Best Practices of Interactive Teaching in Reading: Phenomenological Inquiry

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ABSTRACT

This study investigated the best practices in using an interactive teaching approach in reading. This study ascertained the experiences, realizations, and insights of eight teachers of Pasian Elementary School, Monkayo East District, and Monkayo Central Elementary School, Monkayo West District, Davao de Oro, as they experienced using an interactive teaching approach in reading. In the course of the study, those experiences, realizations, and insights of eight teachers were identified. Using a qualitative phenomenological research design, data analysis revealed that an interactive teaching approach is appropriate and effective, but hard to implement because pupils' behavior did not cooperate with the process. The data revealed that teachers addressed the problem encountered in using the interactive teaching approach in reading through simplifying the instruction and asking support from other teachers and parents. Indeed, the data revealed further that the best practices of the interactive teaching approach effectively improve the reading and comprehension abilities of the learners. As a result, the teachers realized that using an interactive teaching approach is necessary for the development of the pupils. Teachers, school heads, and higher authorities must continue to provide their support to make the interactive teaching approach more effective and efficient.

Keywords: elementary education, interactive teaching approach, best practices, realization, strategies, teachers, school head, phenomenological inquiry, Philippines

INTRODUCTION
The Problem and its Background

Interactive is an approach that teachers are utilizing to develop the learning of the students effectively. Yuldashevna (2019) pointed out that the interactive teaching approach had produced best practices in teaching reading in school. Reading ability and performance of the students increase when they are involved in hands-on reading activities that are exercised by an interactive teaching approach (Hossain, 2023).

Issues in education are a global concern. Most teachers worldwide use an appropriate teaching approach to improve the academic performance of their students. However, in Zarate's (2018) report, twenty-nine percent of children in the second grade worldwide had poor performance in reading and writing due to poor application of the interactive teaching method in the classroom.

The majority of countries in Asia focus on improving their curricular delivery. They conducted massive training to equip their teachers with the necessary teaching skills to ensure effective learning delivery to students. Indeed, in the report of the Asian Development Bank (ADB), poor reading performance is

prevalent in Asian schools (Ahmed, 2021). Among the countries of Asia, Indonesia has the highest illiteracy rate. 3 out of 10 students could not read (Dune, 2024).

However, Mandl (2024) pointed out that fifty-two percent of the Filipino children aged ten had poor reading skills. It manifested that they cannot read, write, or understand simple text. More than fifty percent of elementary grades are also inadequate in language and vocabulary (Sherrington, 2019). Rodriguez (2018) enumerated that the factors are poor teaching and learning instruction.

Department of Education (DepEd) of Davao de Oro has focused on improving the performance level of elementary school pupils by removing administrative tasks assigned to teachers so that their time is utilized for teaching and learning instruction. Then, teachers are trained to equip them with knowledge on the interactive teaching pedagogical approach. However, the 2023 consolidated report submitted to the Division Office shows that many children need remedial teaching because they are poor in reading and comprehension (Castillo, 2023).

In Monkayo, school-based training (SBT) and school learning action cell (SLAC) are encouraged to be conducted to improve teachers' skills in interactive teaching methods. Then, school heads were directed to supervise the teachers closely to ensure this approach was applied efficiently.

In the above context, the researcher wanted to examine the experiences of public elementary school teachers using an interactive teaching approach inside the classroom. Thus, the researcher intends to pursue this endeavor to investigate profoundly and determine the best practices of utilizing an interactive approach in the teaching and learning process.

The researcher had seen the urgency of the study and had not come across a survey conducted in Monkayo.

Purpose of the Study

This qualitative phenomenological study aimed to explore teachers' experiences, insights, and best practices using an interactive teaching approach in reading at Pasian Elementary School and Monkayo Central Elementary School of Monkayo.

Review of Related Literature and Studies

This part of the research reviews the related literature, which gives more insight into the study and focuses on implications and best practices for school heads. Further, the information and data relevant to this study are taken from the latest publication.

The advent of the Interactive Teaching Approach. Interactive teaching is a pedagogical approach involving students in their learning development. Interactive learning began in the 18th century when correspondence schools opened in New York City. The record audio, known as the language lab, was invented by Thomas Edison and was used in different companies, including schools (Edward, 2023).

In the midst of 19th century, Houston University stepped up and started offering public access courses through access television. Then, in the early 20th century, software was developed that could be installed on a computer, including interactive activities and lessons on foreign languages (Lambert, 2018).

In the 19th century, the University of Phoenix began to offer online courses. This led to the explosion of online learning, which continues today.

Videoconferencing software launched by Discord that has become unrivalled in the chat era. Then, it started to be utilized by the schools in the meetings, conducted classes and other purpose. This digital form of education operates until this time (Jones, 2019).

In the Philippines, significant reforms of education started during the post-independence era. The aim of Philippine education during this era was to improve access, quality, and delivery. In the midst of the 19th century, Philippine education became universalized after the passing of the Education Act of 1949. The main focus of the said law is to rebuild and enhance the education and emphasize it as a fundamental right of all citizens (Narag, 2021).

After the EDSA Revolution that brought former Ferdinand E. Marcos Sr. to oust as president of the Philippines, education experienced massive reform. Ministry of Education, Culture, and Sports (MECS) changed to Department of Education, Culture, and Sports (DECS) during the implementation of K to 12 curricula. The education department encouraged reform: Reduced the number of subjects and focused the teaching and learning on student-centered learning. Teachers are trained to achieve quality education (Arun, 2023).

In the year 2019, the Department of Education (DepEd) issued DepEd Order No. 21, s. 2019, Policy Guidelines on K to 12 Education Program in compliance with Republic Act No. 10533, *An Act Enhancing the Philippine Basic Education System. This law introduced reform in the teaching and learning approach. Features in the reform is the* integration of Information and Communications Technology (ICT) competencies in the teaching and learning to equip learners with skills that allow them to keep pace with technological evolution (Narag, 2021).

Interactive Teaching. Interactive teaching is a pedagogical approach that encourages active participation, engagement, and interaction between and among teacher and students and the learning materials (Frederick, 2023). According to Rodriguez (2018), interactive teaching is a student-centered method that goes beyond traditional methods such as lecturing, memorizing, and other learning experiences. Dune (2023) noted that the active participation of students in interactive learning nurtures the ability of students to participate, engage, and develop critical and collaboration skills to make them active learners for a productive society.

Interactive teaching starts in the philosophy that teaching supported with technology can produce better results and outcomes. It is a combination of interactive methods, technology, appropriate instructional materials, and expertise of teachers that facilitates the teaching learning process (Rahi, 2017). In this approach, both the teacher and learners are active in the learning process (Park, 2020). In addition, Artino (2020) noted that the learning tools that facilitated this teaching transformation are interactive by nature and carefully studied as part of a systemic body of knowledge.

Anyway, the interactive teaching approach does not abolish the traditional lecture method used by teachers in the classroom. The interactive approach combines the lecture with other active demonstrations to make it more effective and productive (Khan, 2019). According to Kamran (2022), the chemistry of the teacher, technology, and methodology combine to make lesson delivery effective. Jamil (2023) added that interactive teaching involves the teacher utilizing multiple modalities within a lesson to inspire cognitive participation. He emphasized that teachers might teach elementary students how to construct creative sentences using text to describe a digital image; then, students are asked to manipulate text using the interactive board to create appropriate sentences.

Additionally, Arun (2019) describes that teachers involve the students in the learning process through numerous procedures such as debates, group discussions, interactive white boards, educational apps, online collaboration tools, experiments, project-based learning, role playing, and others. According to Thomas (2023), debates motivate students to discuss issues related to their lives, which develop critical thinking and also skills in public speaking. He emphasized further that through group

discussion, students learn the given topics through discussion with other students, and it also develops collaboration and teamwork, which are 21st-century skills that need to be developed.

In addition, Frederick (2023) noted that interactive whiteboards, educational apps, and online collaboration tools are technologies for integrating technology skills in learners to meet the demands of society. Bonwell (2022) also presents that the interactive teaching methods involve experiment, project-based learning, and role playing that equip students with the knowledge and experience necessary to resolve complex problems in society.

In the interactive teaching approach, teachers play an important role, such as a facilitative and supportive role, rather than being the sole authority on learning. According to Slavin (2022), teachers serve as facilitators who create a conducive classroom and set conditions that facilitate active participation and communication, and also set clear goals and expectations that establish objectives and facilitate outcomes. He mentioned further that teachers serve as coaches and mentors for the development of pupils. Then, Johnson (2023) added that in the interactive approach, teachers serve as a learning partner who motivates students to be independent; a manager of resources who organizes and allocates learning resources, and an evaluator who measures the entire performance of the learners.

Furthermore, in the interactive approach, the learning environment plays an essential role in the total development of the students. According to Weaver (2021), resources of the school, such as facilities and technology, help a lot to make teaching and learning delivery efficient and effective. He emphasized further that a positive culture encourages the child to do their best to achieve higher learning outcomes.

The importance of the Interactive Teaching. Many researchers emphasized the importance of an interactive teaching approach in the teaching and learning process. Campbell (2023) mentioned that the interactive approach increases student engagement. He emphasized that interactive teaching approaches encourage the active students' participation, reduce their boredom, and increase their motivation. Cross (2022) pointed out that interactive teaching improves learning outcomes. He discussed that these interactive learning experiences lead to better retention, understanding, and also application of knowledge. However, Menges (2022) mentioned that interactive teaching develops critical thinking and problem-solving skills. He emphasized that interactive teaching approaches encourage students to think critically, analyze information, and develop well-supported solutions. Then, Hossain (2023) pointed out that interactive teaching approach improves cooperation and communication skills of students. He explained that students are exposed to the activities that give them an opportunity to develop their skills in teamwork, communicate effectively, and also the interpersonal skills that are important qualities to be successful in personal and professional aspects.

Moreover, it is also emphasized by Ahmed (2023) that an interactive teaching approach builds confidence and self-esteem in the students in the classroom. He illustrates that this approach provides opportunities for the students to share their ideas and receive feedback from other students. With that scenario, it boosts their confidence and self-esteem. Wood (2023) added that the interactive approach prepares the students to become ready for real-world challenges. He explains that interactive teaching motivates real-world scenarios that help students develop adaptability, resilience, and creativity.

Furthermore, Yuldashevna (2019) articulates that the interactive approach is an essential approach in teaching; it nurtures the student to become emotionally intelligent and compassionate. He added that this approach helps the students to develop self-awareness, empathy, and social skills that are essential for

building strong relationships and achieving personal growth. Finally, Dune (2024) pointed out that an interactive approach develops active learners. This shifts the focus of students from passive to active construction of knowledge, promoting deeper understanding and engagement.

