HELPING STRUGGLING READERS TO READ: THE IMPACT OF THE CARE FOR THE NON-READERS (CRN) PROGRAM ON FILIPINO PUPILS' READING PROFICIENCY

Maricel T. Adapon
Department of Education, Dumingag II-District
maricel.adapon001@deped.gov.ph

Benjamin B. Mangila
School of Teacher Education, Josefina H. Cerilles State College
benman1586@gmail.com

ABSTRACT This study determined the impact of the Care for the Non-Readers Program on the reading performance of struggling readers in all elementary schools of Dumingag II District, Dumingag, Zamboanga del Sur, Mindanao, Philippines for School Year 2016-2017. Fifty teachers and 465 parents were selected as respondents of the study. It employed the descriptive comparative research method with the questionnaire-checklist as data-collection instrument. Both the descriptive and inferential statistics were employed in analyzing and interpreting data. The findings of the study disclosed that teachers and parents considered the Care for the Non-Readers Program as "Very Effective" in improving the reading performance of pupils. "Fuller Technique," "Independent Reading," "Directed Reading Thinking Activity," and "Say Something" were the leading strategies applied by teachers during the program implementation. Majority of the pupils still belonged to the "Frustration" level. However, significant improvement occurred in pupils' reading performance for three school years. Teachers encountered "Serious" problems in implementing the program while the suggested solutions were considered as "Very Effective." Furthermore, an insignificant difference existed between the respondents' assessments on CNR program's effectiveness.

Keywords: care for the non-readers program, reading strategies, reading performance

A. INTRODUCTION

The ability to read is the key to knowledge; it is the key to knowing the world around us and ourselves. Without reading skill, life can be nearly impossible. The future of today's students depends on how well they understand and use a wide range of texts in a thoughtful way. It also relies on their ability to use reading skills to think critically and pass on orally and in writing their thoughts and opinions (Department of Education, 2013).

Acknowledging the importance of reading, many developed countries have established reading programs to promote reading and develop the reading skills of young students (Adler & Fischer, 2001; Lonigan & Shanahan, 2009). These programs differ in design and content. Some focus on enhancing the quality of reading instruction that is provided by teachers and parents while others attempt to improve the quantity of available reading materials (Lonigan & Shanahan, 2009).

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 the Philippines, education is hindered by poverty, technology, and lack of motivation and inspiration, especially reading education. Despite the socio-economic status, many Filipinos are unable to learn. Some families don't have enough money to send their kids to school; thus, kids grow up without being able to read and write. Some families are marginally fortunate that they can send their children to a public school; however, their children are learning basic reading at a plodding pace as there are not enough teachers and up-to-date reading materials in this school.

Remedial reading program has been established for a long time in Philippine basic education system. As a matter of fact, Genero's study (as cited in Gatcho & Bautista, 2019) disclosed how elementary and secondary schools of the country established their remedial reading programs to aid struggling readers. Principals should encourage their teachers to evaluate their learners' reading levels so they could provide appropriate interventions for them. Even though remediation among struggling readers has been practiced for several decades, it has reached it optimum only through the Department of Education (DepEd) Order 45, series of 2002 – Reading Literacy Program in the Elementary Schools and DO 27, s. 2005 - Remedial Instruction Programs in High Schools.

Cognizant with the said department orders, the Department of Education-Zamboanga del Sur Division launched the Care for the Non-Readers (CNR) Program, formerly the ANR Program (Arrest for Non-Readers Program), beginning School Year 2013-2014. It is a division-wide reading initiative that features beginning and developmental reading aimed at giving pupils and students who lag in reading and writing the opportunity to catch up through specialized

one-on-one reading assistance from a reading teacher. The project goal is to help pupils and students (identified as frustration and non-readers) become independent readers in their mother tongue, Filipino, and English (Department of Education, 2013).

The program helps pupils to recognize, learn, and love reading stories, poems, novels, and other reading materials. It is a key to progress where teachers help pupils to care about reading, which is very important to the individual. Pupils know how to read in the early grades (Kindergarten, Grades I, II, and III), and as such, they could go in the right way. In its implementation, the school division personnel shall conduct yearly monitoring to look for the best CNR Implementing School. Some schools shall build CNR buildings to cater to struggling readers properly. CNR, as a program, is known as the clinic classroom because it combines non-readers from different classes or different grades with one teacher in lower grades and one teacher in higher grades. The selection of CNR recipient pupils is based on the result of EGRA (Early Grade Reading Assessment) and Phil-IRI pretest. The success of pupils catered by CNR will reflect later in conducting posttest in EGRA and Phil-IRI assessment tools (Department of Education, 2013).

The study of the CNR Program is one of the significant studies not only now but in the future as well. Some educators say that children, as of today, lack interest in reading books, novels, and other reading materials because they engage and enjoy playing high-tech gadgets. Their interests in reading are converted into nonsense activities, which are common among younger children aged five and above. Non-readers are a failure for teachers and schools and an obstacle in school as well as the teachers' performance. As a teacher, one should know what techniques he/she is going to use in encouraging the pupils to read and fostering their love in reading. Pupils have different skills. However, the most important is how they comprehend to what is learned.

Such reasons prompted the researchers to conduct a study on the impact of the Care for the Non-Readers (CNR) program on the reading performance of struggling readers in all elementary schools of Dumingag II District, Dumingag, Zamboanga del Sur during the School Year 2016-2017. In particular, it identified the efficacy of the Care for the Non-Readers program in improving the reading performance of pupils as measured by teachers and parents; the strategies employed by teachers in implementing the program; the reading performance of pupils over the three years of program implementation; and the rate of decline in the reading performance of pupils enrolled in the three-year program. This also described the issues that teachers face when implementing the program and their proposed responses, and the major disparity between the ratings of the two groups of respondents on the program's effectiveness.

B. REVIEW OF LITERATURE

Reading

Millrood (2001) describes reading as a visual and cognitive process by interpreting written text, processing formation, and comparing it to real experience. Willis (2009) adds that reading is the behavioral result of interaction through distributed networks across multiple structures in the brain. Evidence peaks for systems that appear particularly metabolically active for visual and auditory responses, emotional processing, long-term memory storage, and activation of executive functions. Carter and Nunan (2000) recommend reading privately. It is a cognitive process that involves a reader trying to follow a message from a writer who is distant in space and respond to it. Regardless of anonymity, a writer's reading and response is not explicitly observable.

