complete Grade 1 (Department of Education of the Philippines & UNESCO, 2015). This policy aims to keep children in school and eventually help them succeed in life because children with poor reading skills receive poor grades at school, get easily distracted and frustrated, have behavior problems, seem to dislike school, often fail to develop to their full potential and eventually will drop from school works (Cayubit, 2015).

The secondary teachers of Depot Ancestral Domain National High School witnessed the struggle of those students who have reading difficulties based from the reading assessment that they have conducted and based from their daily teaching. Consequently, teachers' empathy aroused for these individuals. Hence, these individuals have difficulty in connecting the letters to form a word that made them uneasy during reading time.

The extant literature on non-readers and slow readers has yielded significant insights into the obstacles encountered by persons who struggle with reading. Nonetheless, there are still unanswered questions in this field of study. Such studies did not give effective intervention that can quite solve the problem about struggling readers.

Review of Related Literature

This part of the paper presents the related studies about reading and its scope.

Reading

The process of learning to read is intricate and multidimensional, requiring the use of multiple subskills connected to speech and language. Youngsters who produce incorrect speech sounds have individual disparities in word reading outcomes, and some of these youngsters go on to have reading difficulties in the future. There is conflicting information regarding the role that oral language deficiencies and/or phonological deficiencies play in these ensuing reading difficulties.

People read for different reasons and purposes. Some of these include entertainment, relaxation, pleasure, and for knowledge. Issa et al. (2012) elaborate that through reading, the character can build or fix things, experience stories, find out what others trust, and enhance ideas or beliefs of their own. Hence, reading provides the key to all information essential for our daily survival and growth.

Moreover, Sari (2017) concluded the importance of reading to us in English class and other subjects, such as mathematics. This skill is needed in literacy to add knowledge of the learned material. It is expected that as students climb the educational ladder, it is associated with more reading as the subject becomes denser and more challenging. Because most information is delivered through text, reading and comprehension are vital abilities for kids to survive and comprehend how society operates. Reading and writing are regarded as top priorities by the government, organizations, and private persons in the Philippines, indicating a realization of the value of literacy. Identifying the primary idea or notion of what one reads is a fundamental comprehension ability that pupils must acquire.

While, Singh (2011) believes primary concept inference is essential for students when dealing with textual content. This ability enables kids to read proficiently, accurately, and with comprehension, which is necessary to understand their reading topic.

In addition, Yigiter et al. (2005) stressed the role of language teachers in improving their students' reading comprehension. Reading without understanding can be worthless and empty because children may be una-

ble to extract crucial information and concepts from the book.

As a result, language teachers play a vital role in helping students develop their reading comprehension skills by providing the required teaching, methods, and support. Language teachers can also help their students improve their reading comprehension by selecting reading materials appropriate for their interests, backgrounds, and reading levels. Students engage with the topic and have a more profound knowledge of it if they do so.

Reading Difficulty

It has been estimated that around 30–40% of children will experience difficulty when learning to read (Binks-Cantrell et al., 2020; NAEP Report Card: Reading, 2022), with such difficulties often having lifelong adverse impacts (e.g. Arnold et al., 2005; DeWalt et al., 2004; Livingston et al., 2018). The mechanisms underpinning difficulties when learning to read have received substantial research attention in recent years (e.g. Dehaene, 2020; Hempenstall, 2013). Similarly, literature on evidence-based assessments and interventions for these students is expanding (e.g. Adlof & Hogan, 2019; Scammacca et al., 2016).

Despite the urgency of ensuring that students with reading difficulties are identified early and receive high quality intervention, less is known about how teachers and other school personnel view their capacity to support these students (Snow, 2016). Woolfson and Brady (2009) identified that teachers' self-efficacy when working with struggling students is positively associated with their beliefs and confidence for bringing about learner change. However, contemporary evidence examining the perspectives and confidence of school personnel on this important aspect of their professional roles is lacking. Together, identifying and supporting students with reading difficulties should optimize their reading, writing, spelling and overall academic attainment, along with their capacity for meaningful participation and contributions to society as adults. We report here on how teachers (primary and secondary) and other school personnel, such as psychologists, speech-language pathologists (SLPs), educational leaders and literacy

coaches, view their capacity to support students with reading difficulties.

Hence, reading difficulties may arise as part of a broader neurodevelopmental disorder or biomedical condition, as part of a Specific Learning Disorder, or from various personal and/or environmental life circumstances that interfere with learning to read successfully (McArthur & Castles, 2017; Peng et al., 2019). An often-contentious position is that some struggling readers are casualties of poor instructional practices as well (Seidenberg, 2017). Suarez et al. (2018) described phenomenon in their observational study of six early-years American teachers, reporting that none used instructional practices aligned with the landmark US National Reading Panel (Report of the National Reading Panel: Teaching Children to Read, 2000) more than 50% of the time.

Though the use of these approaches will vary in intensity, frequency and duration on the basis of assessed individual need (Austin et al., 2017). In this paper, we therefore focus on practitioner responses to all students who struggle with reading within regular education classrooms, regardless of presumed etiology or the presence of a formal diagnosis.

Australian reports over recent decades identify that preservice teachers receive little preparation for explicitly teaching reading and virtually nothing about identifying and helping students with reading difficulties (Buckingham & Meeks, 2019; Rowe, 2005). Furthermore, both in Australia (e.g. Stark et al., 2015) and internationally (Pittman et al., 2019; Washburn et al., 2016), research Serry et al. consistently

reveals that educators' explicit knowledge about linguistic constructs central to providing effective initial reading instruction varies greatly. Collectively, it appears that many teachers are not sufficiently equipped to teach reading effectively nor to identify and support struggling readers for maximum benefit. Consequently, reading instruction and support approaches that lack a robust evidence-base persist in classrooms and intervention settings globally (Meeks et al., 2020; Moats, 2020). Collectively, these findings are cause for concern, particularly with respect to students who experience difficulties learning to read.