Advantages of the Interactive Teaching Approach. Many studies support that the interactive teaching approach has advantages for students, teachers, and the learning environment. For the teacher, an interactive teaching approach improved instructional skills. According to Clarke (2024), the approach helps to develop new instructional strategies, techniques, and skills. Then, the interactive teaching approach enhanced teachers' creativity. Dune (2024) supports that the interactive approach encourages teachers to think creatively and develop innovative lesson plans. Moreover, the interactive teaching approach increased confidence. Clarke (2024) emphasized that the approaches help teachers build confidence in their ability to engage students and promote learning.

Then, an interactive teaching approach promotes positive student behavior. Hossain (2023) pointed out that this method exposes the students to the learning activities that help them to develop positive characteristics. Cooc (2022) added that an interactive teaching approach improves the academic achievement of students. He mentioned further that this approach leads the students to better understanding, retention, and application of knowledge.

However, interactive teaching developed the students. Hegwood (2023) pointed out that interactive teaching enhances the critical thinking skills among the students. In this approach, he emphasized that students engaged in the discussions, role-playing scenarios, and collaborative problem-solving activities. Cooc (2022) also explained that this approach polishes the critical thinking skills purposely to prepare the students for the real-life challenges in order to develop a deeper understanding and make wise decisions for a progressive society.

Next, an interactive teaching approach promotes hands-on learning activities that allow students to apply theoretical knowledge in a practical context (Ahmed, 2023). He expressed that hands-on activities provide the students a chance to discover more meaningful concepts. Murry (2018) added that hands-on learning experiences create a more immersive learning environment that encourages exploration.

Then, interactive teaching approach fosters collaborative group discussions. Rothmeier (2021) noted that group discussion encouraged students to share their thoughts and feelings, and challenge one another's ideas to work together in order to arrive at collective solutions. She emphasized further that group discussion provides students with an exposure to different points of view that broaden their horizons, necessary to become productive individuals.

Lastly, in this approach, students benefit. Butler (2021) pointed out that interactive, student-centered teaching approaches focus on the total development of the students. He stressed further that this approach develops the personality of the students holistically. It focuses on the total development of the students through exposing them to real problem scenarios to make them ready for any challenges in their lives. Then, Wood (2023) added that the interactive teaching approach trained the students to become independent and responsible individuals to prepare them to be productive in building a progressive nation.

Experiences of Teachers in Utilizing the Interactive Teaching Approach. An interactive teaching approach has a significant impact on the learning of the students. McConney (2017) pointed out that the lesson presentation of teachers becomes effective and not boring for the students because the students are involved in the teaching process. Unlike the traditional one, where they listen to the traditional lectures passively. It is supported by Sharma (2019) that the classroom becomes productive compared to the traditional one. In the interactive teaching, students cultivate their own learning through their involvement

in the different activities and collaborative effort projects that are being prepared by the teachers for the children.

Indeed, as per the experience of teachers, interactive teaching increased students' competence in academics. It is proven in the study of Mbuti (2022) that the academic competence of students increases after teachers shifted to an interactive teaching approach from the traditional modality. Then, she recommended that this proactive teaching approach continue to be used by the teachers in order to develop the learners' capability. Thus, another experience is that interactive teaching methods have gained significant impact as effective pedagogical approaches in schools to enhance student learning outcomes (Ali, 2021). This claim is supported by Kanwal (2023) when she presented her experience that the interactive teaching method increases the performance level of the students. Jawaid's (2020) study confirmed that the interactive teaching method promotes higher-order cognitive skills, critical thinking, and deep learning among students in the school.

Another, interactive teaching has a tremendous impact on the teaching and learning delivery practice. Arun (2019) pointed out that interactive teaching has changed the learning atmosphere of the classroom from idle and boring to lively and productive. It also changes the learning mood of learners from being passive to an active one and from memorization of the lesson to developing critical thinking skills. Additionally, Wood (2023) states that interactive teaching eradicates boredom and cultivates the eagerness of students to learn many things.

Similarly, collaborative learning has developed the critical thinking of student. Khan (2019) emphasized that students who participated in collaborative learning activities increased their academic performance and pedagogical engagement, which enriched their critical thinking skills, compared to those who received traditional lecture-based instruction. Maheshwari (2020) added that the collaborative learning method exposes the learners to solve the real societal problem. In this scenario, students stimulate their cognitive domain to find the solution to the problem, which helps them to think critically and solve the problem efficiently.

Anyway, many teachers admitted that interactive teaching is effective, but it is difficult to carry out. Xhemajli (2018) pointed out that teachers appreciated and were excited to implement the interactive teaching in the classroom, but later on, they went back to the traditional one. She explained that some teachers are not ready. They need more training and seminars to equip themselves with the knowledge to effectively exercise this teaching practice. Then, Rodriguez (2018) noted that some teachers are not ready to use interactive teaching as an approach because they feel it is a burden. They don't want to prepare instructional materials to support the teaching approach.

Similarly, interactive teaching methods are also declared as effective pedagogical approaches that enhance student learning. These aspects involve active engagement of students, such as discussions, problem-solving, and technology-assisted learning. Research has shown that interactive teaching methods positively impact student learning outcomes. Conversely, the experience of Martin and Bolliger (2018) confirmed that the performance of students in group activities, discussions, problem-solving, and technology-assisted learning is significantly higher compared to traditional lecture-based instruction.

Likewise, in the study of Xhemajli (2018) pointed out that old teachers are less ready to use interactive teaching compared to the young ones who are eager to learn more and to achieve their goal. The preference of the old is the traditional approach because they feel tired of shifting to the modern one. According to Mbuti (2022), old teachers always desired to retire rather than to grow professionally. Moreover, Walker (2020) presented his experience in the interactive teaching approach in different disciplines such as

English, science, and mathematics. He concluded that the impact of the pedagogical approach on student achievement, motivation, and critical thinking skills in those disciplines is significantly positive.

However, teaching and learning are not too difficult for teachers because the role of teachers in the interactive approach is facilitators. She facilitates the learning and continues to guide to achieve higher learning outcomes (Slaughter, 2017). Henry (2018) added that the role of the teacher in the interactive teaching approach is a manager. She manages to ensure that the learning is inculcated in students efficiently. Nevertheless, it is also found that interactive learning promotes student engagement, motivation, and retention of knowledge. Ahmed (2019) examined the impact of interactive teaching strategies, such as group discussions, peer teaching, and problem-solving exercises, on student engagement and motivation in pedagogy. The results manifested that students who experienced active learning strategies had higher levels of engagement, motivation, and knowledge retention compared to those who received traditional lecture-based instruction.

Moreover, Hasan (2018) confirmed that interactive teaching methods foster communication skills, teamwork, and leadership skills among students. The findings of his study revealed that students who participated in team-based learning activities organized by the school displayed significant improvement in their communication skills and teamwork abilities compared to those who received traditional lecture-based instruction. This study suggests that interactive teaching methods, such as team-based learning, can promote important soft skills of the students.

Interactive teaching approach contribute to the overall development of students beyond academic performance. A study of Ali (2021) examined the effect of interactive teaching approach in terms of self-directed learning and ownership of learning among students. The results manifested that students who experienced interactive teaching methods had higher levels of self-directed learning and a greater sense of ownership of their learning compared to those who received traditional lecture-based instruction. Therefore, the study emphasizes the important role of interactive teaching methods in promoting lifelong learning skills and fostering a sense of ownership among students (Lipps, 2019).

Furthermore, an interactive teaching approach has a tremendous impact on teaching delivery, instructions, and even on the students' performance. Dawson and Whalen (2017) emphasized the importance of active learning techniques in creating excitement and motivation among students, which leads to improved learning outcomes. Then, teachers are encouraged that this approach should be widely implemented for the welfare of the students (Park, 2020).

Insights of Teachers in the Interactive Teaching Approach. Teachers believed that an interactive teaching approach helps develop 21st-century skills in students. Shuell (2018) noted that the demand for skills in the 21st century can be developed by an interactive teaching and learning process. She mentioned that the framework of this approach is to develop the learners to be independent, analytical, and critical thinkers, effective communicators, and resilient learners. Ahmed (2023) confirmed that the main objective of the interactive teaching method is to produce productive learners who help to build peaceful and progressive country.

Anyway, there are many studies that emphasize that the interactive teaching approach becomes an effective one. Fisher (2022) confirmed that an interactive teaching approach produces more students engaged in the learning process. They become more motivated to perform their role as students to achieve higher learning outcome. Gathercoal (2020) pointed out that interactive teaching discipline leads to better understanding and retention of pupils for complex concepts. He emphasized that in this approach, students

become the center of the learning process. Oludare (2021) added that an interactive teaching approach develops critical thinking and problem-solving skills.

An interactive teaching approach makes a significant contribution to the motivation of the pupils to engage in teaching and learning. Dulloo (2022) emphasized that games, group work and role playing makes the students fun. Mandl (2021) noted that while the students were involved in the activity and games, they enjoyed doing it, which encouraged them to participate and learn. Anyway, as the testimony of the participants in the study of Menges (2022), she revealed that the students enjoy the learning activity and all of them are willing to engage daily. Then, in the observation of Parks (2020), the students are motivated to go to school every day. The absence of pupils in the class was reduced.

Thus, the interactive teaching approach foster a love of reading. In the presentation of Cross (2022), making reading and engaging experiences dynamic can cultivate a lifelong love of reading. Dune (2024) described that the student extended their time in reading, which resulted in the development of a habit in reading. Gathercoal (2020) added that the students boost their vocabularies, enhance speaking skills, and cultivate critical thinking.

An interactive teaching approach has an impact on the comprehension development of the learners. In the study of Weaver (2021), it was noted that interactive strategies like storytelling, questioning, predicting, and summarizing develop a deeper understanding of the text presented. In this process, it develops not only reading but comprehension level of the students. However, Thomas (2023) gives a similar observation that the active involvement of learners in the learning process develops their reading skills and also comprehension. The learning practice that is applied in this approach really enhances the reading and comprehension abilities of the learners.

Likewise, the interactive teaching approach has a significant impact on the learning of the students in Indonesia. In the study of Ahmed (2023), Indonesian students increased their reading and comprehension levels when teachers changed from the traditional to the interactive approach. It is confirmed by Afzal (2022) that the number of low emergent readers decreases by more than fifty percent, and the instruction rate is almost 90 percent, resulting in independent readers. Indeed, the positive result had convinced the school officials to implement an interactive teaching approach in all learning areas of all grade levels.