Grabe (2001) defines Goodman's view of reading as an active learning process where pupils need to be taught techniques to learn more effectively, to guess from context, to identify expectations, to draw inferences about the text, and to skim ahead to fill in the environment. Nonetheless, Paran (2000) rejects Goodman's view of reading as a "practice involving constant assumptions that are later rejected or verified, implying that one does not read all the phrases in the same way, but relies on multiple words – or "cues" – to get an idea of what kind of phrase is likely to follow."

Children with impaired reading skills in their lives face numerous difficulties and may be at risk for cognitive, metal, and behavioral disorders. If pupils in early elementary years receive little support, learning to read becomes increasingly difficult as they progress through school. For a long time, academic failure was described as the key trait of children with low reading abilities. As a group, educators are facing unprecedented increase in the frequency of destructive and intimidating activities that significantly hinder instruction and student learning, an increasingly growing percentage of pupils who have failed to develop competent reading skills (Blackburn, 2009). It is impossible for pupils with behavioral difficulties to obtain access to the core curriculum and engage in the learning experiences without the ability to read and learn as they advance through school (Stobbe, 2001). The low reading achievement puts children at risk for negative outcomes, including failure at school, behavioral difficulties, and rejection by peers and teachers.

Reading Comprehension

The "nature of reading" is comprehension (Gibson, 2006). It is a dynamic process that demands that the reader create meaning from the text. Chen (2009) views reading comprehension as "the method of extracting and constructing meaning simultaneously through

contact and engagement with written language." It incorporates a wide variety of expertise and techniques. A reader's ability to get the meaning, point, or key concept out of a text is the core aspect of reading comprehension. Through Chen's point of view, the reader is unable to draw inferences, compare discrepancies within and across parts of a text, or engage in critical thinking about textual ideas without an opportunity to grasp the text's context.

Van der Velde and Ernst (2009) suggest that comprehension is divided into three distinct fields of expertise: 1) literal interpretation skills; 2) interpretation skills deduced; 3) logical and evaluative interpretation skills. The latter two competence areas are related to the author's intentions; the author himself or herself does not find implied and critical readings, in this case. Defining understanding in terms of the author's probable intentions comes with its own set of complexities – not the least of which is deciding what the author's likely intentions were, a topic that is discussed as part of a methodology review.

Cotter (2011) describes comprehension as the process of extracting and creating meaning simultaneously through the contact and engagement with the written language. It is composed of three elements: reader, text, and intention. It is the connection among text, writers, and context that contributes to greater understanding using reading comprehension strategies.

Pinto (2009) argues persuasively that comprehension is a dynamic interactive mechanism, requiring the use of past experience to create meaning in response to a text. Developing student comprehension processes relies on the ability of an instructor to include a range of forms of text with rich experiences. Schoolchildren will often learn to facilitate word identification, vocabulary, and context awareness which improve comprehension. Yet reading alone may or may not yield professional understanding; thus, effective understanding of reading will need to be learned by specific methods of teaching.

It is not reading without comprehension or knowing. Most kids can pronounce words fluently but they are unable to respond when asked what they've just read. Despite being able to score high in terms of reading rate or fluency, they are not strong readers.

How is it that makes a reader good? A good reader is someone with a read intent, whether it is to look for useful knowledge or to read for fun. A good reader participates as she or he reads in a complex thought process. There are approaches to help children become engaged, purposeful readers. Research has shown that students receiving explicit instruction in these techniques are making significant gains in reading comprehension tests. All readers benefit greatly from direct instruction on how to communicate with a text and process information, no matter what their skill level. The reasoning for specifically teaching comprehension skills is that understanding can be strengthened by encouraging pupils to use different cognitive techniques

or creatively reason when they experience obstacles to understanding what they are reading. Explicit or formal guidance has been shown to be highly effective in improving understanding while implementing comprehension approaches (National Reading Panel, 2000). Research over 30 years has shown that comprehension training can help students understand what they are reading, recall what they are reading, and connect with others about what they are reading (Hock, 2005). Yet what do comprehension strategies mean?

Comprehension Strategies

These are deliberate plans – collections of steps used by good readers to make sense of the text. Instruction on comprehension strategies helps pupils become purposeful, involved readers who are in-charge of their perception of reading (Hock, 2005). Research has shown that understanding text can be increased by guidance that lets readers use these strategies. This means that one can teach pupils how to use techniques (Pinto, 2009).

What do techniques translate to a reader while reading? A good reader is typically an internally driven, self-regulated learner. He reads for interest in or curiosity, information and learning, not because of the distinctions from outside. Each reader sets his or her personal goals in order to get the essence and meaning before engaging in reading. Furthermore, this type of reader is typically a good comprehender who uses metacognitive techniques skillfully and expertly as tools to achieve a higher degree of reading comprehension than a poor reader (Chen, 2009).

Such techniques include setting goals, making assumptions, tracking reading, and noticing when something does not make sense, questioning while reading, making mental images of what is being read, building on previous information, knowing the meaning of the plot, and summarizing what is being read. These techniques help the reader interact with what they already know and what the text is.

Reading Clinics

We draw on the distinction between patients and readers at risk or with disabilities. As patients visit clinic seeking treatment, readers who are depressed or disabled visit clinics seeking cure of some kind. By contrast, too, as medical clinics often diagnose and prescribe medical care in collaboration with medical laboratories, reading clinics diagnose and prescribe remediation, often in collaboration with other professionals, speech therapists, psychiatrists, psychologists, and experts in reading.

The reading clinic is an organization whose primary purpose is to diagnose and prescribe readability, and to provide remediation. A reading clinic can be defined in terms of the function and services that is provides to the struggling reader community. It could be a center attached

to a college whose purpose is to prepare and train teachers to become experts in reading (Bevan, 2004). Reading clinics are most frequently viewed as testing units attached to universities where reading is studied and tested. A reading clinic is in some cases a remedial learning course that helps at-risk pupils overcome their reading impairments (Bevan, 2004).