Such students are likely to need more intensively delivered and scaffolded intervention in order to even approximate the outcomes of typically progressing peers. Students with reading difficulties are likely to spend most, if not all, of their time in mainstream classrooms, particularly if reading is their primary area of difficulty (e.g. Blanton et al., 2011; Merga, 2020). This reflects the momentum for inclusive rather than segregated educational practices for students with diverse needs (Graham, 2019).

Therefore, to Butchard (2021), in the case of a student experiencing difficulties in reading, it is possible that assistance may be required in developing proficiency in the fundamental components of decoding. Certain individuals may initially succeed due to their proficient recognition of sight words, but may struggle when the reading requirements get more intricate in grades 2 and beyond. However, in the case of a student who is in grade 7 or higher but exhibits deficiencies in reading skills, it is imperative to provide assistance in strengthening their core phonics knowledge, which should have been acquired during their earlier years in grade 1 and kindergarten. This can be achieved by employing educational tools such as flash cards or phonics worksheets to review and reinforce the understanding of sound-letter correspondences. The establishment of a robust foundation in phonics can significantly enhance a student's reading proficiency. Therefore, by focusing on the basic skills that are found within reading, give children more tools that they can use to strengthen their reading ability overall.

Reading Comprehension

Kim's (2017, 2020) Direct and Indirect Effects Model of Reading identifies language comprehension as a direct contributor to reading comprehension, meaning adolescent readers with either SRCD or GRD may demonstrate language comprehension difficulties. Given their adequate word reading, readers with S-RCD have been dubbed "hyperlexic" and defined in part by language comprehension difficulties (Catts et al., 2003; Gough & Tunmer,). Readers with GRD are thought to acquire less vocabulary than their peers stemming from early difficulty with decoding and less reading experience (Stanovich,), indicating language comprehension difficulties may emerge and worsen over time for this group. Furthermore, a substantial body of research demonstrates the general importance of oral language development for early literacy skills and reading comprehension in Spanish-English bilingual children (August & Shanahan, 2006; Edyburn et al., 2017; Gonzalez et al., 2016; Hammer et al., 2014; Proctor et al., 2005).

A recent meta-analysis of 16 studies on reading difficulties in second-language learners found large and significant differences in oral language performance between second-language learner average readers and children with S-RCD (Spencer & Wagner, 2017). However, this meta-analysis also recognized that oral language difficulties could not fully explain the comprehension difficulties of children with SRCD. Recent longitudinal work on Spanish-English bilingual children similarly finds language comprehension difficulties for children with S-RCD that do not fully explain their comprehension difficulties (Taboada Barber et al., 2020).

Another recent research finds executive functions make direct contributions to reading comprehension and indirect contributions via both language comprehension and word reading (Arrington et al., 2014; Kieffer et al., 2013; Locascio et al., 2010; Sesma et al., 2009). Based on Kim's model (2017, 2020), these indirect contributions via word reading and language comprehension indicate that executive function difficulties may further characterize either GRD or S-RCD. If executive function difficulties do coincide with either GRD or S-RCD, teachers should consider these individual differences when designing classroom structures for these students, as recent work finds that executive functions relate to classroom behavior (Johnson et al., 2020).

Therefore, research on monolingual students with GRD and S-RCD has found varying evidence that these students struggle with executive functions relative to average readers (Cartwright et al., 2017; Cutting et al., 2009; Geva & Massey-Garrison, 2013; Locascio et al., 2010; Sesma et al., 2009). Thus, research on bilingual students with GRD and S-RCD is needed to determine whether executive function difficulties may exist for these students to inform instructional supports and classroom environments created by teachers.

Reading Fluency

Fluency can be defined as the aptitude to read with precision and fluidity, incorporating appropriate intonation and pacing, while maintaining a speed that facilitates readers' comprehension of the text. The development of fluency tends to be enhanced as students are exposed to a greater number of books and are provided with regular chances for reading.

Reading programs place significant emphasis on developing fluency through various activities such as echo and choral reading. These activities afford students the opportunity to engage in deliberate practice of proficient reading abilities, while also allowing them to emulate the teacher who serves as a model of fluency. Nieporent (2021) posited that it is crucial for youngsters to engage in recurrent reading as a means of practice. The text should be written in a manner that is accessible to readers and concise in length.

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English as a Second Language

In language instruction, English takes a very significant role in shaping functional vocabularies among Filipino learners. Semantics refers to the study of meanings of words or phrases based on a specific context. Skills in Semantics language describe the ability to perceive and state labels; and the competence to recognize and name exact brands or categories. It means one's capacity to decipher and tell words and their functions.

Moreover, it is the individual's capability to understand and use descriptive expressions including parts of a whole (Children's Speech and Language Services, 2016). English semantics needs to be strengthened among indigenous learners to enable them to cope with their academic struggles and daily school experiences. This study therefore, aimed to identify speaking difficulties of indigenous learners in English semantics. Specifically, it was intended to determine specific indicators of poor English vocabulary development, and poor information processing and expressing using verbal language.

Most scholars have often been intrigued by the importance of the English language. Good command of English is deemed necessary for a person to be effective in life, whether professionally, personally, or educationally, (Beirovi, 2019). Meeting people from various cultures is also helpful, as it helps in the growth of intercultural communication and teamwork skills. Because of its extensive use in almost every aspect of life, the English language has a unique importance, not to mention that it is widely recognized as a requirement for being a successful person in the modern world.