In other words, the study of Bonwell (2022) proved that the interactive teaching approach also improved the critical thinking of students. Through the thorough involvement of the students in the discussions, debates, and case analysis, teachers use interactive teaching, and students develop their critical thinking skills and the ability to evaluate information properly. Thus, it is supported by Cross (2022) that debates and case analysis integrated into the learning process are an effective strategy to develop students to think critically about problems and issues.

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However, the interactive teaching approach has a tremendous effect on the teacher. In the study of Jamil (2023), observation of teachers using an interactive approach enhances their understanding of the students. Teachers improve teaching strategies and foster more engaging techniques to develop a learning environment for the students. Then, Jones (2019) noted that listening to students' discussions and responses gives the teacher a better understanding of how to develop their weaknesses to make the delivery more productive. Mbuti (2022) added that it gives a teacher an idea of how to improve instruction delivery to improve the students' reading performance.

In addition, an interactive teaching approach has a positive impact on pedagogy. In the pronouncement of Murray (2018), it is emphasized that after the teachers discover the nice results of the interactive teaching approach, they are encouraged to move beyond traditional lecture-based teaching and adopt an interactive teaching approach that is more engaging and student-centered. Hasan (2018) noted that using an interactive teaching approach pushes teachers to research more strategies to develop the learners effectively. However, Zarate (2018) confirmed that when teachers adopted the interactive teaching approach, it improved their teaching strategies and produced productive learners.

Then, classroom management becomes effective when the teacher uses interactive strategies in the classroom. Menges (2022) discussed that classroom management is essential to the teaching and learning process. Every teacher is required to implement classroom management. Murry (2018) noted that in the absence of classroom management, the proper delivery of lessons to the students becomes compromised. However, Thomas (2023) noted that interactive strategies reduced the disruptive behavior of the students in the classroom. The interactive strategies keep the students busy with their activities. Likewise, in the

study of Pineda (2019) that the participants revealed that the disruption has reduced because students are busy and enjoy doing their activities in school.

Then, interactive teaching leads the teachers to collaborate and share with other teachers for more improvement. Henry (2018) pointed out that to make more effective teachers reflect on their own teaching practices to recognize areas that need upgrading. In this sense, teachers collaborate with others to share their best practices in order to develop their teaching strategies for effective delivery to the students (Garilva, 2019). The fact that teaching is stressful work, collaboration is essential. Collaboration allows everyone to share their own problem so that they can be addressed appropriately (Park, 2020).

Implication of the Interactive Teaching Approach. An interactive teaching approach is defined as an instructional technique that involves students in the learning process, encouraging their participation and collaboration in order to develop critical thinking skills (Afzal & Rafiq, 2022). Indeed, these methods go beyond passive listening in the lectures. This approach involves students in an active learning process, such as discussions, group activities, simulations, case studies, role plays, and problem-solving exercises. An interactive teaching approach creates an environment where students are actively involved in building their knowledge, rather than passively listening to lectures (Kamran, 2022).

Teaching methodology plays an important role in nurturing the learning outcomes of students at the school level. Over the years, the traditional lecture teaching style has been commonly practiced in the teaching and learning process in basic education. However, with the advent of technology that has experienced a change in pedagogical approaches, interactive teaching methodologies have gained increasing attention for their potential to enhance student engagement and improve learning outcomes.

Many studies conducted manifested that interactive teaching methods have a positive impact to the learning outcomes of students. This method nurtures the students to develop their higher-order thinking skills in order to produce critically thinker students who succeed in their academic, professional endeavors, and even in their real life (Jamil, 2023). Then, according to Bhuju (2023) this method fosters greater student engagement, motivation, and retention of knowledge that lead to improved academic performance.

Moreover, interactive teaching methods improve the communication and leadership skills of the students. Mbuti (2022) pointed out that students, as the center of the learning process, engage in productive and meaningful discussions within the teaching process prepared by the teacher, which really improves communication skills, teamwork, and leadership skills of the students. The teaching and learning process promotes the development of the students, especially communication and leadership skills. engagement, and enhanced critical thinking skills (Jawaid, 2020).

Research has revealed that an interactive teaching approach has a positive impact on the teaching and learning process. The method encourages participation of students, which eliminates boredom of the whole class under the lecture-based approach that is exercised by the traditional approach (Kamran, 2022). In this approach, students actively and happily perform activities set by the teacher to cater to their diverse learning styles. (Dulloo, 2022).

Then, interactive teaching methods have a significant implication for teachers and the learning preparation. According to Bhuju (2023), in an interactive teaching approach, teachers become facilitator who facilitates learning for the student in order to achieve higher learning outcomes. He emphasized further that the method diminishes the burden of teachers in terms of preparation and instruction compared to traditional teaching technique. In addition, in the study of Kamran (2022), teachers have felt satisfaction with the interactive teaching approach because the interactive teaching methods actively involve students in the learning process, which develops learning and critical thinking (Rahi, 2017).

Finally, the method has changed the learning perspective that encourages teachers to perform their best for learning opportunities in the classroom. It eliminates the dull moments of the learning scenario and the passive listening setup, which limits the learning. In this scenario, teachers become interested to learn more about an effective interactive teaching approach for molding the skills of learners holistically (Afzal, 2022).

Best Practices of Interactive Teaching Approach. There are many studies that support that the interactive teaching approach is effective in developing students. Interactive teaching fosters the students to become more productive individuals. It focuses on developing their critical thinking, which helps them to resolve real problems (Nicollete, 2018). Slaughter (2017) added that an interactive teaching approach develops the speaking skills of the students. The classroom trains them to be a good listener, at the same time to be a good speaker. Many activities prepared by teachers that nurture students to be effective speakers.

Then Garilva (2019) pointed out that the interactive teaching approach develop students to become responsible. In this approach, teachers group the students into more numbers and then situation/ task be given for them to analyse and solve. Their solution be shared in front of the class. Indeed, this process the student nurture to become responsible. However, Pineda (2019) testified that interactive teaching approach develops the teamwork and leadership skills of students. Anyway, students are always group to performed activities.

Donovan (2018) discussed that the interactive learning approach stimulates students' critical thinking. As an experienced classroom teacher, her exposure of the students to real-life problems, case studies, debates, and problem-solving activities increased their critical thinking. This pedagogical practice is found in the interactive teaching approach. Then, in the study of Garilva (2019), he confirmed that an interactive teaching approach significantly develops students' learning outcomes and the process of their thinking about issues and problems they will encounter.

Anyway, another problem in the school is the boredom of the students to passively listen to different lectures of the teachers. Students hate this kind of approach; however, they don't have an option but to listen to it. Rodriguez (2018) illustrates that interactive learning kills boredom in a learning context. He emphasized further that the recent development of communication and digital media is part of the method that creates an exciting world for children to grow up in. Digital technology enables children to play, express themselves, learn, and communicate beyond their ancestors' experience (Sharma, 2019).

Another best practice of interactive learning creates engaging and immersive learning experiences for the students. Parks (2020) pointed out that educational games are computer-supported software that attractively engage learners with their interactivity. Through the use of videos and computer games, they could be designed for delivering specified learning goals, outcomes, and experiences that help them to become productive individual (Walker, 2020).

Another, interactive learning creates an interactive environment that is necessary for productive and successful learning delivery to the students. Oludare (2021) describes the impact of an interactive learning environment on the learners. He emphasized that learning environment creates positive and happy atmosphere for everyone. They perform their happily and learn more things positively. Maheshwari, (2020) noted that fair and positive learning environment more encouraged students to equip themselves.

Meanwhile, collaboration and teamwork are essential skills of the students in this 21st century. Schools, teachers and education leaders are encouraged to focus to develop these skills for the students to make them work with other effectively. However, Menges (2022) noted that interactive teaching approach

facilitates collaboration and team work among students in school. This approach makes the students to work as one in activities that required them to do and interact one another in order to come up comprehensive result.

Theoretical Lens

This study is anchored on the Constructivist Learning Theory by Jean Piaget in 1934. This theory emphasizes that students acquire their own knowledge through their active involvement in the learning process rather than passively receiving information. This theory discusses that learners are exposed to different learning activities to develop their knowledge, reading skills, and understanding.

Piaget believes that the more engagement with the text, the more students develop their skills in reading. As a teacher, it is my duty to create a positive learning environment and facilitate exposing the students to learning activities to develop their reading and comprehension skills.

As the study focuses on teachers' experiences, insights, and best practices in using an interactive teaching approach in reading, this will serve as a basis for intervention programs and improvement of the interactive teaching approach in reading.

Research Questions

This study aimed to describe the experience of teachers on the interactive teaching approach, its implications, and best practices for the teaching and learning process:

1. What are the experiences of the participants in using the interactive teaching approach?
2. What are the strategies of the participants to achieve the best practices in the interactive teaching approach?
3. What are the best practices of the participants using the interactive teaching approach?
4. What are the significant insights and realizations of the participants from their experience in using interactive teaching approach?

Scope and Delimitation of the Study

Since the study is qualitative, the researcher utilized a phenomenological approach. Creswell (2018) mentioned that this approach required a minimum of three to ten participants. For this reason, the researcher identified and limited informants to eight for an in-depth interview (IDI). These eight participants were the teachers of Monkayo Central Elementary School of Monkayo West District and Pasian Elementary School of Monkayo East District, Monkayo, Davao de Oro.

The researcher used the purposive sampling technique in selecting the participants to ensure that the participants could give better responses and the reliability of the results of the study pertaining to the best practices of the interactive teaching approach in reading. The data gathered from May to July 2025.

Significance of the Study

The findings of this study benefited the following:

Students. The result of the study informed them that they have a responsibility to carry out as student for proper and effective implementation of interactive teaching approach in reading.

Parents. The result of the study informed the parents about their role in supporting the school pertaining to curricular implementation to develop the learning of their children.

Teachers. The result of the study informed them that they to implement interactive approach for the

welfare of the students religiously.

School Heads. The result of the study guided them to implement an effective interactive teaching approach in the classroom to develop students' reading skills.

DepEd Officials. The finding of the study basis to carry out training toward school heads and teachers regarding interactive teaching method to make the teaching delivery efficient and effective.

Future Researchers. The findings of this study provided further attention to all researchers to investigate deeply the determinants of interactive teaching approach in reading. This is also a starting point to expand the coverage of the research.

METHODS

Research Design

Qualitative phenomenological design utilized of this study. Lincoln (2022) pointed out that qualitative research study of things in their natural setting to make sense of a phenomenon. Denzin (2022) noted also that qualitative research methodology is exploratory in nature; thus, any features of information that may be derived are all fluid, subjective and given from the viewpoint of the participants that based upon their understanding, feelings, and experiences. The qualitative part of this study is basically phenomenological as it examines lived experiences and challenges of study participants (Sauro, 2018).

