

Teachers' Practices on Concept-Oriented Reading Instruction and Learners' Reading Engagement

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Abstract

Reading proficiency remains a concern in elementary schools at Naawan District. Learners experience difficulties in reading comprehension, fluency, and staying uninterested in reading. This study examined teachers' practices on Concept-Oriented Reading Instruction (CORI) and learners' reading engagement in Naawan District, Division of Misamis Oriental, during the School Year 2025–2026. Specifically, it described the teachers' profile, assessed CORI practices, and determined learners' reading engagement. A quantitative descriptive research design was used involving 152 respondents selected through universal sampling. Data were gathered using a patterned and modified questionnaire. Frequency, mean, percentage, and standard deviation summarized the data.

Results showed that interactive reading activities were the most highly practiced, while emotional engagement obtained the highest level among the learners' engagement. The study recommends that interactive reading activities, which can help learners develop understanding and collaboration, support cooperative learning and connect reading with their life experiences. School administrators may provide continuous professional development and mentoring opportunities for teachers to strengthen the use of CORI practices.

Keywords: concept-oriented reading instruction, reading engagement

1. Introduction

Reading proficiency remains a concern among elementary learners in the Naawan District, as assessment results show that some students continue to experience difficulties in reading comprehension, fluency, and interest in reading. These challenges are associated not only with reading skills but also with learners' motivation and engagement in reading activities. Although the Department of Education has implemented programs such as Every Child a Reader Program, Philippine Informal Reading Inventory, and National Reading Program, there remains a need for approaches that encourage active participation and interest in reading. Concept Oriented Reading Instruction is a promising approach because it allows learners to connect reading with meaningful concepts, make choices about reading materials, collaborate with others, and actively participate in the learning process. Previous studies have shown that CORI can improve reading comprehension, story understanding, critical thinking, motivation, and engagement among learners in different educational settings. However, most existing studies have focused on reading

performance and comprehension, with limited attention to how teachers' practices support learners' behavioral, emotional, and cognitive engagement in reading. In the Naawan District, there is also limited research describing teachers' CORI practices and learners' reading engagement despite existing reading intervention programs. Therefore, the study aims to describe teachers' practices in Concept Oriented Reading Instruction and learners' reading engagement.

Research Questions

This study aimed to determine the teachers' practices on concept-oriented reading instruction and learners' reading engagement at Naawan District, Division of Misamis Oriental in School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the respondents' profile in terms of position, highest educational attainment and teaching experience?
2. How do the respondents assess their practices on concept-oriented reading instruction based on providing reading choices, use of praise and rewards, storytelling, and interactive reading activities?
3. What is the learners' level of reading engagement with regard to behavioral, emotional, and cognitive engagement?

Significance

The following group of entities would benefit from this study, as this marks a significant impact in using Concept-Oriented Reading Instruction in the classrooms to engage students in reading:

The findings of this study would help school leaders reinforce their school reading programs and aid instructional supervision, and would be their basis in creating school-based reading programs, building skills, and supporting teaching that follows the DepEd Orders on ECARP and the National Reading Program. The results of this study would also give teachers valuable data to improve their reading practices on CORI and help students engage more in reading. By understanding which CORI practices work best for their classes, teachers could refine their techniques to better address the needs of their students. Additionally, this study would benefit the students by igniting their interest in reading and improving their comprehension skills. Using CORI practices, students would engage and participate more in reading and develop a positive attitude toward.

Scope and Limitations

This study focuses on determining teachers' practices on Concept-Oriented Reading Instruction and learners' reading engagement in twelve (12) elementary schools in Naawan District during the School Year 2025-2026. The respondents were the one hundred fifty-two (152) public elementary school teachers from Naawan, Misamis Oriental. The independent variables were limited only to teachers' practices on concept-oriented reading instruction based on providing reading choices, use of praise and rewards, storytelling, and interactive reading activities. Moreover, the dependent variables were also limited to learners' reading engagement with regard to behavioral, emotional, and cognitive engagement.