Reading clinics currently exist in many parts of the world. While clinics vary, many of them have commonalities. Bevan (2004) indicates that some of these commonalities are: relying on the group to identify and enroll students who are struggling to learn, taking a reading course in tandem with the reading clinic, the length of clinical services, and hiring teachers and supervisors who track and advise pupils in the clinical setting to enhance the instructional decision-making ability of pupils. Staff, teachers, graduate, and undergraduate students engaged in data collection or study inside the reading clinic community is another similarity.

In summary, modern reading clinics are located in departments of education and act as a training ground for teachers as well as a learning aid for reluctant students. Clinical training is typically the culmination of schooling for graduate students who are either in reading programs or working for credentials in reading schooling. The remedial readers of clinics typically engage in services for at least one quarter/semester, during which they are assessed by a battery of assessments and provided with sufficient guidance for their learning abilities (Mosenthal, 2000). Clinics are also called the "safety net" for struggling students, and they offer a place for parents, teachers, and community leaders to access for these kids.

C. METHOD

This study employed the descriptive comparative research method in gathering the data needed to accomplish the sole purpose of this investigation. It was being used because this method involves fact-finding and thorough interpretation of the data collected from the respondents of the study. Ariola (2006) states that the descriptive comparative method is employed to provide an explanation about the extent or degree of the relationship between two or more quantifiable variables. It is also used to examine the similarities or differences among the variables in the study.

A total of 50 teachers and 465 parents from the elementary schools of Dumingag II District were the respondents involved in this study. The teachers were the in-charge of the CNR Program while the parents were either the parents or guardians of those pupils enrolled in the program.

It utilized the purposive sampling method in determining the total number of respondents who were included in this study. This method was suitable to use in this study because particular

subjects for inclusion are consciously chosen by the researcher to make sure that the subjects will have certain characteristics relevant to the study.

It employed both the self-made questionnaire-checklist and the Philippine Informal Reading Inventory (Phil-IRI, 2013-2016) in collecting the needed data. The researcher employed the self-made questionnaire-checklist to determine the assessments of the teachers and parents on the effectiveness of the CNR Program, the strategies employed by teachers in the program, the problems they encountered and their suggested solutions while the Philippine Informal Reading Inventory was used as source of the data on the reading performance of the pupils for three school years. To establish consistency, the instrument was presented to the Research Committee for recommendations and suggestions. Items found unclear were revised and improved. Suggestions for the committee were incorporated in the final revision of the instrument.

The questionnaire-checklist that was used in this study consisted of several parts. Part I contained the instrument which was used in ascertaining the assessments of the teachers and parents on the effectiveness of the CNR Program in improving pupils' reading performance. It consisted of ten predetermined statements regarding the program which were taken by the researcher from the related literature reviewed. To determine the effectiveness of the program in improving the pupils' reading performance as assessed by teachers and parents, the following five-point adjectival scale was used:

Scale	Weight Continuum	Adjectival Equivalent		Interpretation	
5	4.21–5.00	Strongly Agree	(SA)	Very Effective	(VE)
4	3.41–4.20	Agree	(A)	Effective	(E)
3	2.61–3.40	Moderately Agree	(MA)	Somewhat Effective	(SE)
2	1.81–2.60	Disagree	(D)	Less Effective	(LE)
1	1.00–1.80	Strongly Disagree	(SD)	Least Effective	(LtE)

Part II contained the instrument that was employed in determining the strategies used by teachers in the implementation of the program. The said strategies were taken from the Care for the Non-Readers Menu of Reading Strategies. The reading strategies with their corresponding item numbers as indicated in the instrument were presented as follows: (1) TELLS; (2) Written Conversation; (3) Language Experience Approach; (4) Read Aloud; (5) SQ3R; (6) Independent Reading; (7) Drill; (8) Fuller Technique; (9) Dialogic Reading; (10) Know-Want-Learn; (11) Directed Reading Thinking Activity; (12) Question and Answer Relationship; (13) Big Books; (14) Say Something; and (15) Sentence Jigsaw. To ascertain the

strategies of the teachers and their frequency of application, the following five-point adjectival scale was employed:

Scale	Weight Continuum	Adjectival Equivalent		Interpretation	
5	4.21 – 5.00	Always	(A)	Constantly Applied	(CA)
4	3.41 – 4.20	Often	(O)	Frequently Applied	(FA)
3	2.61 – 3.40	Sometimes	(S)	Occasionally Applied	(OA)
2	1.81 – 2.60	Rarely	(R)	Seldom Applied	(SA)
1	1.00 – 1.80	Never	(N)	Not Applied	(NA)

Part III was the instrument utilized in determining the common problems and their seriousness. This part contained ten predetermined statements regarding the problems encountered by teachers during the implementation of the program. To ascertain the problems and their seriousness, the following five-point adjectival scale was utilized:

Scale	Weight Continuum	Adjectival Equivalent		Interpretation	
5	4.21–5.00	Strongly Agree	(SA)	Very Serious	(VS)
4	3.41–4.20	Agree	(A)	Serious	(S)
3	2.61–3.40	Moderately Agree	(MA)	Somewhat Serious	(SS)
2	1.81–2.60	Disagree	(D)	Less Serious	(LS)
1	1.00–1.80	Strongly Disagree	(SD)	Least Serious	(LtS)

Part IV contained the instrument which was utilized in determining the effectiveness of the suggested solutions to the problems encountered by teachers during the implementation of the program. It also contained ten predetermined statements regarding the solutions to the problems presented by the researcher. To determine the effectiveness of the suggested solutions to the problems encountered by teachers, the following adjectival scale was used:

Scale	Weight Continuum	Adjectival Equivalent		Interpretation	
5	4.21–5.00	Strongly Agree	(SA)	Very Effective	(VE)
4	3.41–4.20	Agree	(A)	Effective	(E)
3	2.61–3.40	Moderately Agree	(MA)	Somewhat Effective	(SE)
2	1.81–2.60	Disagree	(D)	Less Effective	(LE)
1	1.00–1.80	Strongly Disagree	(SD)	Least Effective	(LtE)

Meanwhile, the researchers used the results of the Philippines Informal Reading Inventory (Phil-IRI) in ascertaining the reading performance of the pupils in terms of word recognition and comprehension during the three years of the implementation of the CNR Program. To determine pupils' reading performance, their scores were categorized based on the following classifications:

Levels	Word Recognition	Comprehension
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% below	58% below

To obtain accurate interpretation of the data gathered, both the descriptive statistics such as percentage and Weighted Average Mean and the inferential statistics like the Z-test were employed by the researchers.