Moreover, Creswell (2018) described phenomenology as a research strategy of inquiry in which the researcher identifies the core of human experiences about a phenomenon as described by the participants. The purpose of phenomenologist is to reduce individual experiences on the phenomenon to a universal essence as propagated by Mason (2017). To achieve this purpose, the researcher collects data which are responses from what and how individuals experience for all participants (Holloway and Todres (2017). In this study, it was employed as the way to extract information on experiences, insights and best practices of utilization of interactive teaching approach.

Research Locale

The study was conducted in Monkayo Central Elementary School and Pasian Elementary School, Monkayo, Davao De Oro, Philippines.   Monkayo Central Elementary School is the biggest public school of Monkayo with five thousand total enrolments from kindergarten to grade 6 and with 85 teachers. It is located to the heart of municipality of Monkayo. Then, Pasian Elementary School is complete public elementary located at Purok 1 of barangay Pasian, Monkayo, Davao de Oro with eight hundred total enrolments and twenty-six teachers this S.Y. 2024-2025. It is 15 kilometers away from Poblacion Monkayo. It occupies a site of approximately 2 hectares.

Role of the Researcher

Since the study is qualitative phenomenological approach, the researcher is responsible for creating the research design, interviewing and communicating the participants, collecting, verifying, transcribing, analyzing and reporting the information that gathered and interpreted the findings in connection to interactive teaching approach (Fink, 2020).

In thematising stage, the researcher focused to teachers' experiences on how they used interactive teaching approach. In order to gather the data, researcher shaped phenomenological methods to understand the lived experiences of teachers on interactive teaching approach. The researcher used in-depth interview through validated and approved interview guide to gather relevant information on interactive teaching approach.

In the interviewing stage, the researcher conducted personally in-depth interview the identified participants of their chosen convenient time to avoid disturbances of what they were doing. The responses were recorded through audio recording and cellphones.

After the interview, the researcher transcribed the responses of the participants. With the help of the expert data analyst, the researcher did the thematic analyses of the information gathered and drew some conclusions out of them.

The next step is analyzing stage, the researcher conducted a validation and analyzes of the data if these are consistent with the response of the participants in the transcription. This process was ensuring that results are authentic and genuine.

Lastly, the researcher prepared a report through writing of a finding and discussions of the study that follow the emerging theme of the study.

Research Participants

The research participants in this study were comprises of eight classroom teachers. Four teachers from Monkayo Central Elementary School and another four teachers from Pasian Elementary School of Monkayo, Davao de Oro.

Using purposive sampling, the research eight participants will be chosen on the criteria that the participants should be a teacher for 5 years; reachable, and interested in the conduct of the study irrespective of their age and gender. The approval of the Department of Education will be obtained before these participants will be interviewed.

Data Collection and Procedure

The researcher accomplished and submitted ethics application form to the Research Development and Publication Center of Assumption College of Nabunturan for approval together with the revised Chapter 1 and 2, interview guide and curriculum vitae.

After the ethics committee approved the application, the researcher secured an endorsement letter from the office of the Dean of the Graduate School for the office of the Schools Division Superintendent for approval. Then, after the office of the schools division superintendent approved, letter to the school principals of the selected schools asking a permission for the conduct of the study submitted. Then, another set of letters sent to the identified participants for asking permission of the study and let them sign a consent signifies their willingness to participate. However, their participation is voluntary and they can withdraw anytime.

After the approval, the researcher conducted an in-depth interview using the validated interview guide by the experts to gather qualitative data. The researcher recorded the responses of the participants through audio-recording and took notes to ensure that necessary information is recorded.

Moreover, transcribing is not easy task for the researcher. It requires patience and persistence in order to collect and finalize major themes. Considering the importance of data analysis to produce relevant and authentic results, the researcher asked the expertise of her research adviser and analyst.

Data Analysis

In the qualitative strand transcribing the participants' answers is essential since it is the basis for researcher's analysis. Then, a clear-spotting was utilized in order to ensure that the recordings and the transcribed documents relatively completed and accurate. In analyzing the data, the researcher

administered thematic analysis. The thematic analysis is one of the most common forms of analysis in qualitative research. It emphasized pinpointing, examining and recording patterns (themes) within the data. Themes were patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question.

Information and data collected was cared and considered confidential. The security of it is not compromised. In the event that the study may be published, the participants' identity was withheld. The gathered data was stored properly, archived securely and safely. The researcher taken measures to protect the anonymity and privacy of identity of every participant. Finally, after the study, the researcher disposed properly the survey questionnaires, audio tape and recorded data.

Trustworthiness and Credibility

To acknowledge the importance of protecting the qualitative study's data, the researcher ensures that trustworthiness is established through properly observing the four components namely; credibility, transferability, dependability, and confirmability.

Researcher addressed the credibility of this study by ensuring the participants' viewpoint gathered in the interviews were credible. It genuinely and authentically describes the phenomenon that help to complete the study. The results are presented to each participant so the interview transcripts were checked and verified. The results kept and destroyed after the study.

Researcher addressed the transferability of this study by ensuring that external validity was achieved. External validity deals with the certain extent to which the results of one study utilized to other situations. The study's result was essential for improving students discipline implementation. However, it would be presumptive to generalize the results as true in other schools, districts, divisions or regions as unique situations might come out considering that only few teachers are involved in the study.

Researcher addressed the dependability or reliability by ensuring that the result of this study is authentic. Thus, the researcher will conduct observations and asked questions on important issues to ensure the consistency of the results.

Lastly, the researcher addressed the confirmability by ensuring that the result is authentic by using of an audit trails through returning the data to participants for authentication. The participations asked to affix their signatures confirming that the data are proven true and ready for the exposition.

Therefore, to establish trustworthiness in qualitative was observed properly. Thus, in the qualitative, the researcher applied the four components with the six considerations to determine if the method, the findings and interpretation of the qualitative research have been conducted with the trustworthiness. These are: evidences of thick description, member-checking, triangulation strategies, collaboration between me and the participants, reflexivity and transferability.

Ethical Consideration

According to Bhashin (2020), ethical consideration presents the beliefs and concepts that should be maintained throughout the study. With this, the researcher will ensure that the ethical standards are strictly followed throughout the study addressing the areas that follow:

Social Value. This research was done to answer the existing issues on the impact of students' discipline in selected few schools of Monkayo East District, Monkayo, Davao de Oro. This study aimed to discover best practices in maintaining of students' discipline in the identified schools of Monkayo East District.

The results shared to the community through the Department of Education (DepEd) and published in the online journal, so other related research studies can make use of it as a reference.

Informed Consent. The researcher distributed Informed Consent Forms (ICF) to the identified participants. The researcher disclosed the essential information such as the name and affiliation of the researcher. It emphasized that the participation of the participants is purely voluntary and they free to withdraw anytime they feel any discomfort. The purpose of the study was explained, along with the procedures carried out for the study.

Vulnerability of the Research Participants. The researcher explained the entire process of the conducted in-depth interview and also emphasized that the participants have the freedom to opt out of the interview if they experience any discomfort and it was not affect them in any aspect.

Risks, Benefits, and Safety. The researcher explained the benefits of the participant's participation in the study. The in-depth interview was done during the most convenient time and place for the participants and any expenses incurred by them for the study reimbursed by the researcher.

Privacy and Confidentiality of Information. The researcher was make sure that the participant's personal information, identity, and data gathered kept confidential and secured to ensure that the Data Privacy Act of 2012 is being followed. The data collected was recorded using a mobile phone and the files transferred to a Google drive, which only the researcher can access. The data destroyed after the study conducted.

Justice. The research participants were chosen based on the inclusion criteria. Thus, participants included of the study were teachers of public schools who are in the service for at least 5 years and who have personally implemented interactive teaching approach to teach reading. However, in any case that research participants might incur their expenses during the conduct of the interview, the researcher reimbursed them. They were given a token of appreciation for the inconvenience that the study might have caused.

Transparency. To addressed this aspect, the researcher disclosed the affiliations and the objective of the study. The research participants were given a copy of the transcript of their answers to verify the reliability and validity of the data gathered

Qualification of the Researcher. The researcher had enough experience in conducting a study for being completed research subject in the graduate studies and being also teacher of public school in the basic research of the Department of Education (DepEd).

Chapter III
FINDINGS

This chapter presents the findings to the research questions that explored the perspectives of teachers on using interactive teaching approach in reading. The primary focused of the investigation was to discover the best practices, challenges and the insights of teachers in using interactive teaching approach in reading. The research participants of the study were 8 teachers which 4 from Pasian Elementary School, Monkayo East District and 4 from Monkayo Central Elementary School, Monkayo West District, Davao de Oro who purposely chosen to answer the interview question during the in-depth interview.

The responses of the participants were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identification of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

What are the experiences of participants in using interactive teaching approach?

This section presents the results to the 1st major research question; "What are experiences of participants of the participants in using the interactive teaching approach in reading?" Two specific research questions were used to gather data and information for this major research question. The question was intended to gather information on the understanding of the research participants regarding the best practices of using interactive teaching approach in reading.

Experiences in using Interactive Teaching Approach in Reading

The themes in this section came from the specific question 1.1 'What are your experiences in using the interactive teaching approach in reading?' The responses generated six themes: very effective, brought fun and excitement to learner, learners willing to listen, more exciting, nice and appropriate teaching, and hard sometime.

Very Effective. The response of the participant manifests that the interactive teaching is very effective approach in reading. Informant 4 mentioned that interactive teaching approach in reading is very effective, to wit:

> In my experience interactive teaching approach in reading is very effective. It helps pupils engaged and understand the story better. I give all them hints before reading, ask question and let them share their opinions and prediction. After reading, I ask them questions and they answer. Then, I let them do role playing. This activity help pupils remember what they are reading.

In a similar manner, informant 6 reiterated that interactive teaching approach is effective as she conveyed that;

> *Ang pag gamit ug interactive teaching approach sa pagbasa, mas epektibo kini kay nakatabang sa mga estudyante nga mahimong mas aktibo ug interesado sa pagbasa. Mas dali sab nila masabtan ang mga teksto ug mahatagan ug kahulugan ang ilang nabasa. Nakita sab nako nga mas dali silang makahinumdom sa impormasyon.*

> (It is more effective to use interactive teaching approach in reading. It helps students to become more active and more interested to learn. Anyway, it is easier for them to understand the texts they are reading. Then, I observed also that pupils easy to remember all information given to them).