Thereafter, critical study and planning are necessary to help students become fluent speakers of a language. Zulkefly and Razali (2019) cited Krogh and Slentz (2001) in support of their argument that learning a language is easier when it is complete and appropriate. This means that language should be both meaningful and practical for students. Furthermore, students and teachers find it easier to understand when the language is interpreted in context. Conversations with people in their immediate community are referred to as this.

In addition, for EFL learners speaking is important because speaking is the tool to communicate with other people. Speaking is the important skill to be mastered by English foreign language learners or second language learners (Rao, 2019). The function of mastered English-speaking skill for academic are, EFL learners or second language learners they can study abroad if they able to speak English, for second language learners or English foreign language they can presentation in front of their friend in the classroom if they have speaking skill. The specific function of mastering English-speaking skill for EFL learners or second language learners they can get better job in international big companies. It cannot be denied that speaking English is an important skill to be mastered.

Aside from that, Dalem (2017) also stated that students afraid of making mistake because they afraid of being laughed by other people, shy, lack of confident. Many difficulties that student face in speaking English. Some recent studies have shown that students have difficulties in speaking English.

Therefore, difficulty in speaking English might be due to linguistic aspect and non-linguistic aspect. Lack of vocabularies, not being confident, no ideas about what to say, afraid of making mistake and afraid of being laughed by friend (Heriansyah, 2012). According to Al Hosni (2014), students unable to speak because of lack of vocabulary, student also afraid of making mistake in speaking English in front of their friend.

Reading Strategies

Since there is no best way to teach beginning reading, professionals who are closest to children must be the ones to make the decisions about what reading methods to use and they must have the flexibility to modify those methods when they determine that particular children are not learning. The federal and state governing bodies, in the US, never prescribes particular methods, but rather support balanced approaches to reading instruction at the state level. International Reading Association Policy makers provide funds for professional development and books, so that children can read for enjoyment.

With the factors that affect the child to be a nonreader, teachers and parents should work collaboratively. To improve reading instruction teachers, need to be better educated in the area of reading. Improvement in instruction in the form of materials does not replace teacher knowledge in helping struggling readers become independent readers. Clay notes that children may develop phonemic awareness in reading in other learning activities such as playing with rhyme and exploring beginning writing. An essential component of recording one 's speech in print is to work out what is heard can be recorded by letters.

Many techniques can build students' confidence at the same time they are having fun: singing along with the karaoke version of a song, performing a poem, engaging in reader's theatre, creating mock TV broadcasts, and much more (Rasinski, Ackland, Fawcett & Lems, 2011; Rasinski, Fawcett, Lems & Ackland, 2011). Although prosody may take a longer time to develop in second language learners, readers theatre is a natural place to practice it. The characters in readers theatre scripts often have short, dramatic lines, and these are great practice for ELLs in particular. Short, dramatic parts allow students to focus on developing prosody rather than worrying about decoding the words, and they can provide a laboratory to try out expressive reading.

However, research evidences show the effectiveness of reading programs established in developing countries (Friedlander & Goldenberg, 2016; Abeberese, Kumler, & Linden, 2014). Much similar to reading programs in developed countries, most programs focus on either improving reading frequency, enhancing reading instruction, or both. For instance, Friedlander and Goldenberg (2016) found that there was a positive impact on Rwandan students' reading achievement when reading programs both gave books and delivered effective reading instruction.

Abeberese, Kumler, and Linden (2014) found similar results when Filipino students were given appropriate reading materials combined with instruction from well-trained teachers. These findings are essential for developing countries as evidence suggests that poor children are prone to developmental delays arising from reading challenges (Roskos, Strickland, Haase, & Malik, 2009). If programs could reverse the vicious cycle brought by early reading challenges, they might, in turn, provide a mechanism by which countries could support future educational development.

In addition, Duczeminsk (2021) highlighted that educators prioritize the various components that constitute the holistic profile of a student's reading skills during the assessment process. Several elements, including phonemic awareness and phonics, center on the process of converting written text into spoken words. Once students have achieved mastery of these foundational skills, they are able to direct their attention on the task of comprehending written texts (Tinapay & Tirol, 2021). To achieve a comprehensive understanding of a text, students must employ comprehension skills prior to, during, and subsequent to the act of reading. Teachers must also diligently observe and document the tactics employed by pupils, as well as those that are not utilized.

Another study from Duczeminsk (2021), in the evaluation of comprehension, educators ought to prioritize a more in-depth approach rather than relying on superficial questioning techniques that merely scratch the surface of a given text. Through this approach, kids are introduced to the concept that reading encompasses more than just recognizing individual words printed on a page. The individuals will acquire the understanding that engaging in a comprehensive examination of a text entails assimilating all the provided information, engaging in introspection, and experiencing personal development as a result. As an alternative, rather than prompting students to simply describe a character's actions, educators should employ inquiries that delve into a student's comprehension of a literary work (Tirol, 2023). For instance, instead of asking "What did Frog do to cheer Toad up?", teachers could pose the question "How can you characterize Frog based on how he treats Toad throughout the story?" With the use of this strategy, children are made aware that reading entails more than just recognizing words on a page.

Moreover, according to Junkie (2021), a reading strategy checklist includes various components such as utilizing background knowledge, posing inquiries, discerning the author's intent, ascertaining the principal idea, recognizing the sequence of events, identifying cause and effect relationships, making logical deductions, predicting outcomes, summarizing content, differentiating between factual information and

opinions, locating pertinent facts and details, noting instances of comparison and contrast, establishing connections between ideas, employing visualization techniques, engaging in rereading, and adapting one's reading pace as necessary.

