



"PROJECT REAP" (READING ENRICHMENT AMIDST PANDEMIC; THROUGH PARENT-ASSISTED READING INTERVENTION MODELS) A HOME-BASED READING PROGRAM TO IMPROVE THE ORAL READING PERFORMANCE OF KEY STAGE 2 PUPILS UNDER MODULAR DISTANCE LEARNING DELIVERY AT MASAYA ELEMENTARY SCHOOL, SY 2021-2022

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In this study, Parent-Assisted Reading Intervention through Project REAP is developed and its effects are examined on learners' reading skills. It was found out that parent involvement has the potential for making a significant impact on children's education. The school partnered with the parents to address immediate solutions to the reading problems encountered by their children during modular distance learning. Active collaboration between the parent and the adviser is strengthened to improve pupils' reading level through the utilization of planned strategies and intervention. Moreover, the tool used by the researcher was the PHIL-IRI or Philippine Informal Reading Inventory to determine the significant difference between the pupils' pre and post reading assessment results. The reading strategies used were suited, timely and relevant under Modular Distance Learning Delivery.

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INTRODUCTION

“Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting”

(Aldous Huxley).

Reading is fundamentally important for success. It opens the door to personal freedom and opportunity.

Reading always has and in all ages been a great source of knowledge. The ability to read is important and very essential for social and economic development. In this time of pandemic, the risk of learners becoming underprivileged to their education was highlighted. To address this, the Department of education introduced Distance Learning to continue education amidst of COVID-19. Hence, the Department of Education (DepEd) as the leading agency for literacy has been dedicated in pushing forward its goal of making every learner a reader through its various initiatives like 3Bs or Bawat Bata Bumabasa enshrined in DepEd Memorandum No. 173, s2019 and Sulong Edukalidad among others.

With reading as the basic foundation for learning, closure of school and distance learning disables reading practice and producing slow learners. Parents, on the other hand, face struggles in the abrupt shift of the Philippine Education Framework. As partner, parents, teachers and learners need to work together for better learning especially in reading.

This scenario led to conducting this study. Its purpose is to improve the pupils’ oral reading level in English under modular distance learning set-up at Masaya Elementary School using the parent- assisted strategies of Project REAP. The strategies employed are so timely and relevant especially during a health crisis which highly affects and restraints the teachers to have an actual face-to face set-up with their pupils. In this reading program, teachers partnered with parents or

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guardians who played an important role in implementing the project and in monitoring the progress of their children.

The researcher believes that the success of the program lies primarily on the strong partnership with parents or guardians. During pandemic, parents are the ones who serve as teachers in their homes thus their cooperation and involvement are indeed very essential.

Methodology

The research design of the study is descriptive method to analyze the improvement of the reading level of Key Stage 2 learners of Masaya Elementary School in Masaya Rosario, Batangas through Project **REAP**.

Adhering to the standard operating procedures of the Department of Education, the researcher asked the permission from the school principal, the teachers in the intermediate grades and together with the parents of the level for consent to let their children become the subject of the research. After the permission was secured, the researcher personally administered the test to the pupils. To measure the pupil's reading level. Phil-IRI was utilized as a tool. Result in their pre-test and post-test was then analyzed and interpreted.

The fifteen Grade 7 students of Rustico Capahi Sr. Memorial National High School whose reading abilities are at frustration level are the subjects of this study. Their reading level is determined after the conduct of individual reading inventory pre-test using the standardized Phil-IRI tools. Each student's word recognition level, reading speed and comprehension skills are tested and measured.

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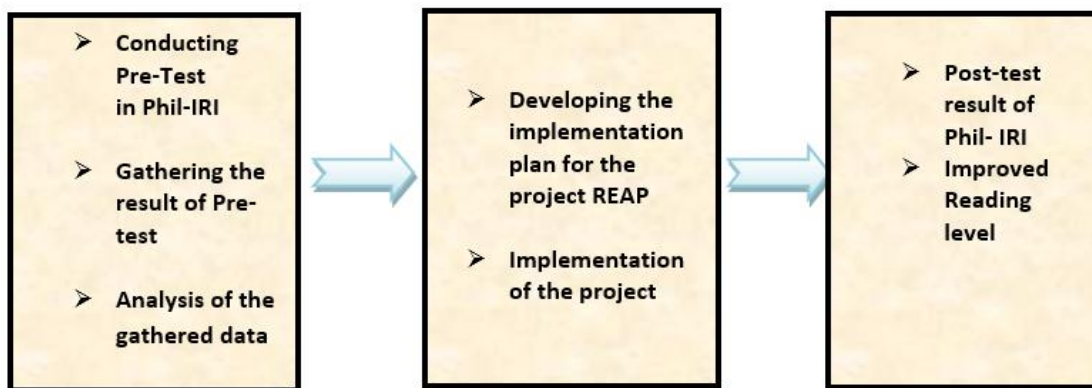
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IRI tools. Each student's word recognition level, reading speed and comprehension skills are tested and measured.