Further, informant 7 expressed the same observation, to wit;

> *Ang akong experience sa interactive teaching approach sa pagbasa, epektibo siya tungod kay dali ra nakakat-on ang bata sa mga teksto nga gihatag kanila.*

> (As my experience in using interactive teaching approach in reading, it is effective because pupils easily learn of the text given to them).

Brought Fun and Excitement to Learner. The result manifested that interactive teaching approach in reading brought fun and give excitement to learner to learn in reading. Informant 1 reveals that the interactive teaching approach she used in reading brought fun and excitement to learner, by saying;

> Interactive teaching approach brings fun and gives excitement to every learner especially in reading. This approach enable learners express their feelings and connect the stories to their personal experiences.

Learners Willing to Listen. The response of the informants' manifests that interactive teaching approach stimulated the willingness of the learners to listen. Informant 2 discloses that she sets clear expectations in maintaining student discipline as she shared that:

> *Ang akong mga estudyante kay willing maminaw pero naay uban kinahanglan pa gyud ug pagdasig. Ang akong ginabuhat mangita ug mga video nga naay pagtudlo sa pagbasa para ipakita aron madasig sila sa pagtuon.*

> (Some of my students are willing to listen but some need of motivation. In order to stimulate, I presented videos to motivate them).

More Exciting. The responses of the participants manifest that teachers become more exciting using interactive teaching approach because of positive impact to the interest of the students. Informant 3 expressed her statement by saying that:

> My experience in teaching children to read using interactive teaching approach become more exciting because children are interested to listen and actively participated the learning activities.

Nice and Appropriate Teaching. The responses of the participants manifest that interactive teaching approach is nice and appropriate teaching in reading. It pushes the interest of the learners to study. Informant 5 expressed this way:

> My experience in interactive teaching approach in reading, it nice and appropriate teaching in reading. My pupils interested to read stories and enjoy share their ideas to other pupils.

Hard Sometime. The responses of the participants confirm that interactive teaching approach is not always effective but it is hard sometime because it is not always encouraged total participation of pupils. Informant 4 expresses her sentiment by saying that;

> Interactive teaching approach in reading sometime is hard because not all pupils will participate during the series of reading session some of the children running and moving from one place to the other. It disturbs the reading session.

Relevance of Interactive Approach in Reading

This section presents the results to the specific research question 1.2 "How relevant is using interactive teaching approach in reading?" It is under the 1st major research question, "What are experiences of participants on maintaining student discipline?" The responses generated four themes, helps students' stay engaged and involved in learning process, helps learners' improved reading skills, helps learners' remained interested, and contributed different benefits to learners.

Help Students Stay Engaged and Involved in Learning Process. The result revealed that interactive teaching approach is relevant. It helps the student stay engaged and involved in the learning process. Informant 2 articulated by saying that:

> The interactive teaching approach in reading is very relevant because it helps student stay engaged and involved in learning process. Instead of just listening, they get to ask questions, share ideas and learn together happily.

It was supported by informant 4, by stating that;

> It is very relevant because I have seen how it helps pupils become more involved and interested to read the story.

Informant 5 narrated that;

> This is approach is relevant because it nice to teach reading. They students actively engage to enhance their reading skills and also their comprehension.

Furthermore, informant 6 saying that;

> *Makapa-uswag sa kahibalo ug kahanas sa mga estudyante. Mas ma engganyo sila sa pagpaminaw sa diskasyon sulod sa tulunghaan.*

> (It improve the learning and skills of the students. They are more motivated to listen to the discussion in the school).

Helps Learners' Improved Reading Skills. The responses of the informants reveal that the interactive teaching approach is relevant because it helps learners improved their reading skills. Anyway, informant 1 narrated that:

> Interactive teaching approach in reading is relevant. It really helps learners to improve their skills in reading.

It was supported by informant 7, by stating that;

> *Ang interactive teaching approach sa pagbasa kay mapuslanon ug importanti tungod kay nakakat-on gyud ang mga bata sa pagbasa ug pagsabot. Dali ra sila nakakat-on.*

> (Interactive teaching approach in reading is useful and important because it teaches learners to read and comprehend. They are easily to learn).

Helps Learners' Remained Interested. The responses of the participants revealed that interactive teaching approach helps the learners remained interested in the lesson. Anyway, informant 3 narrated that:

> Interactive teaching approach is important because it helps the pupils to remain interested to the lesson.

Contributed Different Benefits to the Learners. The result revealed by the informants that interactive teaching approach contributed different benefits to the learners. However, informant 8 narrated this way, to wit:

> It is relevant because this approach contributed different benefits sa mga bata. They learn a lot.

Strategies to Achieve Best Practices in Interactive Teaching Approach in Reading

This section presents the results to the 2nd major research question 'What are the strategies of the participants to achieve best practices in the interactive teaching approach in reading?' Two specific research questions were used to collect data for this question highlighting the understanding of the research informants on the best practices in maintaining student discipline.

Approaches Employed to Encouraged Students Support Interactive Approach

The themes derived from the responses of the research informants to the specific research question 2.1 'What approaches did you employ to encouraged students to support actively the interactive teaching approach in reading? The themes generated were used grouped activities, peer reading and interactive games, offer reward system, giving rewards, used motherly approach, used fun and engaging activities, make reading session more interesting, continue learning on reading, and being consistent.

Used Grouped Activities, Peer Reading and Interactive Games. The result revealed that the strategy used by teachers in order to encourage student to support interactive teaching approach in reading is grouping, peer teaching and also interactive games. This meant that the teacher employ group activity, peer teaching reading and using interactive games to develop the learners' ability and skills. Informant 2 made her articulation, by saying that;

> I used group activities, peer reading and interactive games to make reading fun and meaningful.

The informant 6 reiterated by saying that;

> *Nagamit ko ug lain-laing pamaagi para sila ma-engganyo sa pag participate. Usa niini ang paghatag ug group activities ug role playing aron malipay sila samtang nagkat-on.*
>
> (I used different strategies to encourage them to participate. One of it was group activities and role playing to make it fun while they learned).

Offer Reward System. The responses of the informants manifested that the strategy employed of teacher to encouraged students to support interactive teaching approach is to offer reward system. Anyway, the

purpose of reward system is to encourage students to perform better. Informant 1 expressed her sentiment by expressing that:

> As teacher I offer reward system for the learners who perform better to encourage them to continue perform excellently.

Used Motherly Approach. The role of teacher is to deliver the curriculum to the learners in order to nurture them to become productive. Thus, the response of the participant revealed that teachers used motherly approach to encouraged students to cooperate the interactive teaching approach in the classroom. The informant No. 2 testified that she used motherly approach to encouraged the learners, by saying that:

> I used motherly approach to help pupils to learn reading and enjoy learning together with other pupils. I asked questions while we read, then let the learner shares of what they learned in the class using interactive approach.

Used Fun and Engaging Activities. The responses of the participants manifested that the strategy of teachers to encourage the students to actively involved in the class through using of fun and engaging activities in the classroom. The informant No. 3 testified that she used fun and engaging activities to encourage students, by stating that:

> To encourage students to actively support the interactive approach in reading, I used fun and engaging activities like group reading, role playing, storytelling. I also let them share their thoughts to the class.

Make Reading Session More Interesting. One goal of teaching and learning is to develop the learners to become productive. The participants' responses revealed that the teachers encourage the students to actively support the interactive teaching approach by making the reading session more interesting through technology.

Informant No. 4 testified how she imposed student discipline for the learners, by saying that:

> To encourage my pupils to actively support the interactive teaching approach in reading, I make reading session more interesting by using technology such as video and games. They enjoy playing games but they learn a lot.

Continue Learning on Reading. The main duty of the teacher is to guide and counsel the students in order to achieve their goal. The responses of the participants revealed that one of the strategies implemented by teachers for effectively perform interactive teaching approach in reading is to encouraged the students to continue learning in reading

The informant No. 7 expressed his ideas, by stating that:

> *Ang mga pamaagi nako, ginadasig nako ang akong mga estudyante sa pagpadayon sa pagtuon sa pagbasa. Dili sigi ug absent.*
>
> (My strategy, I encouraged the students to continue study how to read and not absent always).

Being Consistent. The development of the learners is the main concern of the teaching and learning process. The responses of the participants manifested that the teachers consistent to implement interactive teaching approach inspite of any difficulties. The informant No. 8 testified that she is consistent to teach inspite of discouraging behavior of the learners, by stating that:

> My strategy is being consistent using this approach inspite of
> discouraging behavior of the learners. Inspite of shortage of resources, I
> continue to use it. As teacher, I look for solution.

Participants' Ways to Address Problem Encountered

The themes derived from the responses of the research informants to the specific research question 2.2 'How are the participants addressed problems encountered to make interactive teaching approach in reading?' The themes generated were: lack of interest to read, adjusting procedure to be more understandable, simplify and adjust instruction, made teaching more interesting, resolved problem by asking parents support, help solving problems with one another, communicate with parents and used differentiated instruction.

Lack of Interest to Read. The goal of teaching and learning process is to develop the reading ability of pupils. However, the responses of the participants manifested that teacher incorporate playing in the interactive teaching approach in reading to address the lack of interest of pupils to read because they are more engage in playing.

Informant 1 articulated that she incorporates playing in the activity to inspire pupils to read, by stating that:

> Most of problem encountered is the lack of interest of pupils to read.
> They are busy playing instead of reading. To resolve, I incorporate
> playing in the reading so that they will not bored.

Adjusting Procedure to be More Understandable. The goal of teaching and learning process is to develop the reading ability of pupils. Anyway, the responses of the participants manifested that teacher adjust the lesson to the level of th student so that it become more understandable. Informant No. 2 illustrated how she addressed the problem in teaching reading, by saying that:

> I solved the problems reading through adjusting my procedure to make it
> more understandable. If the pupils cannot understand, I simplify it so that
> they can get it.

Simplify and Adjust the Instruction. The responses of the participants revealed that teachers to address the comprehension problem through simplifying the instruction to make the pupils easily understood the lesson. Likewise, it was emphasized by informant No. 3 that simplifying the instruction to make lesson understood is her strategy, to wit:

> I solved problems by working together, sharing ideas. If pupils hard to
> catch up, I simplify and adjust my instruction to make them understand.

Made Teaching More Interesting. The interactive teacher has lot of strategies to develop the learners. The responses of the participants revealed that the teacher use games to make teaching reading more

interesting to the pupils. Informant 4 described how she prepares for the effective learning delivery toward the learners, by saying that:

> Common problem, they don't have interest to learn more about reading.
> To address it, I make my teaching more interesting through using of games to encourage them to participate and learn.