Furthermore, LoBello (2021) posits that youngsters who derive pleasure from engaging in extended silent reading develop a propensity for lifetime reading habits. Sustained silent reading (SSR) refers to the practice of engaging in solo and quiet reading. A designated period of time, often ranging from 10 to 30 minutes, is consistently allocated for engaging in recreational reading activities. Numerous educators include this methodology into their instructional practices, while certain educational administrators have implemented schoolwide sustained silent reading (SSR) initiatives. Given that reading is primarily an individualized activity, it is inherent for individuals to engage in quiet reading. The provision of sustained silent reading time by instructors or parents yields advantageous outcomes for youngsters. The understanding of written material is a critical component of the reading process.

But, according to Herry (2023), it is important to engage in reading with the goal of comprehending and deriving meaning from the text in order to enhance one's entire consciousness. When engaging in silent reading, individuals are not required to allocate excessive attention to the precise pronunciation of each individual word. Consequently, they are able to direct their focus towards comprehending the text being read.

As the acquisition of vocabulary, development of fluency, and enhancement of motivation rise, there is a corresponding increase in comprehension. Children engage in reading materials that are appropriate for their individual skill level and progress at a rate that is comfortable for them. Individuals have the ability to mentally construct and assign meaning to words based on their own unique perspectives and interpretations. Certain educators allocate a designated period following sustained silent reading (SSR) for pupils to engage in discourse regarding their literary selections. This process aids in the retrieval of information from memory and strengthens the understanding of the subject matter.

While, according to Clarke (2018), the process of reading comprehension involves more than just the text itself. It also encompasses the reader's response to the text and the interplay between the two. The Cambridge Centre for Evaluation and Monitoring (CEM) in the year 2019. According to Mevin (2022), it is important to note that enhancing reading comprehension skills can significantly contribute to the long-term success of pupils as proficient readers, both within and beyond the educational setting.

Aside from that, According to Shewan (2022), individuals who possess exceptional writing abilities often have a strong inclination towards reading. Engaging in regular reading habits serves as a convenient method for initiating the cultivation of one's writing proficiency. Reading is widely recognized as a highly efficacious method for enhancing one's writing skills. Engaging in the act of reading provides individuals with the opportunity to encounter diverse writing styles and novel concepts. Engaging with diverse subject matter through reading facilitates the acquisition of comprehensive information, hence enabling the integration of this knowledge into one's written work.

Consequently, Rahman (2022) posited that the optimal approach to enhancing one's writing abilities is to identify the strategies that yield the most favorable outcomes for the individual. Engaging in increased reading can provide beneficial outcomes for individuals who already possess a preexisting reading habit, particularly in relation to their writing abilities.

In addition, Hollowell (2023) asserts that the act of reading encompasses more than just identification of printed words on a page. The procedure encompasses the simultaneous utilization of multiple skills. The aforementioned skills are categorized into five primary domains, namely phonics, phonemic awareness,

vocabulary, fluency, and understanding. An optimal reading program will encompass all of these elements and establish the approach for instructional delivery within the classroom.

According to Dugger (2019), a report published in 2000 by the National Reading Panel determined that the most effective method for instructing children in reading included explicit guidance in phonemic awareness and systematic phonics, in addition to instruction in vocabulary, reading fluency, and comprehension.

Jones (2018) stated that vocabulary might be defined as the comprehension and awareness of words and their respective meanings. The primary objective of vocabulary instruction is to facilitate children's comprehension of words and enable them to effectively utilize language for the goal of acquiring and expressing meaning. Additionally, the development of vocabulary is a crucial element of a comprehensive reading program. Merely relying on phonetic decoding is insufficient.

Therefore, in order to comprehend the text, it is imperative for students to possess a comprehensive understanding of the vocabulary employed within the reading material. Vocabulary instruction encompasses two primary approaches: explicit and implicit methods. Educators employ vocabulary lists and employ specific instructional techniques to provide direct guidance on the definition and appropriate application of individual words. Implicit instruction is a cognitive process that takes place during the act of reading, wherein youngsters are able to deduce the meanings of words by utilizing contextual cues provided by accompanying visuals or other words within the same sentence or paragraph.

English as a second language

English in The Philippines: A Brief History. The history of the Philippines includes its affiliation with the Spanish Empire, during which the introduction of the Latin script to the country took place due to colonization. Tagalog, the native script, emerged as the primary written language. Meanwhile, English, initially utilized for trade and governance, gained prominence as the lingua franca during the colonial era due to its prevalence in commerce and administration.

Consequently, it transitioned into the language of instruction and commerce, driven by its significance in international transactions. This transformation has led to a substantial increase in English-proficient professionals in the Philippines, given its pivotal role in the realms of media, arts, and social interactions. This linguistic shift has elevated English to the position of a national lingua franca, deeply rooted in Filipino culture and history. The progression of English in the Philippines reflects its adaptation to the nation's evolving needs and the preferences of its citizens.

Hence, Philippines, characterized as a bilingual nation, witnesses the usage of both Spanish and English in various contexts. The Philippine version of the English language holds immense importance in shaping the cultural and economic landscape of the country (Ryan, 2022).

Quality education begins with teachers. As a result, a top issue for English language teachers today is how to be more effective in the constantly evolving educational landscape (Coombe, 2019). Furthermore, practical and good teaching comes from effective teachers at the same time, effective teaching is viewed differently by teachers (Sundari, 2018). As teachers play a significant role in solving this problem and giving valuable tips to improve the learners' speaking skills, teachers still need to implement specific techniques in a teacher-learner-friendly atmosphere to get rid of this problem. Teaching students the skills they need for successful jobs has always been the responsibility of the teachers (Rao, 2018)

That's why, various types of investigations were conducted as regards English semantics, which are focused on vocabulary development and information processing aspects. Ebrahimi (2017), embarked on

measuring productive depth of vocabulary knowledge of the most frequent words. This study emphasized abilities in writing and speaking, which are very important for students in learning English for academic functions.