D. RESULTS AND DISCUSSION

Effectiveness of the Care for the Non-Readers Program as Assessed by Teachers

Table 1 presented the data on the assessment of the teachers on the effectiveness of the Care for the Non-Readers Program in improving the pupils' reading performance.

The data revealed that the teachers "Strongly Agreed" that the Care for the Non-Readers Program improved the reading skills of the pupils as evidenced by the highest Weighted Average Mean of 4.70; facilitated understanding of pupils on the given reading materials, provided pupils with comfort in reading, and fostered among them the genuine love for reading which earned the same Weighted Average Mean of 4.68; motivated pupils to participate in the reading activities being conducted, 4.66; encouraged pupils to read different texts and other reading materials, 4.64; provided the pupils reading materials according to their reading levels, and remedial reading to those pupils who have reading difficulties, which all received the same Weighted Average Mean of 4.62; helped pupils easily comprehend reading texts, catered their reading needs, developed their creative thinking skills, and provided them with varied reading materials, which earned the same Weighted Average Mean of 4.60; and shared to the pupils the joy of reading, 4.58, which were all interpreted as "Very Effective". Other statements obtained varied Weighted Average Mean but were all described as "Strongly Agree," interpreted as "Very Effective".

Analysis of the findings clearly revealed that the teachers generally considered the Care for the Non-Readers Program as "Very Effective" in improving pupils' reading performance as supported by the overall mean of 4.63 with the corresponding adjectival equivalent of "Strongly Agree". Furthermore, the foregoing findings became consistent with a major finding made by Ness, Couperus, and Willey (2013) in their study that the support provided by teachers on a reading program significantly contributed to an improved performance of the students in reading.

Table 1. Effectiveness of the care for the non-readers program as assessed by teachers

Statements	WAM	AE	I
1. The CNR program helps pupils easily comprehend reading texts.	4.60	SA	VE
2. Motivates pupils to participate in the reading activities being conducted.	4.66	SA	VE
3. Caters the reading needs of the pupils.	4.60	SA	VE
4. Facilitates understanding of pupils on the given reading materials.	4.68	SA	VE
5. Encourages pupils to read different texts and other reading materials.	4.64	SA	VE
6. Develops the creative thinking skills of the pupils.	4.60	SA	VE
7. Improves the reading skills of the pupils.	4.70	SA	VE
8. Provides varied reading materials to pupils.	4.60	SA	VE
9. Provides pupils with comfort in reading.	4.68	SA	VE
10. Fosters among pupils the genuine love for reading.	4.68	SA	VE
11. Provides the pupils bring home activities.	4.56	SA	VE
12. Provides the pupils reading materials according to their reading level.	4.62	SA	VE
13. Shares to the pupils the joy of reading.	4.58	SA	VE
14. Exposes pupils to a wide variety of literature.	4.56	SA	VE
15. Provides remedial reading to those pupils who have reading difficulties.	4.62	SA	VE
Overall Mean	4.63	SA	VE

Effectiveness of the Care for the Non-Readers Program as Assessed by Parents

Table 2 displayed the data on the assessment of the parents on the effectiveness of the Care for the Non-Readers Program in enhancing pupils' reading performance.

The results clearly revealed that the parents "Strongly Agreed" that the Care for the Non-Readers Program helped pupils easily comprehend reading texts as supported by the highest Weighted Average Mean of 4.61; provided remedial reading to those pupils who have reading difficulties, 4.57; shared to the pupils the joy of reading, 4.54; improved the reading skills of pupils, 4.53; motivated pupils to participate in the reading activities being conducted, catered their reading needs, and provided them with comfort in reading, with the same Weighted Average Mean of 4.52; encouraged pupils to read different texts and other reading materials, 4.51; and facilitated understanding of pupils on the given reading materials, 4.50, which were all interpreted as "Very Effective". Other statements only differed on their Weighted Average Mean obtained but all had the same corresponding adjectival equivalent of "Strongly Agree", interpreted as "Very Effective".

Analysis of the findings implied that the parents generally regarded the CNR Program as "Very Effective" in enhancing pupils' reading performance as supported by the overall mean of 4.51 with the corresponding adjectival equivalent of "Strongly Agree". Moreover, the

foregoing finding affirmed one of the major findings made by Kim (2007) in a previous study which revealed that parents' explicit involvement in a reading program such as the provision of the needed reading materials significantly improved students' reading test scores.

Table 2. Effectiveness of the care for the non-readers program as assessed by parents

Statements	WAM	AE	I
1. The CNR program helps pupils easily comprehend reading texts.	4.61	SA	VE
2. Motivates pupils to participate in the reading activities being conducted.	4.52	SA	VE
3. Caters the reading needs of the pupils.	4.52	SA	VE
4. Facilitates understanding of pupils on the given reading materials.	4.50	SA	VE
5. Encourages pupils to read different texts and other reading materials.	4.51	SA	VE
6. Develops the creative thinking skills of the pupils.	4.43	SA	VE
7. Improves the reading skills of the pupils.	4.53	SA	VE
8. Provides varied reading materials to pupils.	4.49	SA	VE
9. Provides pupils with comfort in reading.	4.52	SA	VE
10. Fosters among pupils the genuine love for reading.	4.46	SA	VE
11. Provides the pupils bring home activities.	4.46	SA	VE
12. Provides the pupils reading materials according to their reading level.	4.49	SA	VE
13. Shares to the pupils the joy of reading.	4.54	SA	VE
14. Exposes pupils to a wide variety of literature.	4.49	SA	VE
15. Provides remedial reading to those pupils who have reading difficulties.	4.57	SA	VE
Overall Mean	4.51	SA	VE

Strategies Employed by Teachers in the Implementation of the CNR Program

Table 3 showed the data on the strategies employed by teachers in the implementation of the Care for the Non-Readers Program.