Resolved Problem by Asking Parents Support. The learning of the pupils is both concern of parents and teachers. Indeed, the responses of the participants manifested that teacher resolved problem on the learning of the pupils through asking the support of the parents.

Informant 5 articulated that she asks the support of parents to resolved learning problem of the students, by stating that:

> I resolved the problem by asking the supports of the parents. Then, they collaborate each other in order to find better solutions.

Help Solving Problems with One Another. To educate the child is not a business of teacher but business of all. Anyway, the responses of the participants manifested that collaboration among teachers, students, parents and other concern is important in resolving problem in school. Informant No. 6 illustrated how she addressed the problem in teaching reading, by saying that:

> *Nagtinabangay sa pag sulbad sa mga problema aron mahimong epektibo ang interactive nga pamaagi sa pagtudlo ug basa. Adunay abli nga kunikasyon tali sa mga magtutudlo, estudyante, ginikanan ug uban pa para masabtan ang ilang kalisdanan ug matubag dayon kini.*

> (Helping one another to resolved problem so that interactive teaching approach in reading become more effective. Then, teachers, students, parents and other concern must have open communication in order to figure out their difficulty and be solved immediately).

Communicate with Parents. The responses of the participants revealed that to address problem on abseentism of pupils, the teacher communicate the parents in order to informed them the importance of pupils' attendance in learning. Likewise, it was emphasized by informant No. 7 articulated that she called the attention of the parents on the abseentism of the students, to wit:

> *Abseentism sa mga pupils mao ang problema sa school, aron masulbad, gipatawag namo ang ginikanan ug giistoryahan nga importanti ang attendance sa mga bata para makakat-on sila.*

> (Abseentism of pupils is the main problem of the school. In order to resolved, I called the attention of parents and orient them regarding the importance of attendance in learning of their child).

Use Differentiated Instruction. The responses of the participants revealed that the strategy of teacher to cater the diversity of learners is using the differentiated instruction. This meant that teacher addressed

learners in different intelligences. Informant 8 described how she address the diversity of learners in the classroom, by saying that:

> One problem is the diversity of learners. To addressed this, in addition to interactive teaching approach, I used differentiated instruction to cater all their differences.

Best Practices of Interactive Teaching Approach in Reading

The results in this section were from the responses to the specific research questions used to gather data for the 3rd major research question, 'What are the best practices of the participants using interactive teaching approach in reading?' Two specific research questions were utilized to collect data and pieces of information.

Strategies Employed in Interactive Teaching Approach in Reading

This section presents the results to the specific question 3.1 What are the strategies that you have employed in using interactive teaching approach in reading? The themes were; lots of activities, using videos and incorporates games, making lesson fun and interesting, making classroom lively, prepare relevant activities, group activities, role playing and storytelling and using technology.

Lots of Activities, Using Videos and Incorporate Games. The responses of the informants revealed that in the interactive teaching approach in reading teacher employ lot of activities in order develop the reading skills of pupils. Then, teacher also used videos and games to encourage the total involvement of the pupils to teaching and learning process.

Informant 1 narrated her strategy in the class to develop the learners, by stating that:

> I employed lot of activities to develop more reading skills of the learners, Then, I also incorporate games to get more involvement of the learners so that the approach become more effective.

Informant 2 added, by saying that:

> Then, to catch their interest I use videos and games part of the lesson approaches.

Further, informant 5 narrated her views, by stating that:

> My strategy, I used videos of the lesson to make it interesting to pupils and also interactive games to encourage their participation for effective learning delivery.

Finally, Informant 7 added, by saying that:

> *Nag gamit ko interesting video ug mga educational games aron nga mas malingaw while nga nagakat-on sila.*
>
> (I used interesting video and also educational games to make them learn while they happy watching).

Making Lesson Fun and Interesting. Effective classroom management produces effective learning delivery toward the learners. The responses of the informants revealed that the approach for encouraging pupil's participation teacher make the lesson fun and it is interesting to the pupils to motivate their participation and learning. Informant 3 narrated her view on how she encourages learners to participate the lesson, to wit:

> Making classroom lively though requiring the participation of the pupils.
> I let everybody to participate and learn.

Making Classroom Lively. As disclosed by the participants that the strategy of teacher to make the students participative in the class is making the classroom lively. This meant that lively classroom proactive to effective learning delivery. Informant No. 3 illustrated the following idea, by saying that:

> Making classroom lively though requiring the participation of the pupils.
> I let everybody to participate and learn.

Prepare Relevant Activities. As revealed by the informants that in the interactive teaching approach, teachers prepare relevant activities in order to nurture the learners holistically. The informant No. 4 narrated her views:

> My strategy, I prepare relevant activities and let all my pupils to
> participate. They learn more if the participating the activity.

Group Activities. Group activities in the classroom teach the students to become resourceful. As disclosed by the participants that in the interactive teaching approach teachers employ grouping activities to develop the resourcefulness of the pupils. Informant No. 6 illustrated this following idea, narrated that:

> I group them then given a passage to read and answer of the questions
> given. And after that, they shared their ideas to the class. Then, strategy,
> their learning become more develop.

Role Playing and Storytelling. As disclosed by the participants that the activity employed by the teacher in the interactive teaching approach to develop the learners holistically is role playing and storytelling. This meant that teachers focus to develop the learners. Informant No. 7 illustrated the following idea, by saying that:

> *Gigamit nako and role playing ug story telling aron ma encourage ang*
> *mga bata sa pagbasa. Nag gamit ko interesting video ug mga educational*
> *games aron nga mas malingaw while nga nagakat-on sila.*
>
> (I used role playing and storytelling to encourage the pupils to read. I
> used also interesting video and educational games to make them enjoy
> the lesson while they learned on it).

Using Technology. As disclosed by the participants that in the interactive teaching approach, the teacher used the technology such as Smart Television (Smart TV) and other to deliver effective teaching instruction toward the students. Informant No. 8 testified that she used technology to encourage the students, by saying that:

> I used technology to support the interactive teaching approach effective
> such as educational videos and games to encourage students to study
> more.

Best Practices in Using Interactive Teaching Approach in Reading

This section presents the results to the specific question 3.2 'What are best practices in using interactive teaching approach in reading? The generated themes were: more participative, actively teaching and learning process, pro learning classroom, learners can easily learn and effective approach.

More Participative. As manifested by the informants that the best practice of using interactive teaching approach the pupils become more participative to the lesson that teacher presented to them. Informant 4 narrated that students become more participative, saying that:

> Best practices, my pupils become more participative to the learning
> process. They are enjoying of their involvement and participation.

The same observation presented by Informant 5. to wit:

> I observed that my pupils participated actively in the lesson presentation.
> Then, they happily perform interactive activities.

Further, Informant 7 narrated the same reflection, by saying that:

> Students become participative in the class. They are actively participated
> the activities that being used by the teacher.

Actively Teaching and Learning Process. As revealed by the informants that in the interactive teaching approach pupils become actively involved in the teaching and learning process. This meant that the classroom effectively nurtures the pupils. Informant 1 expressed that the interactive teaching approach has significant to the learners, by saying that:

> In the interactive teaching approach, learners are involved actively in the
> teaching and learning process. They become more interested to learn in
> reading.

Using Relevant Videos and Games. The technology is relevant to the teaching and learning process. As revealed by the informants that in the interactive teaching approach teachers use videos and games relevant to the lesson to encourage pupils' participation. Informant 2 expressed that she uses videos and games to encourage participation of pupils, by saying that:

> The interactive teaching approach makes the lesson presentation
> interesting for the pupils especially through the use of relevant videos
> and games in the lesson, the pupils interested to learn.

Pro Learning Classroom. As revealed by the responses of the informants that the interactive teaching approach is pro learning. This meant that classroom of teachers using interactive teaching approach nurture the reading skills of the learners. Informant 3 narrated that she counsels the students to let them understand, narrated that:

Pro learning classroom that really develop the reading skills of the children. The interactive teaching approach, pro learning that cares the pupils.

Learners can Learn Easily. The responses of the participants manifested that pupils in the interactive teaching approach easily learn. This meant that interactive teaching is effective compare to traditional teaching practice.

Informant 6 articulated the significant of interactive teaching approach to the learning of pupils by saying this way:

> *Ang best practices nga akong nakita sa pag gamit nako niining interactive teaching approach in reading, mas daling makakat-on ang mga bata kaysa traditional nga paagi. Ganahan sila nga pag participate sa klase.*
>
> (The best practice I observed in the interactive teaching approach in reading, pupils easily learn compare to the traditional).

Effective Approach. The responses of the informants revealed that the interactive teaching is an effective approach to teaching reading. This meant that pupils easily learn the lesson presented by the teacher. Informant 8 testified that interactive teaching is effective approach, by stating that:

> The approach is effective. It develops the reading and comprehension skills of learners.

Significant Insights and Realizations in Using the Interactive Teaching Approach
The results in this section were from the responses to the specific research questions used to gather data for the 4th major research question, 'What are the significant insights and realizations of the participants from their experience in using interactive teaching approach in reading?' Three specific research questions were utilized to collect data and pieces information.

Realization in Using Interactive Teaching Approach in Reading
This section presents the results to the specific question 4.1 What are your realization in using interactive teaching approach in reading? The themes were; improved reading skills and comprehension effectively, appropriate in teaching reading, make pupils more excited to learn, pupils become expressive and confident and develop students' self-esteem and self-confident.

Improved Reading Skills and Comprehension Effectively. The informants' responses revealed that teachers realized that the interactive teaching approach in reading effectively improves the pupils' reading skills and comprehension.   Informant 5 expressed that she realized that interactive teaching approach in reading is effective by stating that:

> I realized that interactive teaching approach in reading is effective to improve the reading skills and comprehension of the students.

Informant 6 articulated of similar ideas, by saying that:

Ang pag gamit sa interactive teaching approach sa pagbasa, mas epektibo kaysa traditional nga pamaagi. Nakita nako nga mas aktibo ang mga bata, mas interesado sila sa pagbasa ug mas dali nila masabtan ang sulod sa teksto. Na realize usab nako nga ang ilang partisipasyon sa klase motaas ilang kumpyansa.

(Interactive teaching approach in reading is more effective than traditional way. I really observed pupils are more active, more interested to read and easier for them to comprehend the text. Then, I realized that their participation in the class it boosts their confident).

Moreover, informant 7 articulated that interactive teaching approach in reading encourages students to learn more, by saying this way:

Akong na realize nga interactive teaching approach makapadasig sa mga bata sa pagbasa ug pagsabot sa ilang gipangbasa.

(I realize that interactive teaching approach inspire students to read and understand what they are reading).