Literature Review

Respondents' Profile

Teachers' professional characteristics may influence how they implement concept-oriented reading instruction and support learners' engagement in reading. Position may shape teachers' responsibilities, confidence, and use of motivational strategies, although self-efficacy and attitudes may also affect their instructional practices (Lecera et al., 2025; Bleukx et al., 2024). Higher educational attainment may provide teachers with broader theoretical knowledge and exposure to innovative student-centered approaches, while practical experience remains essential in translating such knowledge into effective classroom practice (Ajmal et al., 2021; Paige et al., 2021). Teaching experience may also enhance teachers' ability to adjust strategies according to learners' needs and promote reading engagement, although years of service alone do not guarantee effective instruction because recent training and openness to new approaches are equally important (Brandt, 2021). Overall, position, educational attainment, and teaching experience may contribute to differences in CORI implementation and learners' reading engagement, but these relationships may also be influenced by other factors such as teacher self-confidence, training, workload, learner attitudes, and available resources.

Teachers' Practices on Concept-Oriented Reading Instruction

Concept Oriented Reading Instruction integrates comprehension strategy instruction, motivation, and meaningful content learning to improve learners' reading engagement and comprehension. Duke et al. (2021) explained that CORI combines motivational and instructional strategies with content learning while guiding learners to apply comprehension strategies independently. Research has shown that CORI can improve reading comprehension and transform learners into more active and engaged readers by connecting reading tasks with meaningful themes and real-life experiences (Bactong & Besagas, 2022; Lianah & Sari, 2022). In implementing CORI, teachers may provide appropriate reading choices to promote learner autonomy, use praise and rewards to encourage effort and persistence, employ storytelling to stimulate interest and connect concepts with experiences, and conduct interactive reading activities that promote discussion, collaboration, questioning, and critical thinking. Šabec (2022) emphasized that guided choices and appropriate praise can support learners' motivation and autonomy when aligned with instructional goals. Overall, these practices demonstrate that CORI can foster learners' behavioral, emotional, and cognitive engagement by making reading meaningful, interactive, motivating, and connected to their interests and experiences.

Learners' Reading Engagement

Learners' reading engagement refers to the active, sustained, and meaningful participation of students in reading activities, encompassing behavioral, emotional, and cognitive dimensions. Lee et al. (2021) emphasized that learner autonomy, access to appropriate reading materials, and supportive instruction contribute to stronger reading engagement, while Valena (2023) noted that effective instructional conditions and teacher support are important in addressing low levels of engagement. Behavioral engagement involves students' participation, attention, persistence, and effort during reading tasks, while emotional engagement reflects their interest, enjoyment, enthusiasm, and personal connection with texts (Guthrie & Klauda, 2021; López García et al., 2023). Cognitive engagement involves deeper mental processing through strategies such as questioning, predicting, summarizing, monitoring comprehension, and connecting new information with prior knowledge (McGeown & Oakhill, 2024). Overall, reading

engagement is a multidimensional process in which students participate actively, develop positive feelings toward reading, and apply higher order thinking strategies to understand texts. These dimensions provide a basis for examining how teachers' CORI practices, including providing reading choices, using praise and rewards, storytelling, and interactive reading activities, may relate to learners' engagement and contribute to more meaningful and sustained reading experiences.

2. Methodology

Research Design

The study employed a quantitative descriptive research design to describe teachers' practices in Concept Oriented Reading Instruction and learners' reading engagement. The descriptive component focused on teachers' practices such as providing reading choices, using praise and rewards, storytelling, and interactive reading activities, as well as learners' behavioral, emotional, and cognitive engagement in reading. The respondents consisted of 152 elementary teachers from 12 public elementary schools in the Naawan District during the school year covered by the study. A survey questionnaire was used to gather data on the teachers' profiles, their CORI practices, and learners' reading engagement, and universal sampling was employed to include all qualified teachers in the district.

Participants

The respondents of the study involved all one hundred fifty-two (152) public elementary school teachers who are teaching at the elementary level of Naawan District, Naawan, Misamis Oriental in the current School Year 2025-2026.

Data Collection

The instrument used in gathering the data is a patterned and modified questionnaire composed of three (3) parts.

Part I dealt with the respondents' profile in terms of position, highest educational attainment, and teaching experience. This information was used to describe the respondents' background.