The data revealed that of the 15 strategies identified in this study, "Fuller Technique" obtained the highest Weighted Average Mean of 4.64; closely followed by "Independent Reading," 4.62; "Directed Reading Thinking Activity" and "Say Something," 4.60; "Know-Want-Learn" and "Big Books," 4.58; "Dialogic Reading," 4.56; "TELLS," 4.52; "Drill" and "Sentence Jigsaw," 4.50; "Language Experience Approach," 4.46; "Read Aloud" and "Question and Answer Relationship," 4.44; "Written Conversation," 4.30; and "SQ3R" which earned the lowest Weighted Average Mean of 4.28. The following strategies yielded varied Weighted Average Mean but they all received the same corresponding adjectival equivalent of "Always," that was verbally interpreted as "Constantly Applied".

Analysis of the findings elucidated that the said strategies were constantly applied by teachers in the implementation of the Care for the Non-Readers Program as evidenced by the

overall mean of 4.51 with the corresponding adjectival equivalent of "Always". The said findings were supported by the results of the study conducted by Gao, Mo, Shi, Wang, Kenny, and Rozelle (2017) which indicated that properly designed treatments such as independent reading, directed reading thinking activity, among others significantly improved the reading outcomes and skills of students. Furthermore, the scaffolding provided by teachers to students afforded students multiple opportunities to apply and generalize reading skills and strategies to core class material (Hock, Brasseur-Hock, Hock, & Duvel, 2017).

Table 3. Strategies employed by teachers in the implementation of the CNR program

Strategies	WAM	AE	I
1. TELLS	4.52	A	CA
2. Written Conversation	4.30	A	CA
3. Language Experience Approach	4.46	A	CA
4. Read Aloud	4.44	A	CA
5. SQ3R	4.28	A	CA
6. Independent Reading	4.62	A	CA
7. Drill	4.50	A	CA
8. Fuller Technique	4.64	A	CA
9. Dialogic Reading	4.56	A	CA
10. Know-Want-Learn	4.58	A	CA
11. Directed Reading Thinking Activity	4.60	A	CA
12. Question and Answer Relationship	4.44	A	CA
13. Big Books	4.58	A	CA
14. Say Something	4.60	A	CA
15. Sentence Jigsaw	4.50	A	CA
Overall Mean	4.51	A	CA

Pupils' Reading Performance for Three Years of CNR Program Implementation

Table 4 displayed the data on the reading performance of the pupils during the three years of the Care for the Non-Readers Program implementation.

The data showed that in School Year 2013-2014, there were 554 Grade II pupils who belonged to the "Frustration" level during the pretest, however, in the posttest, 355 or 64.08% of them still belonged to "Frustration"; 192 or 34.66%, "Instructional"; and 7 or 1.26%, "Independent". In School Year 2014-2015, there were 378 pupils who belonged to the "Frustration" level during the pretest, but in the posttest, there were 225 or 59.52% of them who still belonged to "Frustration"; 147 or 38.89%, "Instructional"; and 6 or 1.59%, "Independent". In School Year 2015-2016, there were 336 pupils who belonged to the "Frustration" level after the pretest but during the posttest, 183 or 54.46% of them still belonged to "Frustration"; 148 or 44.05%, "Instructional"; and 5 or 1.49%, "Independent".

The data revealed that majority of the Grade II pupils still belonged to the "Frustration" level during the three school years.

The same data revealed that in School Year 2013-2014, there were 496 Grade III pupils who belonged to the "Frustration" level during the pretest, however, in the posttest, 324 or 65.32% still belonged to "Frustration"; 161 or 32.46%, "Instructional"; and 11 or 2.22%, "Independent". In School Year 2014-2015, there were 550 pupils who fell on the "Frustration" level in the pretest while during the posttest, 337 or 61.27% still fell on "Frustration"; 185 or 33.64%, "Instructional"; and 28 or 5.09%, "Independent". In School Year 2015-2016, there were 298 pupils who belonged to "Frustration" level during the pretest however in the posttest, 150 or 50.34% of them still belonged to "Frustration"; 131 or 43.96%, "Instructional"; and 17 or 5.70%, "Independent". The results indicated that majority of the pupils still belonged to "Frustration" for three school years.

It could also be noted from the given data that there were 457 Grade IV pupils in School Year 2013-2014 who fell on the "Frustration" level during the pretest while in the posttest, 273 or 59.74% of them still fell on "Frustration"; 139 or 30.42%, "Instructional"; and 45 or 9.85%, "Independent". In School Year 2014-2015, there were 424 pupils who belonged to "Frustration" during the pretest. However, in the posttest, 220 or 51.89% of them still fell on "Frustration"; 144 or 33.96%, "Instructional"; and 60 or 14.15%, "Independent". In School Year 2015-2016, there were 406 pupils who fell on the "Frustration" level during the pretest while in the posttest, 203 or 50.00% of them still fell on "Frustration"; 144 or 35.47%, "Instructional"; and 59 or 14.53%, "Independent". The results likewise showed that majority of the Grade IV pupils still belonged to the "Frustration" level for three school years.

Furthermore, the given data revealed that in School Year 2013-2014, there were 341 Grade V pupils who belonged to "Frustration" during the pretest. However, in the posttest, 185 or 54.25% of them still fell on "Frustration"; 104 or 30.50%, "Instructional"; and 52 or 15.25%, "Independent". In School Year 2014-2015, there were 399 pupils who fell on the "Frustration" level in the pretest while during the posttest, 216 or 54.14% of them still belonged to "Frustration"; 121 or 30.33%, "Instructional"; and 62 or 15.54%, "Independent". In School Year 2015-2016, there were 359 pupils who belonged to the "Frustration" level during the pretest while in the posttest, 193 or 53.76% of them still fell on "Frustration"; 116 or 32.31%, "Instructional"; and 50 or 13.93%, "Independent". The results showed that majority of the Grade V pupils still belonged to the "Frustration" level during the three school years.

Lastly, the given data also showed that in School Year 2013-2014, there were 258 Grade VI pupils who fell on the "Frustration" level during the pretest. However, in the posttest, 116

or 44.96% of them still fell on "Frustration"; 92 or 35.66%, "Instructional"; and 50 or 19.38%, "Independent". In School Year 2014-2015, there were 263 pupils who belonged to "Frustration" in the pretest, however, during the posttest, 138 or 52.47% of them still fell on "Frustration"; 84 or 31.94%, "Instructional"; and 41 or 15.59%, "Independent". In School Year 2015-2016, there were 298 pupils who fell on the "Frustration" level during the pretest while in the posttest, 144 or 48.32% of them still belonged to "Frustration"; 108 or 36.24%, "Instructional"; and 46 or 15.44%, "Independent". The results indicated that majority of the Grade VI pupils still belonged to the "Frustration" level during the School Year 2014-2015 while many of them still fell on the same level for School Years 2013-2014 and 2015-2016.