Appropriate in Teaching Reading. The responses of the informants manifested that teachers have realized that interactive teaching approach appropriate for teaching reading. This meant that interactive teaching approach is an effective one. Informant 1 expressed that interactive teaching approach is appropriate for teaching reading, by stating that:

My realization, the interactive teaching approach is appropriate in teaching reading. I continue doing it for the welfare of the students

Make Pupils More Excited to Learn. As disclosed by the participant that teacher realized that interactive teaching approach make pupils more excited to learn. This meant that interactive teaching approach is effective one. Informant No. 2 illustrated the following idea, by stating that:

I realized that using interactive teaching approach in reading makes more excited to learn. It really helps the pupils to understand the lesson better.

Similar idea articulated by informant No. 3 by stating that:

I realized that using an interactive approach makes pupils more interested and active in reading.

Pupils Become Expressive and Confident. As revealed by the informant that interactive teaching approach in reading develop the pupils to become expressive and confident. This meant that the interactive teaching approach has significant to the reading ability of the pupils. The informant No. 4 narrated her views:

I realized that my pupils become more expressive and confident. They learn not by just listening but through sharing their thoughts.

Develop Students' Self-esteem and Self-confident. Development of the child is the main concern of teaching and learning process. As disclosed by the participants that the interactive teaching approach is effective one which develop the self-esteem and self-confident of the pupils. Informant No. 6 illustrated the following idea, by stating that:

> I realized that the approach enhanced students' participation. Then
> develop their self-esteem and self-confident.

Learning Gained from Experiences Using Interactive Teaching Approach

This section presents the results of the specific question 4.2 'What learning have you gained from experiences in using the interactive teaching approach in reading? The generated themes were: fosters active students' participation and develops comprehension, most appropriate in teaching reading, makes reading more fun and easier, pupils learned better when involved, being more patient, creative, and responsive to students' need, help students' and more effective than other reading approach.

Fosters Active Students' participation. The responses of the informants revealed that the interactive teaching approach in reading fosters active participation of students. This meant that the interactive teaching approach effective one to develop the pupils. Informant 5 expressed that interactive teaching approach develop the pupils' participation, by stating that:

> I learned that interactive teaching approach fosters active students'
> participation and develop comprehension of the students deeply.

Informant 7 expressed of similar ideas, to wit:

> *Ang interactive teaching approach, epektibo nga pamaagi sa pagtudlo*
> *sa pagbasa. Dali ra ang mga bata makabasa ug makasabot pod sa ilang*
> *gibasa.*
>
> (Interactive teaching approach is effective way of teaching reading.
> Students easily read and comprehend of what they read).

Most Appropriate in Teaching Reading. Teachers do their best to make teaching delivery appropriate and effective one. The responses of the informants revealed that interactive teaching approach in reading is most appropriate to use for teaching reading, Informant 1 expressed that she needs of support of colleague, by stating that:

> The interactive teaching approach appropriate in teaching reading. It
> makes pupils interested because of the audio visual that utilized of the
> approach. Pupils are enjoying learning with other pupils.

Made Reading More Fun and Easier. The main goal of teaching and learning is to improve the learning of the pupils. As disclosed by the participant that interactive teaching approach in reading make the teaching reading more fun and easier. This meant that interactive teaching approach helps the pupils to improve their reading skills.

Informant 2 expressed this way;

> I learned that using interactive teaching approach in reading makes
> reading lesson more fun and easier for the pupils. It also helps the pupils
> to stay focused, enjoy the lesson and learn better.

Pupils Learned Better when Involved. Participation of pupils to the learning process is very essential. However, as revealed by the informant that the pupils learn better when they involved. This meant that involvement of the pupils in the learning process is essential.

The informant No. 3 articulated her views to wit:

> I learned that pupils learned better when they are involved. Interactive
> teaching approach helps the pupils stay focused and understand the
> lesson taught to them.

Being More Patience, Creative and Responsive to Students' Need. As disclosed by the participants that interactive teaching approach teaches the teachers to more patience, creative and responsive to the needs of the students. Informant 4 illustrated the following idea, by stating that:

> I learned that interactive approach in reading helps students express
> themselves, become more confident and enjoy the learning process. It
> taught to be more patience, creative and responsive to their needs.

Helps Students' Improvement. The response of the participant disclosed that interactive teaching approach helps the students to improve. Informant 6 articulated the following idea, by stating that:

> *Ang akong nakat-onan mao nga ang pag-apil sa mga estudyante sa*
> *aktwal nga pagbasa ug diskasyon dako gyud ug ikatabang sa ilang*
> *improvement. Nakita usab nako nga lain-lain ug estilo sa pagkat-on ug*
> *pinaagi sa interactive nga pamaagi.*

> (I learned that the participation of students in the actual reading and
> discussion helps a lot for their improvement. I also observed that there
> are many strategies using interactive teaching approach).

More Effective Than Other Reading Approach. As revealed by the informant that interactive teaching approach in reading is more effective than other reading approach. This meant that the interactive teaching approach is more advantages than the other. The informant No. 8 narrated her views:

> The interactive teaching approach in reading is more effective than other
> reading approach.

Pieces of Advice Can Share to Other Teachers

This section presents the results to the specific question 4.3 "What pieces of advice can you share to other teachers in order to use interactive teaching approach in reading?" The themes were; be resourceful, artistic and patient, make lesson more fun, work with dedication, continue develop learners using interactive teaching approach, ready to listen and give learners' chance to express themselves and make learning interesting and memorable.

Be Resourceful, Artistic and Patient. Effective teachers continue to develop themselves to deliver quality instructions for the development of the learners. As the responses of the informants revealed that teachers need to be resourceful, artistic and patient while in teaching. Indeed, these qualities are very essential for the teachers to remain effective for the welfare of the learners.

Informant 1 expressed that teacher need to be patient in order to effectively teach the learners, to wit:

> Teacher need to be patience to teach the children in reading. Be artistic to the delivery of learning to encourage pupils. Then, to make more effective, teacher use relevant instructional materials for the level of the learners.

Informant 8 expressed the same view, by saying this way:

> My advice to other teacher, be resourceful, artistic and be patient to make the delivery effective.

Make Lesson More Fun. As teacher, one and important duties is to develop the mental aspect of students. As the responses of the informants manifested that teacher need to make lesson more fun to inspire pupils to continue learn in school. Informant No. 2 articulated that she videos, pictures and games to make lesson more fun for the learners, by saying that:

> My advice to other teacher, make the lesson more fun so that pupils will not bored. Then, use videos, picture and games. Moreover, be sure that all your pupils involved in the activity.

Informant 3 expressed similar observation, to wit:

> My advice is to make reading more fun. Simplify the lesson and use pictures, games and videos as part of instruction to make the teaching reading effective.

Work with Dedication. The purpose of students' discipline is to mold students to become more responsible in learning. As disclosed by the participant that teachers need to perform their work with dedication. Informant 4 illustrated the following idea, by saying that:

> *Ang advice nga akong mahatag sa mga magtutudlo kinahanglan buhaton ang trabaho nga adunay didikasyon. Unahon gyud kanunay ang panginahanglan sa mga anak. Sila ang rason nga nagtrabaho ta.*
>
> (My advice given to other teachers that they need to perform their work with dedication. However, they need to prioritize their children because that is the reason why we work).

Continue Develop Learners Using Interactive Teaching Approach. As disclosed by the participant that teachers advised to continue develop the learners through the interactive teaching approach. The informant 5 narrated her views:

> I advise the teacher to continue develop learners using interactive teaching approach and make relevant activities for students.

Ready to Listen and Give Learners' Chance to Express Themselves. The purpose of teaching is to nurture students to become more responsible in learning. As disclosed by the participant that teachers advised to ready to listen the sentiment of the pupils and given them chance to express themselves. This means that teacher need to be attentive to the need of the learners.

The informant 5 narrated her views:

> *Kinahanglan nga andam sila maminaw sa ilang mga estudyante ug hatagan sila ug chance nga mo-express sa ilang huna-huna. Himoa nga malinawon ug suportado ang palibot sa klase aron ang tanang estudyante dili mahadlok moapil.*

> (They need to listen to their students and ready to listen and give chance to express their thought. Make the learning environment fair to remove fear of students to participate).

Make Learning Interesting and Memorable. Interesting and memorable learning is essential for the learners. As disclosed by the participant that teachers advised to make the learning interesting and memorable for the students. Interesting learning process inspire the pupils to participate and learn more.

The informant 5 narrated her views:

> *Ang advice sa kaubang magtutudlo, gamita ninyo ni nga teaching approach kay epektibo para sa pagtudlo ug basa. Himoa ninyo nga interesting ug memorable ang inyong mga session sa mga bata.*
> (My advice to my co-teachers, use this teaching approach because it is effective for teaching reading. Then, make your learning session with your children interesting and memorable).

DISCUSSIONS AND CONCLUSION

Discussions

The structured themes and the emerging therein were made as bases for broadening the discussion of the findings in this study. Each theme was linked and supported with related literature and studies.

Experiences in Using Interactive Teaching Approach in Reading. The themes on the experiences of the research participants in using the interactive teaching approach in reading were: very effective, brought fun and excitement to learners, willing to listen, more exciting, nice and appropriate teaching, and hard sometimes. The findings manifested that the interactive teaching approach in reading is relevant and effective, bringing fun and excitement to the pupils, encouraging them to listen. However, some participants revealed that interactive teaching is sometimes hard to utilize.

The finding confirms McConney's (2017) pronouncement that the lesson presentation of teachers becomes effective and not boring for the students because the students are involved in the teaching process. In addition, Wood (2023) articulated that interactive teaching eradicates boredom and cultivates eagerness and lively learning sessions that lead the students to learn many things.

The findings of the study support Rodriguez's (2018) statement that some teachers are not ready to use interactive teaching because they feel it a burden and hard.

Relevance of Interactive Approach in Reading. The responses of generated themes such as help students stay engaged and involved in the learning process, help learners improved reading skills, help learners

remained interested, contributed different benefits to learners. The findings revealed that interactive teaching approach is relevant because it helps the learners improve interest, participation and learning on reading.

The finding confirms Xhemajli (2018) her declaration that interactive teaching is one of the effective approaches in reading. It helps to develop the reading skills of the learners. In addition, it is also parallel to Mbuti (2022) pronouncement that the interactive teaching method is essential because it encourages learners' participation and involvement. While they are involved, they will learn.

Moreover, the finding is also in consonance with Hasan (2018), who illustrates that interactive teaching methods increase the performance level of the students. The school must implement classroom discipline to ensure the effective and efficient delivery of the curriculum.