Part II inquired into the respondents' practices on Concept-Oriented Reading Instruction based on providing reading choices, use of praise and rewards, storytelling, and interactive reading activities using a Likert Scale. This was patterned and modified from the study of Guthrie et al. (2007). The component measures the teachers' willingness and resourcefulness in applying those strategies in reading.

Part III elicited learners' reading engagement based on their behavioral, emotional, and cognitive aspects. This was patterned and modified from the study of Abao et al. (2016) entitled "Reading Engagement Opportunities of Education Students." Each variable has fifteen (15) indicators with the options: Always (4), Often (3), Sometimes (2), and Never (1).

Data Analysis

The data collected in this research were analyzed using appropriate descriptive statistical tools to address the research objectives effectively. Mean, standard deviation, frequency, and percentage were employed to summarize respondents' profiles and to describe the extent to which teachers employed their practices in concept-oriented reading instruction and learners' reading engagement.

3. Results and Discussions

Problem 1. What is the respondents' profile in terms of position, highest educational attainment and teaching experience?

Table 1
Distribution of Respondents' Profile

Variable	Category	Frequency	Percentage
Position	Master Teacher 2	5	3.29
	Master Teacher 1	11	7.24
	Teacher 3	51	33.55
	Teacher 2	47	30.92
	Teacher 1	38	25.00
	Total	152	100.00
Highest Educational Attainment	Doctorate Degree	0	0
	With Doctorate Units	4	2.63
	Master Degree	15	9.87
	With Master Degree Units	120	78.95
	Bachelor Degree	13	8.55
	Total	152	100.00
Teaching Experience	21 years and above	46	30.26
	16-20 years	22	14.47
	11-15 years	43	28.29
	6-10 years	19	12.50
	5 years and below	22	14.47
	Total	152	100.00

Table 1 shows that most respondents are Teacher III, with 51 or 33.55 percent, indicating that the group largely consists of teachers who have progressed professionally and gained substantial teaching experience. In contrast, Master Teacher II had the lowest representation, with 5 or 3.29 percent, suggesting that higher teaching positions remain limited and require advanced qualifications, leadership experience, and demonstrated professional competence. In terms of educational attainment, most respondents had completed units toward a Master's degree, with 120 or 78.95 percent, reflecting strong participation in graduate education and professional development. However, only 4 or 2.63 percent had reached the doctoral level, and none had completed a doctoral degree, which may be associated with the time, financial, workload, and institutional demands involved in pursuing advanced education. Regarding teaching experience, the largest group had 21 years and above of experience, comprising 46 or 30.26 percent of the respondents, indicating that many participants were veteran teachers with extensive knowledge and practical experience in instruction, classroom management, and professional practices. Meanwhile, teachers with 6 to 10 years of experience represented the smallest group, with 19 or 12.50 percent, suggesting that this career stage was less represented in the study. Overall, the profile indicates that the respondents were generally experienced and professionally advancing teachers, with strong engagement in graduate education and substantial classroom experience that may contribute to their

confidence, instructional competence, and ability to apply appropriate reading strategies and motivational practices.

Problem 2. How do the respondents assess their practices on concept-oriented reading instruction based on providing reading choices, use of praise and rewards, storytelling, and interactive reading activities?

Table 2
Summary Distribution of Respondents' Assessment of their Practices on Concept-Oriented Reading Instruction

Variable	Mean	SD	Interpretation
Providing Reading Choices	3.67	0.16	Highly Practiced
Use of Praise and Rewards	3.67	0.20	Highly Practiced
Storytelling	3.71	0.21	Highly Practiced
Interactive Reading Activities	3.73	0.20	Highly Practiced
Overall	3.70	0.19	Highly Practiced