In a study conducted by, Almusharraf (2020), found that the independence given to the learners allowed them to realize their weaknesses and inspired them to reshape their learning attitudes and develop their vocabulary knowledge in a significant way. It is quite inevitable, therefore, that struggling language learners are given enough time and space to reflect on their learning difficulties and possess a sort of autonomy to find their own solutions to them. This kind of collaborative and of self-directed language learning provides learners with a substantial impetus and motivation to involve themselves in the language classrooms.

Stressing on the importance of collaboration and teacher-student interaction in language learning contexts, Gan (2021) in his research on the language problems faced by the Chinese students, observes that it is inevitable for teachers to understand the learners' expectations, beliefs, personality, and knowledge, and the learners to realize the reasons behind their weaknesses. This would motivate the learners and equip the teachers with the knowledge without which language teaching can never be successful. Active teacher-student engagement and collaboration goes a long way in helping students build up on their language skills according to (Hiver, et al., 2021; Fei & Derakhshan, 2021; Oppermann & Lazarides, 2021).

This professional and helpful relationship can assist English as a foreign language (EFL) instructors in their teaching process and motivate students to learn in an atmosphere which is taken out of their textbooks and deals with their everyday life and experiences. A non-interactive language class and the teachers' failure in trying to understand the behaviors, preferences, and perspectives of their students shall always result in a botched language teaching practice (Mystkowska-Wiertelak, 2020).

Therefore, in the language teaching and learning situation, teachers' experiences and teaching methodologies alone cannot guarantee students' successful language acquisition. It is inevitable to identify the learners' personality traits and apply methods to motivate them to create a holistic atmosphere to help students transform themselves and learn.

Interactive Reading

The interactive model suggests that the reader constructs meaning by the selective use of information from all of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set. Order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time (Dechant, 1991).

While, for Goodman, K. (1981), interactive reading is one that uses print as input and has meaning as output. But the reader provides input, too, and the reader, interacting with the text, is selective in using just as little of the cues from the text as necessary to construct meaning.

One of the interventions of interactive reading is paired reading, in this strategy, students read aloud to each other, pairing more fluent readers with less fluent readers. Likewise, this strategy can be used to pair older students with younger students to create "reading buddies." Additionally, children who read at the same level can be paired to reread a text that they have already read, for continued understanding and fluency work. This research-based strategy can be used with any book or text in a variety of content areas, and can be implemented in a variety of ways.

In order to increase student fluency, readers need experience reading to and listening to other readers of all kinds. Specifically, lower-level readers benefit from strategies such as Paired Reading by listening to

the reading of a higher-level reader. Reading with someone else encourages students to try reading material that may be above their usual reading level, while also building oral skills so that students are more comfortable with their reading. Additionally, this strategy allows the teacher to observe readers in the classroom and work with students who may need more assistance.

Another intervention is reading aloud, it is one of the simplest and most effective intervention strategies for students who are struggling with reading. When a student hears someone else read, it helps them to understand the text better and makes it easier to remember the information.

Two recent syntheses Wanzek et al., (2006); Weiser & Mathes, (2011) and one meta-analysis Graham & Santangelo, (2014) have examined the reading-spelling connection. Weiser and Mathes (2011) examined the impact of encoding instruction on reading and spelling performance for at-risk elementary students and older students with LD who read at less than below a 3rd-grade level. Encoding instruction was defined as the teaching of phoneme-graph-eme relationships and word work activities where students manipulated those relationships (Weiser & Mathes, 2011). Results from the synthesis suggest that instruction in encoding increases students' knowledge of the alphabetic principle, development of phonemic awareness, and growth of reading and spelling skills. More recently, Graham and Santangelo (2014) investigated whether spelling instruction in any language made students better spellers, readers, and writers. Their analysis included studies of spelling interventions for students with and without disabilities in kindergarten through 12th grade in regular school settings. Results from their meta-analysis highlight the effectiveness of formal spelling instruction for increasing spelling performance, phonological awareness, reading performance, and spelling while writing. The results from both Weiser and Mathes (2011) and Graham and Santangelo (2014) confirm that in order to improve spelling skills, students should have explicit and formal instruction in spelling strategies and multiple opportunities to practice with new words (Sayeski, 2011; Wanzek et al., 2006). However, despite the compelling evidence for the benefits of some type of formal spelling instruction, neither specifically examined the impact of spelling or reading instruction on spelling outcomes for students diagnosed with LD.

Aside from that, reading is at once a perceptual and a cognitive process. It is a process that bridges and blurs these two traditional distinctions. Moreover, a skilled reader must be able to make use of sensory, syntactic, semantic, and pragmatic information to accomplish the task. These various sources of information appear to interact in many complex ways during the process of reading (Rumelhart, 1985).

Another study from Drbseh (2019), observes that one of the main problems lies with teaching language through methodologies which are unnecessary and obsolete and classroom teaching is not student-centered. He lays stress on developing an appropriate student aptitude and initiative to motivate students to prepare themselves for collaborative language learning. He advocates for a holistic and interactive teaching-learning approach away from the archaic rote learning tradition. He also claims that there is a severe lack of proposals or plans to expose English to students at the very beginning of their learning stages. In addition, Khan (2011) also mention stresses that there is a need to take careful planning, and to recognize the requirements of learners and their objectives. Apart from what the researchers noted here feel about the impediments that stall language learners in their struggle to learn a foreign language, lack of motivation is a glaring hurdle.