Approaches Employed to Encourage Students Support Actively in Interactive Teaching Approach. The responses produced the themes: used group activities, peer reading and interactive games, offered a reward system, used motherly approach, used fun and engaging activities, made reading session enjoyable, continued learning on reading, and being consistent. The finding disclosed that the strategy employed by the teachers to encourage students to support the interactive teaching is through group activities, peer reading, and interactive games to make the teaching reading fun and engaging for the learners.

The finding confirms Fisher (2022) 's statement that in the interactive teaching approach, teachers used group activities rather than the traditional one, which is no longer effective. Then, teachers discover that students become more motivated to learn.

Moreover, the finding is similar to Gathercoal's (2020) articulation that the learning session on interactive teaching becomes more fun and engaging, leading to better understanding and retention of pupils for the complex concepts.

Lastly, the finding is further supported by Kamran's (2022), which states that this approach involves students in an active learning process, such as group activities, games, role plays, and problem-solving exercises**.**

Ways of Participants to Addressed Problem Encountered. The themes generated were a lack of interest in reading, adjusting the procedure to be more understandable, simplifying and adjusting instruction, making teaching more interesting, resolving problems by asking parents for support, help solving problems with one another, communicating with parents, and using differentiated instruction. The findings revealed ways for teachers to address the problem in the interactive teaching approach by simplifying the instruction to make it more interesting for the pupils to read. Then, the teachers asked for the support of the parents and other teachers to make the approach more effective and productive.

The finding confirms by McConney (2023) statement that the teachers must contextualize the lesson in reading to make it more interesting for the pupil. However, Menges (2022) added that teachers need to adjust the instruction within the pupils' context to make it easy for the pupils to understand the lesson.

It is further parallel to Bhuju (2023) statement that to resolve problem that hinders the productive implementation of interactive teaching approach, it is necessary for the teachers to ask their support and cooperation.

Strategies Employed in Using Interactive Teaching Approach. The emerging themes were lots of activities, using videos and games, making lessons fun and interesting, used video and games, preparing relevant activities, group activities, role playing and story-telling, and using technology. The finding disclosed that teachers employed a strategy in using an interactive teaching approach through more

activities involving pupils in groups or individually, using technology to present videos and games to make the lesson presentation fun and interesting.

Further, the finding confirms Murry (2018) statement that technology is an important factor in the interactive teaching approach. It is more convenient for the teachers and more pleasing for the learners, especially the videos and games. However, Butler (2021) added that the interactive teaching approach focuses on developing the mental aspect of the learners through exposing the learners in the activities group or individually. In this process, pupils learn more.

Furthermore, the finding is parallel to the pronouncement of Wood (2023) that an interactive approach exposes students to many activities prepared by the teachers purposely to train the students to become independent and responsible individuals, to prepare them to be productive for building a progressive nation.

Best Practices in Using Interactive Teaching Approach in Reading. The emerging themes were more participative, active teaching and learning process, using relevant videos and games, pro learning classroom, and learners can learn easily and effectively. The finding disclosed that the interactive teaching approach produced best practices such as an effective teaching and learning approach, utilizing relevant technologies that make it easy for students easily learn.

This finding parallels Slaughter's (2017) statement that interactive is a practical approach that develops students' reading skills. The classroom trains them to be active reader at the same time to be good speakers. The finding supports Parks (2020) articulation that teachers used educational games and videos in the lesson presentation. Indeed, it is computer-supported software that attractively engages learners for its interactivity.

The finding similar to Walker's (2020) observation that is essential for the interactive teaching approach in reading, using a computer. Indeed, through videos and computer games, it could be designed for delivering specified learning goals, outcomes and experiences that help the students become productive individuals. School authorities focus on providing teachers with teaching skills through in-service training and providing the school supplies needed to deliver effective teaching performance.

Realization in Using Interactive Teaching Approach in Reading. The emerging themes were improving reading skills and comprehension effectively, teaching reading appropriately, making pupils more excited to learn, becoming expressive and confident, and developing students' self-esteem and self-confidence. The finding revealed that teachers realized that interactive teaching is an appropriate teaching approach that builds self-confidence and improves the reading and comprehension skills of the learners.

This finding parallels Maheshwari's (2020) pronouncement that interactive learning effectively develops students' reading and comprehension skills. The classroom trains them to be active readers at the same time to be good and active speakers.

This finding confirms Pineda (2019) who emphasizes that an interactive teaching approach fosters the learners' learning abilities not only reading but emotional and social aspect. It also builds the learners' self-esteem and self-confidence to continue participating in the lesson activity.

This confirms that Jamil (2023) affirms that interactive teaching methods positively impact students' learning outcomes. This method nurtures the students to develop their higher-order thinking skills to produce critically thinker students who succeed in their academic, professional endeavors, and real life.

Learning Gained from Experiences Using an Interactive Teaching Approach in Reading. The emerging themes were fostering active students' participation and developing comprehension, most appropriate in teaching reading, making reading more fun and easier, pupils learned better when involved,

being more patient, creative, and responsive to students' needs, which helps students' improvement, and is more effective than other reading approaches. The finding revealed that teachers learned that the interactive teaching approach is an effective and appropriate teaching method to develop learners' reading and comprehension skills. The teacher must be patient, creative and responsive to their needs to encourage them to continue learning.

This finding agrees with Shuell's (2018) statement that interactive teaching is more effective than other approaches in teaching reading. He emphasized that this approach fosters the pupils to become independent readers and analytical thinkers.

Moreover, this confirms Bhuju's (2023) pronouncement that the framework of this approach is to develop the learners who are analytical and critical thinkers, effective communicators, and resilient learners.

Finally, the findings conform with the pronouncement of Jawaid (2020), stating that the interactive teaching approach develops the students' reading and comprehension skills required by 21st-century education.

Pieces of Advice Can Share to Other Teachers. The emerging themes were: be resourceful, artistic, and patient, make lessons more fun, work with dedication, continue developing learners using interactive teaching approach, ready to listen and give learners the chance to express themselves, and make learning enjoyable and memorable. The findings manifested that the pieces of advice to teachers need to be resourceful, artistic, and patient to continue developing learners using an interactive approach. Then, they must work with dedication to make the lesson more fun, enjoyable, and memorable for the learners to encourage participation.

The study's outcome agrees with Jawaid's (2020) articulation that teaching is stressful work. He emphasized that, to make it perform, teachers need to be resourceful and artistic to inculcate it effectively. This finding supports the statement of Slaughter (2017) that effective teachers hardly work to deliver quality teaching to improve pupils' capability. She further mentioned that effective teachers work with commitment and dedication.

Finally, the finding is similar to Jamil's (2023) discussion that teachers guided with a desire to nurture the pupils holistically, they make lessons more interesting as intrinsic motivations for the learners to be more engaged in the learning session.

Implications for Practice

Based on the findings, the following implications for practice are offered.

On Experiences in Using Interactive Teaching Approach in Reading. As noted in the study's findings, the interactive teaching approach was an effective and appropriate method that developed the learners' reading and comprehension skills. However, school head must conduct relevant training on the interactive teaching approach to improve the weak areas of the approach.

On Relevant of Interactive Teaching Approach in Reading. The finding revealed that using an interactive teaching approach is relevant because it helped improve the learners' reading and comprehension capabilities. Nevertheless, the school shall conduct periodic reviews and assessments to improve the interactive teaching approach.

On Approaches Employed to Encourage Students Support Actively the Interactive Teaching Approach. In order to encourage students to support an interactive teaching approach, the teacher utilized interactive games in individual and group activities to make the lesson fun and interesting and to motivate learners to engage. However, the school shall continue to assess the effectiveness of the teaching methods.

On Ways of Participants to Addressed Problem Encountered. The finding presents that teachers' strategies addressed the problem by simplifying the teaching instruction to suit the learners' level and asking the cooperation of the colleagues and parents to resolve problems that hinders the effective delivery. Nonetheless, the school shall conduct training on contextualization to equip teachers for effective teaching delivery.

On Strategies Employed in using Interactive Teaching Approach. The findings disclosed that teachers used technology in the lesson such as videos and games and exposed the learners to activities to continue inculcating learning. In any case, assessment must be conducted strictly and religiously to determine the learners' knowledge.

On Best Practice in using Interactive Teaching Approach. The findings disclosed that the best practices, an interactive teaching approach supported with technology, effectively develop the learners holistically. However, the school head must coach and mentor the teachers to be more effective in the pedagogical undertakings. *On Realization in Using Interactive Teaching Approach in Reading.* It is noted in the findings that teachers realized that an interactive teaching approach in reading is an appropriate teaching approach that builds the confidence level of the students, which helps them to improve their reading and comprehension skills. Nevertheless, teachers must nurture the learners to make all learners independent readers especially in English.

On Learning Gained from Experienced in Using Interactive Teaching Approach in Reading. It is noted in the study's findings that the interactive teaching approach is appropriate but to make it more effective, teachers need to be more creative and responsible in implementing it. Then, teachers always displayed patience and were responsive to the needs of the marginalized learners.

On Pieces of Advice Can Share to Other Teachers. As the findings revealed, the advice should be extended to other teachers; they need to be resourceful, artistic, and work with dedication to make the interactive teaching approach effective. However, it is advice to teachers who must continue to display care and love for the learners, especially those less fortunate.

Implications for Future Research

In as much as the study was limited to the responses of the teachers in Pasian Elementary School, Monkayo East District, and Monkayo Central Elementary School, Monkayo West District, Division of Davao de Oro, the following implications for future research are considered:

First, future research may be conducted by selecting other groups of teachers from the same school. Second, another research study with the same focus may be conducted in another location to examine the same phenomenon of understanding students' discipline. Third, a re-interview of the same research participants and informants may be conducted to see whether their understanding of maintaining students' discipline has changed.

Finally, this study was conducted in a public elementary school; this investigation of the same phenomenon could also be conducted among private schools. On the other hand, the study's findings are viewed through the lens of the selected teachers' participants and informants. Another research study can be conducted to determine teachers' understanding of other schools' interactive teaching approach in reading.

Concluding Remarks

The investigation focused on the interactive teaching approach and its best practices. It was understood

that due to the problem reported by teachers, the interactive teaching approach was hard to implement; it should be the basis of the school officials and DepEd authorities to formulate and conduct training and workshops to equip teachers and other school personnel's skills and ability to implement interactive teaching approach for the welfare of the students, teachers and teaching delivery.

On the other hand, since the effective implementation of interactive teaching approach is necessary, it should be the basis for the parents and teachers to work collaboratively to eliminate hindrances for effective teaching delivery toward the learners.

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