Generally, the findings revealed that majority of the pupils still belonged to the "Frustration" level in terms of their reading performance throughout the three school years. However, the findings revealed that there was a marked improvement on the reading performance of the pupils after they had been enrolled in the Care for the Non-Readers Program. These findings were consistent with the results of the study of Hausheer, Hansen, and Doumas (2011) which indicated that a school reading program is effective in improving students' reading fluency and comprehension significantly across the academic years.

Table 4. Pupils' reading performance for three years of CNR program implementation

Grade Levels	School Year 2013-2014				School Year 2014-2015				School Year 2015-2016				Reading Levels
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest		
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	
II	554	100.00	355	64.08	378	100.00	225	59.52	336	100.00	183	54.46	Frustration
			192	34.66			147	38.89			148	44.05	Instructional
			7	1.26			6	1.59			5	1.49	Independent
III	496	100.00	324	65.32	550	100.00	337	61.27	298	100.00	150	50.34	Frustration
			161	32.46			185	33.64			131	43.96	Instructional
			11	2.22			28	5.09			17	5.70	Independent
IV	457	100.00	273	59.74	424	100.00	220	51.89	406	100.00	203	50.00	Frustration
			139	30.42			144	33.96			144	35.47	Instructional
			45	9.85			60	14.15			59	14.53	Independent

V	341	100.00	185	54.25	399	100.00	216	54.14	359	100.00	193	53.76	Frustration
			104	30.50			121	30.33			116	32.31	Instructional
			52	15.25			62	15.54			50	13.93	Independent
VI	258	100.00	116	44.96	263	100.00	138	52.47	298	100.00	144	48.32	Frustration
			92	35.66			84	31.94			108	36.24	Instructional
			50	19.38			41	15.59			46	15.44	Independent
Total	2106	100.0	2106	100.0	2014	100.0	2014	100.0	1697	100.0	1697	100.0	

Percent of Decrease on the Reading Performance Level of Pupils

Table 5 presented the percent of decrease on the reading performance level of the pupils enrolled in the Care for the Non-Readers Program based on the results of the pretest and posttest conducted during the three school years.

The data revealed that in School Year 2013-2014, there were 554 Grade II pupils who fell on the "Frustration" level in the pretest but 199 of them reached both the "Instructional" and "Independent" reading levels during the posttest which registered a decrease of 35.92%; 153 pupils or an equivalent of 40.48% decrease was recorded in the reading performance of the 378 "Frustrated" readers during the posttest in School Year 2014-2015; and another 153 pupils or a 45.54% decrease was observed in the reading performance of the 336 "Frustrated" pupils during the posttest in School Year 2015-2016, which resulted to an average decrease of 40.65%.

The same data revealed that among the 496 Grade III "Frustrated" readers in School Year 2013-2014, 172 of them reached both the "Instructional" and "Independent" reading levels during the posttest which recorded a decrease of 34.68%; 213 pupils or a 38.73% decrease was noted in the reading performance of 550 "Frustrated" readers in School Year 2014-2015; and 148 pupils or a 49.66% decrease was observed in the reading performance of the 298 "Frustrated" readers in School Year 2015-2016, which resulted to an average decrease of 41.02%.

On the reading performance of the 457 Grade IV "Frustrated" readers in School Year 2013-2014, it clearly showed that 184 of them reached both the "Instructional" and "Independent" reading levels during the posttest which registered a decrease of 40.26%; 204 pupils or a 48.11% decrease was recorded in the reading performance of 424 "Frustrated"

readers during the posttest in School Year 2014-2015; and 203 pupils or a 50.00% decrease was observed in the reading performance of 406 "Frustrated" readers in School Year 2015-2016, which resulted to an average decrease of 46.12%.

Meanwhile, as to the reading performance of 341 Grade V "Frustrated" readers in School Year 2013-2014, it disclosed that 156 of them reached both the "Instructional" and "Independent" reading levels during the posttest which listed a decrease of 45.75%; 183 pupils or a 45.86% decrease was noted in the reading performance of 399 "Frustrated" readers during the posttest in School Year 2014-2015; and 166 pupils or a 46.24% decrease was recorded in the reading performance of 359 "Frustrated" pupils in the posttest during the School Year 2015-5016, which resulted to an average decrease of 45.95%.

Moreover, the same data revealed that of the 258 Grade VI pupils who fell on the "Frustration" level during the pretest in School Year 2013-2014, 142 of them reached both the "Instructional" and "Independent" reading levels during the posttest which registered a decrease of 55.04%; 125 pupils or a 47.53% decrease was observed in the reading performance of 263 "Frustrated" readers during the posttest in School Year 2014-2015 which listed a decrease of 47.53%; and 154 pupils or a 51.68% decrease was recorded in the reading performance of 298 "Frustrated" readers during the posttest in School Year 2015-2016, which resulted to an average decrease of 48.62%.

Generally, the results revealed that the reading performance of all the pupils both in the pretest and the posttest registered an average decrease of 42.33% in School Year 2013-2014, 44.14% average decrease in School Year 2014-2015, and 48.62% average decrease in School Year 2015-2016, which resulted to an overall average decrease of 45.03% during the three school years. The given results implied that there was a significant improvement on the reading performance of the pupils within the 3 year-implementation of the CNR program. Moreover, the results were consistent with the major findings made by Fernandez (2015) that a reading program improved the reading proficiency of readers-at-risk in terms of book and print awareness, mastery of the alphabet, phonemic awareness, and other aspects of reading.

Table 5. Percent of decrease on the reading performance level of pupils

Grade Levels	Time Frame												Average Percent Decrease
	SY 2013-2014				SY 2014-2015				SY 2015-2016				
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest		
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	
II	554	100.00	199	35.92	378	100.00	153	40.48	336	100.00	153	45.54	40.65

III	496	100.00	172	34.68	550	100.00	213	38.73	298	100.00	148	49.66	41.02
IV	457	100.00	184	40.26	424	100.00	204	48.11	406	100.00	203	50.00	46.12
V	341	100.00	156	45.75	399	100.00	183	45.86	359	100.00	166	46.24	45.95
VI	258	100.00	142	55.04	263	100.00	125	47.53	298	100.00	154	51.68	51.42
Average				42.33				44.14				48.62	45.03

Problems Encountered by Teachers during the Implementation of the Program

Table 6 presented the data on the problems encountered by teachers during the implementation of the Care for the Non-Readers Program.