Hence, motivation plays a crucial function in language learning atmosphere. It has to be constant, and the responsibility lies on teachers to see that learners are not left unmotivated. Struggling language learners must be exposed to their second languages as they had been to their first language (Ismail et al., 2014). Kormos (2020) rightly argues that there is an urgent need to investigate and analyze the difficulties that

second language learners in the twenty-first century are facing in language acquisition. He holds forth that though the consequences of second language learning have been methodically and comprehensively researched till date, there are still grey areas where there is a need to re-evaluate the needs of language learners and the language teaching pedagogy.

Because, Language literacy enhancement is a vital intervention to address issues that take place in the process of teaching and learning a language as mentioned by (Vulchanova et al., 2017). It lays down language teaching practices, approaches, and strategies that guide teachers in producing learners that are communicatively competent and highly literate. Based on the main objective of LAMC, learners are expected to develop learning competencies that can be applied to a variety of communicative functions (DepEd, 2016). Being competent and multiliterate in the Mother Tongue, Filipino, and English is part of the curriculum's rationale to equip the learners with the skills necessary to understand the multifarious systems of communication in the era of globalization (Barrot, 2018).

In conclusion, applying interactive reading accompanied by the teacher and peer tutoring as a medium of instruction towards the students with intrinsic or extrinsic motivation has the greater chance of becoming successful in the field of communication in the second language learning.

THEORETICAL FRAMEWORK

The interactive theory of reading suggests that reading involves two main processes: the top-down approach, which is reader-based, and the bottom-up approach, which is text-based. This study follows the perspective of Barr, Sadow, and Blachowicz (1990). According to this theory, readers come to an interpretation of a text by using both lower-level comprehension skills and higher-level comprehension skills. In simpler terms, the interactive theory of reading states that readers automatically recognize words and ideas through lower-level processing, but also use logic and knowledge of the topic and world through higher-level processing.

This means that readers need to use context clues to understand unfamiliar words and have background knowledge on a topic to fully comprehend the text. The theory assumes that these processes work together, and if one is neglected, the reader may struggle to understand the text. By applying this theory, students can improve their reading fluency and comprehension, especially those who find reading challenging.

Statement of the Problem

Reading difficulties is a widespread dilemma that every student will be faced. Consequently, a quantitative quasi-experimental design was developed to know the effectiveness of Interactive Reading approach towards the grade 7 students of Depot Ancestral Domain National High School. The following are the questions based from the study.

1. What is the understanding level of the student' pre-test scores in interactive reading?
2. What is the understanding level of the post test scores in interactive reading?
3. Is there a significant difference between the pre-test scores and post-test scores of the respondents?

Null Hypotheses

In order to treat problems extensively and answered objectively, the researcher formulated the following hypothesis:

Ho1. There is no significant difference between the results of pre-test scores and post-test scores of the respondents.

Scope and Delimitation of the Study

This study aimed to assess the effectiveness of the implementation of Interactive Reading that would help the grade 7 students of Depot Ancestral Domain National High School, Monkayo East District, Davao de Oro Division. It consists of 50 learners in grade 7 who are enrolled for the school year 2023-2024. Moreover, the researcher focused on the implementation of the Interactive Reading to the slow readers in helping them to become independent readers.

Significance of the Study

The results of this study would be beneficial to the following:

Students. The findings of this study would be beneficial to them through the inputs especially the interventions that can help them become successful communicator in English through applying the interventions and solutions to solve their dilemma in reading.

Teachers. The findings of this study would be beneficial to them by applying the reading interventions that may develop their teaching style that suit towards slow reader learners that face difficulty in reading English as universal language.

School. The findings of this study would be beneficial to them. Hence, through this, it might open doors to other stake holders to help the school enriching the facilities and equipment that can be used to enhance students' reading skills.

Parents. The findings of this study would be beneficial to them for it can help them to build their vocabulary and basic foundation of grammar while learning with their child.

Other researchers. The findings of this study would be beneficial to them since this can give them hint about slow reader students who are found struggling in reading English.

METHODS

Research Design

The study was conducted using quasi-experimental method in gathering data. It was proposed by Donald T. Campbell in 1963 to generalize casual inference. The research design was conducted using pre-test-post-test group design wherein the group was given pretests in the beginning and post-tests at the end of every period under consideration (Padua, 2000). The data gathered were sourced out from the results of the pre-tests and post-tests of every topic programmed to be discussed in the class, for the duration of the experiment period.

The researcher conducted Phil-IRI Pre-test to assess the level of reading fluency and comprehension among Grade 7 students at Depot Ancestral Domain National High School. With the aid of Interactive Reading implementation, the study hoped to have a significant impact towards the improvement of students' level of reading fluency and comprehension. The respondents undergone Phil-IRI post-test to determine if there's any change brought by the intervention.

Thus, in this study, the researcher conducted Phil-IRI pre-test and post-test on the students' level of reading fluency and comprehension to establish comparability on the improvement.

Research Locale

This study was conducted at Monkayo, Davao de Oro. Monkayo is a first-class municipality. It reaches a population of 90,971 people, According to the 2007 census. It has 21 barangays, with Mt. Diwata, having the biggest population of 16,965 people, and it's known for its abundant of gold. Aside from that,

Monkayo is an agricultural town, with vast tracks of land planted with rice, banana, Rubber tree, Palkata tree, Durian fruits and many more.

Research Subjects

The subjects of the present study were the grade-7 students of Depot Ancestral Domain National High School who were found struggling in reading fluency and comprehension. Hence, based on the Phil-IRI Oral Reading Test result, which were personally conducted by the advisers, and school reading coordinator last October 2023 grade 7 Gold has the numerous amounts of slow readers and even non-reader. This indicates that this section, the problem of reading is deteriorating. The respondents of this study were included the identified frustrated students enrolled in grade-7 section Gold with the population of 50 had percentage/number 50% or 25; frustration level. The subjects will be selected in order to get the accurate response of the whole population where samples belong. The respondents must also answer the test questionnaire in order for the researcher to identify the answers and establish the results of the questions they gave. The selection of the samples must be requisite to identify the worth of the information gathered. Using quasi-experimental approach, I this section will be conducting a pre-test, intervention using Interactive Reading activities and post-test to quite compare the before and now result of the study.