Table 2 shows that teachers' practices in Concept Oriented Reading Instruction were generally Highly Practiced, with an overall mean of 3.70 and a standard deviation of 0.19, indicating that teachers regularly used varied strategies to support learners' reading skills, motivation, participation, and engagement. Among the four domains, interactive reading activities obtained the highest mean of 3.73 with a standard deviation of 0.20, suggesting that teachers most frequently used participatory and collaborative activities that allowed learners to actively process texts, share ideas, clarify understanding, and construct meaning through activities such as storytelling, sequencing, role playing, and questioning. Meanwhile, providing reading choices and using praise and rewards both obtained relatively lower means of 3.67, although they were still interpreted as Highly Practiced. The findings indicate that teachers regularly provide learners with opportunities to select reading materials based on their interests and preferences, which can promote learner autonomy, motivation, and willingness to participate, although the availability of appropriate and varied reading materials may limit these opportunities. Teachers also frequently use praise, recognition, and rewards to encourage learners' effort, participation, and progress, but these strategies may be used less often than interactive approaches and should be applied carefully to support intrinsic motivation rather than dependence on external rewards. Overall, the findings demonstrate that teachers employ diverse and engaging CORI practices, with greater emphasis on active interaction while continuing to use learner choice and positive reinforcement to support meaningful and motivating reading experiences.

Problem 3. What is the learners' level of reading engagement with regard to behavioral, emotional, and cognitive engagement?

Table 3
Summary Distribution of Learners' Level of Reading Engagement

Variable	Mean	SD	Interpretation
Behavioral	3.82	0.12	Highly Engaged
Emotional	3.92	0.09	Highly Engaged
Cognitive	3.87	0.08	Highly Engaged

Overall	3.87	0.10	Highly Engaged
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Table 3 shows that learners' reading engagement was Highly Engaged, with an overall mean of 3.87 and a standard deviation of 0.10, indicating that learners demonstrated strong behavioral, emotional, and cognitive involvement in reading activities. This suggests that learners not only participate in reading tasks but also experience positive emotions and actively think about and interact with the texts they encounter. Among the three dimensions, emotional engagement obtained the highest mean of 3.92 with a standard deviation of 0.09, indicating that learners were particularly engaged through their feelings, attitudes, enjoyment, confidence, and satisfaction during reading activities. This may reflect a positive and supportive learning environment that encourages learners to develop interest and intrinsic motivation toward reading. Meanwhile, behavioral engagement obtained the lowest mean of 3.82 with a standard deviation of 0.12, although it was still interpreted as Highly Engaged. This indicates that learners remained generally engaged, but their involvement was somewhat less observable through behaviors such as volunteering answers, asking questions, participating in discussions, and actively joining group activities. The findings suggest that teachers may further strengthen observable participation through interactive activities, collaborative learning, discussions, role playing, and opportunities for learner choice. Overall, the results demonstrate that learners possess strong reading engagement, particularly in the emotional dimension, while continued efforts to encourage more visible and consistent participation may further enhance their overall involvement in reading activities.

4. Conclusion and Recommendations

Conclusion

The study concludes that most of the respondents in Naawan District, Division of Misamis Oriental for the School Year 2025-2026 are Teacher III, who earn master's degree units and have 21 years and above of teaching experience. The findings show that the teachers highly practiced all Concept-Oriented Reading Instruction practices, particularly the interactive reading activities. Similarly, the learners also show high reading engagement among the three domains, with emotional engagement obtaining the highest result.

Recommendations

Based on the findings and conclusion of the study, the following are recommended:

1. School administrators may encourage the teachers to continue further their studies, training, and professional development related to the practices on Concept-Oriented Reading Instruction, as these may help expand their understanding and knowledge in reading strategies and apply best CORI practices that support active participation and engagement towards reading.
2. Teachers may use appropriate reading choices for learners, including opportunities to choose their reading partners, group members, and reading materials that are best suited to their interests and abilities; such teachers may also recognize their effort, progress, and participation through simple forms of positive reinforcement such as "Readers of the Week" to encourage continued involvement in reading activities.
3. Teachers may encourage the learners to ask questions about unfamiliar words or unclear ideas they have read in the texts; providing guidance, positive feedback, and encouragement during

challenging reading tasks may help them remain involved and participate actively in reading activities.

4. Teachers may continue using praise and rewards and storytelling in reading instruction while considering the needs and interests of each learner, as these practices may be used purposefully to maintain their engagement, attention, and participation.
5. School administrators may strengthen teachers' professional learning development and mentoring opportunities across all levels of teaching experience; such sharing of their classroom practices, strategies, and different experiences related to CORI may provide better reading instruction for learners.

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