The results revealed that of the 10 problems identified in the study, problem 6, "Unfavorable attitudes of the pupils toward reading" ranked first as it garnered the highest Weighted Average Mean of 4.32; closely followed by problem 4, "Irregular attendance and tardiness of the pupils who are recipients of the program" which earned the Weighted Average Mean of 4.24, which both received the same corresponding adjectival equivalent of "Strongly Agree", interpreted as "Very Serious". Meanwhile, other problems identified in this study obtained varied Weighted Average Mean but they all received the same corresponding adjectival equivalent of "Agree", interpreted as "Serious".

Analysis of the findings entailed that the teachers generally considered the problems they encountered during the implementation of the Care for the Non-Readers Program as "Serious" as reflected on the overall mean of 4.07 with the adjectival equivalent of "Agree". The findings conformed with the major findings made by Gündoğmuş (2018) that parental indifference, students' unreadiness, lack of professional experience, student absenteeism, students' lack of interest, and physical inadequacies were the serious problems that were commonly encountered by remedial reading teachers in Turkey. In addition, the said findings were supported by Kasran, Toran, and Amin (2012) who identified teachers' workload, lack of funds, non-conducive learning environment, and lack of support from school administrators as common problems faced by remedial reading teachers.

Table 6. Problems encountered by teachers during the implementation of the program

Problems	WAM	AE	I
1. Insufficient background knowledge on the framework of the CNR program and its implementation	3.98	A	S
2. Inadequate supply of books and other reading materials	3.86	A	S
3. Less participation of parents and other stakeholders in the conduct of CNR activities	4.10	A	S
4. Irregular attendance and tardiness of pupils who are recipients of the program	4.24	SA	VS
5. Less financial assistance given by parents and other stakeholders on the implementation of the program	4.10	A	S
6. Unfavorable attitudes of the pupils toward reading	4.32	SA	VS
7. Lack of physical facilities like classrooms to be used as reading clinics	3.84	A	S
8. Less familiarity on the approaches, strategies, and techniques used in teaching reading	4.04	A	S
9. Difficulty in assisting pupils while they are engaged in reading	4.00	A	S
10. Lack of pupils' interests in the reading activities	4.18	A	S
Overall Mean	4.07	A	S

Suggested Solutions to the Problems Encountered by Teachers during the Implementation of the Program

Table 7 displayed the data on the suggested solutions to the problems encountered by teachers during the implementation of the Care for the Non-Readers Program.

The data revealed that of the 10 solutions suggested, solution 3, "Involve parents and other stakeholders in planning and conducting the activities" ranked first as it earned the highest Weighted Average Mean of 4.88; closely followed by solution 2, "Allocate additional budget for the procurement of books and other reading materials," 4.84; solution 1, "Require all CNR In-Charge to attend trainings and seminar-workshops related to the program," 4.80; solution 4, "Conduct home visitation and/or classroom meetings to discuss the said matter with the parents," 4.78; and solution 10, "Provide varied, challenging, and interesting activities that will arouse pupils' interests," 4.76, which all received the same adjectival equivalent of "Strongly Agree", interpreted as "Very Effective". Other suggested solutions yielded varied Weighted Average Mean but they also had the same adjectival equivalent of "Strongly Agree", interpreted as "Very Effective".

Analysis of the findings connoted that the teachers generally regarded the suggested solutions as "Very Effective" in solving the problems they had encountered during the implementation of the Care for the Non-Readers Program as strongly evidenced by the overall

mean of 4.73 with the corresponding adjectival equivalent of "Strongly Agree". The foregoing results were consistent with the findings made by Gündoğmuş (2018) that parents' education and cooperation with them, carrying out suitable activities for students, consideration of students' readiness level, and improvement of physical conditions as doable solutions to the problems encountered by remedial reading teachers. Moreover, the said results were supported by Kasran, Toran, and Amin (2012) who found that training of remedial teachers, reducing their workload, and providing financial assistance for infrastructure and teaching aids as doable solutions to the problems they encountered in implementing a reading program.

Table 7. Suggested solutions to the problems encountered by teachers during the implementation of the program

Suggested Solutions	WAM	AE	I
1. Require all CNR in-charge to attend trainings and seminar-workshops related to the program	4.80	SA	VE
2. Allocate additional budget for the procurement of books and other reading materials	4.84	SA	VE
3. Involve parents and other stakeholders in planning and conducting the activities	4.88	SA	VE
4. Conduct home visitation and/or classroom meeting to discuss the said matter with the parents	4.78	SA	VE
5. Conduct programs and/or activities to generate additional income	4.56	SA	VE
6. Establish an effective reward system in the reading class	4.68	SA	VE
7. Allocate sufficient budget to be used for the construction of additional classrooms	4.72	SA	VE
8. Conduct researches to update oneself on the latest trends in teaching reading	4.62	SA	VE
9. Have a self-review on the latest strategies to use to assist pupils in reading	4.64	SA	VE
10. Provide varied, challenging and interesting activities that will arouse pupils' interests	4.76	SA	VE
Overall Mean	4.73	SA	VE

Significance of the Difference Between the Assessments of the Two Groups of Respondents on the Effectiveness of the Care for the Non-Readers Program

Table 8 presented the analysis on the significance of the difference between the assessments of the teachers and parents on the effectiveness of the Care for the Non-Readers Program.

As distinctly shown, the result clearly revealed that the computed Z-value of 1.24 was less than the critical Z-value of 1.96 at 0.05 level of significance with the standard deviation of 0.05 and 0.09 and the mean of 4.63 and 4.51 for teachers and parents, respectively. Therefore, there was an enough evidence to accept the null hypothesis.

The foregoing result disclosed that the assessments of the two groups of respondents on the effectiveness of the Care for the Non-Readers Program did not significantly differ.