Moreover, Table 1 below shown the actual distribution of the respondents of study.

Table 1 Distribution of the Subjects of the Study

Section	Frustration
Grade 7 Gold	50(75%)

However, I acknowledge the weaknesses which may not allow this research to achieve the expected generalizability of this study. Due to the small sample who participated in the study, results may not be generalized and cannot adequately support claims of having achieved valid conclusions.

Research Procedures

The researcher adopted the pre-test and post-test from the Phil-IRI Oral Reading Test, standardized test used in the Department of Education in measuring the students' level of reading fluency and comprehension. Grade 7 students are the receivers of the treatment (Interactive Reading). The Phil-IRI Oral Reading pre-test of the group was already administered last October 2023. The implementation of the Interactive Reading Program started right after the Phil-IRI program which consumed 60 days or ten (10) weeks. Then, the post-test was given immediately after the implementation of the program for two (2) hours.

The researcher applied the Interactive Reading Program. The implementation procedure started with the teacher-student orientation. The pre-test and post-test results of the classified slow readers were processed and subjected for statistical treatment. The results were analyzed and interpreted to see if Interactive Reading Program was an effective tool or not in teaching English specialized on reading fluency and comprehension.

The detailed steps on how to conduct this research study were provided in four steps. Step 1, written permission that was approved by the Schools' Division Superintendent of Davao de Oro and then to the School Head of Depot Ancestral Domain National High School, Upper Ulip, Monkayo, Davao de

Oro. Step 2, coordination of the researcher to the students and to other teachers for the implementation of the program, concerning the Learning Plan. Step 3, validation of the reading materials adapted from the DepEd Phil-IRI. Step 4, on the session, teacher's role was to circulate among the groups the materials, to redirect students to remain on-task, and to provide assistance. In the whole duration of reading, the students were encouraged to converse using solely the English language.

Statistical Treatment of Data

To test the hypothesis formulated, the following statistical tools were used in the research:

Frequency distribution. This was used for the listing of the scores of the respondents.

Comparison coefficient. This was used to test the significant difference between the results of the pre-test and post-test mean scores of the reading fluency and comprehension. The use of frequency distribution for the listing of the scores of the respondents.

Mean. This was used to provide a concise numerical value that represents the average performance of the respondents in taking the pre-test and post-test for reading fluency and comprehension.

Paired t-test. This was used to calculate the t-value by comparing the mean difference between the pre- and post-intervention scores to the variability or standard error of the differences.

RESULTS

Competence level of the students' pre-test scores in reading fluency and comprehension

This area presents the results to the first statement of the problem that examines the level of the students' pre-test scores in reading fluency and comprehension Table 2 presents the results of the pre-test performance of the Grade 7 students.

Table 2 Pre-test Performance of the Grade 7 Students

Skills	No. of Students	Mean	Class Proficiency	Competency Level
Reading Fluency and Comprehension	50	4.96	55.1	Did not meet expectation

In table 2, it says that the Grade 7 students didn't do so great on the pre-test for reading fluency. Their average score was 4.96, which means they only got about half of the questions right. According to the Phil IRI standard, this score is below what was expected.

This means that the Grade 7 students are having trouble with reading fluency and comprehension. They might have a hard time reading and understanding what they're reading. This can make it tough for them to read smoothly and understand what they're reading.

Competence level of the students' post-test scores in word recognition

This section presents the results to the second statement of the problem that examines the competence level of the students' post-test scores in reading fluency and comprehension. Table 3 presents the results of the post-test performance of the Grade 7 students.

Table 3 Post-test Performance of the Grade 7 Students

Skills	No. of Students	Mean	Class Proficiency	Competency Level
Reading Fluency and Comprehension	50	6.08	60.8	Satisfactory

Table 3 showed the reading fluency and comprehension skills of Grade 7 students. Post-test has a mean of 6.08 which has a class proficiency of 60.8 Based on the Phil IRI standard, the competency level of the students in post-test is satisfactory.

This means that the students did way better at recognizing words in the second test. The results also showed that INTERACTIVE READING can really help students get better at reading.

Null Hypothesis

Table 4 presents the test of difference of means in Pre-test and Post-test performances of the Grade 7 students.

Table 4 Test of Difference of means in Pre-test and Post-test Performances of the Grade 7 Students

	Mean	p-value	t-value	Remarks
Pre-test	4.96	0.001	-3.692	Significant
Post-test	6.08			

In Table 4, we looked at how students did before and after Interactive Reading. Before the intervention, students scored an average of 4.96 on the test. But after the implementing interactive reading, their average score went up to 6.08! The results showed a p-value of 0.001 and a t-value of -3.692. This means we can say for sure that there is a big difference between how students did before and after the project. So, we can reject the idea that there's no difference and accept that there is a significant change in their scores.

DISCUSSIONS AND CONCLUSION

Competence level of the students' pre-test scores in reading fluency and comprehension.

Reading fluency and comprehension skills of the Grade 7 students in the pre-test had a mean of 4.96 and a class proficiency of 55.11. According to the Phil IRI standard, this means the students didn't quite meet the expected level of competency in reading. This implies that the 7th graders are having a tough time with reading fluency and comprehension. These problems can impact communication. The identification of reading fluency and comprehension skills problem is crucial for understanding and addressing reading difficulties in individuals, especially in the context of literacy development (Stanovich, 2016).

Rasinski (2003) defines reading fluency as the ability to read speedily, effortlessly and with a meaningful expression. Fluent readers can read easily, accurately and with suitable stress and intonation. They can recognize words

automatically and can thus direct their attention to understanding the passage rather than to decoding the words. Akyol (2006) expresses fluent reading as reading carried out with attention to punctuation marks, stress and intonation, without backtracking or repetition, without syllabification or unnecessary pauses, with attention to units of meaning, as if one were speaking, and thus, conducting reading as if one were speaking is important in terms of enabling meaning building.

Interactive reading aloud is defined as planned reading of children's books aloud by a practitioner (Meller et al., 2009). During IRA, the teacher, by modeling thinking aloud teaches students the reading strategies for comprehension before, during, and after reading. Students listen to their teachers, and with the guidance of their teachers, they guess about the book they are listening, re-create the images in mind make connections, question, identify the main theme, summarize, check the predictions, evaluate and learn new vocabularies.

Competence level of the students' post-test scores in reading fluency and comprehension.

Reading fluency and comprehension skills of the Grade 7 students in the post-test had a mean of 6.08 and a class proficiency of 60.8. Based on the Phil IRI standard, the competency level of the students in post-test was satisfactory.

This means that after implementing the INTERACTIVE READING the performance of Grade 7 students increased in reading fluency and comprehension in the post-test is very substantial, this further showed that INTERACTIVE READING platform would substantially support the reading skills development as observed by the researcher.

In interactive reading aloud lessons, students are taught reading comprehension strategies with appropriate books and book plans selected by the teacher. While performing this teaching, an appropriate scaffolding strategy is used according to the level of student. Throughout the whole process, the teacher is a model for students by thinking aloud. At the end of this process, it trains students who can read fluently, are motivated to read and comprehend when they read their own. Think aloud is a strategy used by teachers to model thinking and thought process to students (Dunston and Headley, 2002).

Moreover, Tompkins (2006) expressed that motivation has a dimension related to social environment and students want to share their ideas in social circles, i.e., with their group of friends. When teachers provide students and their classmates with the opportunity of reading aloud, they gain self-confidence and get motivated (Hurst et al., 2011). Also, Morgan (2009) stated that teachers can motivate students to read, especially when they read aloud to their students, by reading a book that is pleasant for them. Therefore, according to Giorgis and Johnson (2003), underlined that when a book is read aloud to students, teachers and students take pleasure in reading. According to Tompkins (2006), the students related factors affecting students' engagement in literacy are expectations, collaboration, reading and writing competency, and choices. Students are more interested in reading when they think that they will be successful, cooperate with their classmates, become competent readers and have the opportunity to make choices to improve their reading skills.

Difference between the pre-test scores and post-test scores of the respondents.

Students performance in the pre-test had a mean of 6.67 and 15.29 as a mean for the post-test. The results gave a p-value of 0.000 and t-value of - 25.18 which means that the null hypothesis was rejected

and accept the alternate hypothesis that there was a significant difference between the pre-test scores and post-test scores of the respondents.

In this respect, Akyol (2012) emphasized that teachers should read aloud to their students by using different text types every day to improve their reading fluency. Reading fluency improves as students listen to teachers' readings repeatedly in the IRA lessons, carried out by the repetitive readings of the same book (Trelease, 2013). Another study by Braun (2010) expressed that practices based on the IRA strategy increased the reading motivation levels of students. Muller (2005) stated that reading aloud was the most effective way to improve reading motivation. Trelease (2013) claimed that, thanks to the interaction between teacher and student in the IRA lessons, the positive attitude that the teacher displays toward a book would also encourage students to have a positive attitude toward it. Considering this interaction, he also emphasized that students will be more interested in reading if the topics of the books selected appeal to students. Children interested in reading are also motivated to read and spend more time on reading: thus they are more successful at reading (Gambrell, 2011). Therefore, as the attitude toward reading and interest and curiosity in reading directly affect reading motivation, it appears that the reading motivation levels of students who are interested in reading and have a positive attitude toward reading will increase. Arial and Albright (2006) used the IRA strategies in the lessons in which they benefited from informative texts, and consequently determined that students could learn better in that way by feeling more motivated to understand while reading as they learned the reading comprehension strategies during the lessons.

Conclusion

Based on previous research findings, the researcher concluded that the respondents have a satisfactory level of competency in reading fluency and comprehension. There was a significant difference in pre-test and post-test scores, indicating that students have improved their word recognition skills.

The performance of students at Depot Ancestral Domain National High School in terms of reading fluency and comprehension significantly improved after using Interactive Reading approach in both pre-test and post-test assessments. This shows that the traditional methods were as effective as the new approach. The increase in scores from the pre-test to the post-test indicates a positive development in the students' reading readiness skills. The strategies implemented, including the use of additional materials like reading interventions, have helped address the reading readiness issues among Grade 7 students. While progress has been made, it is important to continue these efforts to ensure sustained improvement. This suggests that interventions will always yield positive results.

Recommendations

The researcher was confident that the Interactive Reading approach and its learning materials helped Grade 7 students learn by providing something unique that sparked their curiosity and encouraged them to explore their surroundings.

Based on this research, the following recommendations were made:

1. There will be tests and passages with simple comprehension questions. At least two types of evaluation tools, such as portfolios and paper-and-pencil assessments, should be used to obtain accurate results from the intervention.
2. Pre-tests and post-tests will be conducted for the experimental group.
4. Further exploration and experimentation in this research area is needed to meet global standards.

5. Application of the Interactive Reading approach is necessary.
6. Immediate intervention to address the problem.

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