Table 8. Significance of the difference between the assessments of the two groups of respondents on the effectiveness of the Care for the Non-Readers program

Respondents	Mean	SD (Difference)	Z-Value Computed	Z-Value Critical
Teachers	4.63	0.05	1.24	1.96
Parents	4.51	0.09		

E. CONCLUSION

In light of the findings derived from this study, it could be concluded that the Care for the Non-Readers Program is "Very Effective" in improving the reading performance of struggling readers. All reading strategies are constantly applied by teachers throughout the implementation of the program. Although the pupils still commit several mistakes in reading and demonstrate withdrawal in accomplishing the given reading tasks, there is a substantial improvement on their reading performance. Teachers encounter serious problems during the implementation of the program while the solutions suggested are considered "Very Effective" in addressing the problems they encounter during the program implementation. Moreover, the assessments of the teachers and parents on the effectiveness of the Care for the Non-Readers Program do not significantly differ.

REFERENCES

Abeberese, A. B., Kumler, T. J., & Linden, L. L. (2014). Improving reading skills by encouraging children to read in school: A randomized evaluation of the Sa Aklat Sisikat reading program in the Philippines. *Journal of Human Resources*, 49(3), 611-633.

Adler, M. A., & Fisher, C. W. (2001). Center for the improvement of early reading achievement: Early reading programs in high-poverty schools: A case study of beating the odds. *The Reading Teacher*, 54(6), 616-619.

Ariola, M. M. (2006). Principles and methods of research. Manila: Rex Bookstore

Bevan, H. (2004). 'On the power of theory'. *Health Service Journal*, 8th April.

Blackburn, M. V. (2009). Exploring literacy performances and power dynamics at the Loft: Queer youth reading in the world and word. *Teachers' College Record,* 107(1), 89-113.

Carter, R., & Nunan, D. (2001). The Cambridge guide to teaching English to speakers of other languages. UK: Cambridge University Press.

Chen, H. (2009). Online reading comprehension strategies among fifth- and sixth-grade general and special education students. *Educational Research Perspective,* 37, 79–109.

Cotter, J. (2012). Understanding the relationship between reading fluency and reading comprehension: fluency strategies as a focus for instruction. Master's thesis, St. John Fisher College.

Department of Education. (2013). Care for the non-readers program. Department of Education-Zamboanga del Sur Division.

Fernandez, R. G. (2015). READERS intervention program for readers-at-risk. *Asia Pacific Journal of Education, Arts and Sciences,* 2(2), 17-29.

Friedlander, E. & Goldenberg, C. (2016). Literacy boost in Rwanda: Impact evaluation of a 2-year randomized control trial. Stanford, CA: Stanford University. Retrieved from https://rwanda.savethechildren.net/sites/rwanda.savethechildren.net/files/library/LB%20Rwanda%20-%202%20Year%20Impact%20Evaluation_1.pdf.

Gao, Q., Mo, D., Shi, Y., Wang, H., Kenny, K. & Rozelle, S. (2017). Can reading programs improve reading skills and academic performance in rural China? Rural Education Action Program.

Gatcho, A. R. J. & Bautista, J. C. (2019). A literature review on remedial reading teachers: The gaps in the Philippine context. *Journal of English Teaching,* 5(2), 91-103.

Gibson, J. (2006). Interpreting words, interpreting worlds. *The Journal of Aesthetics and Art Criticism* 64(4), 439-450.

Grabe, W. (2001). Reading-writing relations: Theoretical perspectives and instructional practices. In D. Belcher & A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading-writing connections* (pp.15–47). Ann Arbor MI: The University of Michigan Press.

Gündoğmuş, H. D. (2018). The difficulties experienced by teachers in the process of primary reading and writing instruction and their solution offers for eliminating these difficulties. *Universal Journal of Educational Research,* 6(2), 333-339.

Hausheer, R., Hansen, A., & Doumas, D. M. (2011). Improving reading fluency and comprehension among elementary students: Evaluation of a school remedial reading program. Boise State University.

Hock, M., & Mellard, D. (2005). Reading comprehension strategies for adult literacy outcomes. In Improving Literacy Instruction for Adults, National Institute of Child Health and Human Development, National Institute for Literacy, and USDE Office of Vocational and Adult Education.

Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (2017). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *Journal of Learning Disabilities,* 50(2), 195-212.

Kasran, S. B., Toran, H., & Amin, A. M. (2012). Issues and trends in remedial education: What do the teachers say? *Procedia - Social and Behavioral Sciences,* 47, 1597-1604.

Kim, B. S. (2007). The effects of a voluntary summer reading intervention on reading activities and reading achievement. *Journal of Educational Psychology***,** 99(3), 505–515.

Lonigan, C. J., & Shanahan, T. (2009). Developing early literacy: Report of the national early literacy panel. Washington, D.C.: National Institute for Literacy. Retrieved from https://eric.ed.gov/?id=ED508381.

Millrood, R. P. (2001). Modular course in ELT Methodology.

Mosenthal, P. B. (2000). Improving reading practice with reading theory. The Procrustean approach. *Reading Teacher,* 40, 108-111.

National Reading Panel (2000). Teaching children to read: An evidence-based report. National Institute of Child Health and Human Development.

Ness, M., Couperus, J., & Willey, M. (2013). A comparative study on the effectiveness of the Lexia Reading Programme." *Kairaranga* 14 (1), 17-25. Retrieved from http://files.eric.ed.gov/fulltext/EJ1011403.pdf.

Paran, A. (2000). Reading in EFL: facts and fictions. *ELT Journal,* 50 (1), 25-34.

Pinto, I. (2009). Children's plays and illustrations: Embodiment resources for reading practices. Universidade Católica Portuguesa.

Roskos, K., Strickland, D., Haase, J., & Malik, S. (2009). First principles for early grades reading programs in developing countries. International Reading Association. Washington, D.C.: USAID. Retrieved from http://www.equip123.net/docs/e1-EarlyGradesToolkit.pdf.

Stobbe, M. (2001). Surgeon general's warning: How politics crippled the nation's doctor. University of California Press.

Student Resources. (2012). Reading education in the Philippines. Smart Schools Program.

Van der Velde, W. and Ernst, O. (2009), "The future of ebooks? will print disappear? An end user perspective", *Library Hi Tech,* 27(4), 570-83.

Willis, J. (2009). What the brain suggests for teaching reading strategies. *Educational Reform,* 73(4), 333-346.