The sample of the study are the pupils in Key Stage 2 consisting of 197 learners of Masaya Elementary School for the school year 2021-2022. This is the chosen locale and sample because the researcher is currently employed and teaching English subject in the said institution. Furthermore, she intends to give recommendation and propose program, policy or any kind of approach to help the school specifically to improve pupils' literacy level.

The instrument used in the study is the Philippine Informal Reading Inventory (Phil IRI) for English Oral Reading approved by Department of Education and administration of the school. It used the pretest and post-test for the treatment and comparison. The rationale behind the use of this method lies on the intention of the teacher not just to describe the influence of intervention to pupils with poor oral reading performance but also to determine the difference of the performance of the pupils before and after the implementation of the program.



Schematic Paradigm
Figure 1

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The researcher was guided by the Schematic Paradigm on pursuing the study. Figure 1 shows the activities underwent by the researcher to determine the reading level of Grades IV- VI pupils. The other is the program used by the researcher to improve the oral reading level of the pupils. The expected output of the study, is to improve the reading level of the identified subject as a reflected result of post-test in Phil-IRI.

RESULTS AND DISCUSSION

1. English Oral Reading (Pre-Test)

Table 1 shows the pupils' reading level during the administration of Phil-IRI Oral reading Pretest.

Table 1
Percentage and Frequency Distribution of Students' Reading Level in English Oral Reading Pre Test

Reading Level	Frequency	Percentage	Rank
Independent	32	16.24%	3
Instructional	61	30.96%	2
Frustration	104	52.79%	1
Slow	64	32.49%	
Syllable	22	11.17%	
At- risk	18	9.14%	
Total	197	100	

It shows that during the Pre-test, majority of the pupils were assessed under Frustration Reading Level which got the highest frequency of 104 or 52.79 % followed by Instructional Reading Level with frequency of 61 or 30.96% while the Independent Reading Level got only the frequency of 32 or 16.24% which means it's with the lowest frequency and percentage. This result signifies

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that more than half of the number of the tested pupils were identified with reading difficulties and need an intervention in order to increase or improve their reading level.

Percentage and Frequency Distribution of Students' Reading Level in English Oral Reading Post Test

Reading Level	Frequency	Percentage	Rank
Independent	78	39.59 %	1
Instructional	74	37.56%	2
Frustration	45	22.84%	3
Slow	33	16.75%	
Syllable	7	3.55%	
At- Risk	5	2.54%	
Total	197	100%	

It was clearly stated above the issues that the learners faced that hindered them to develop their reading proficiency during Modular Distance Learning Modality. These issues were gathered through interviews/getting the voice of the customers done during online conferencing with parents and home visitation. The researcher got their frequency and percentage to find out the extent of the problem to address the intervention to be made. Challenge #8 got the highest frequency of 39 or 19.8% while challenge #2 got the lowest frequency of 16 or 8.12 %. The results revealed that issue #8 which states that more attention/time is given to play and gadgets for online games due to absence of parents' consistent guidance when left home for work is the main issue that hinders pupils to develop their reading proficiency in English.

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Parent-Assisted Reading Intervention Models Undertaken During the Implementation of Project REAP

Table 3

Reading Intervention Models	Manner of Implementation
(1) Functional Learning Area and Supplies at Home for reading (FLASH)	Parents provided a learning area /space at home and reading materials for children to read. This was made a contest to motivate them to comply.
(2) Guided Reading Instruction with Parents (GRIP)	Parents are instructed by the class adviser to spend at least an hour of reading session with their children everyday. The reading journal of their reading sessions is checked weekly by the adviser.
(3) Guiding Learners and Building E-readers (GLOBE)	Each adviser allots at least 3 reading sessions weekly via online for those with access to internet. Parents are advised to join to capacitate them as reading facilitators.
(4) Developing Reading Through Manipulatives with Parents (DREAM)	Teachers introduce the use of manipulatives to parents that can be used for their reading sessions like flashcards for spelling and vocabulary drills, activity sheets, charts of basic sight words and letter tiles to develop their interest and love for reading.
(5) Parents Assistance in Reading through Electronic Learning – (PARE)	Parents are instructed to monitor their child's session in learning reading through videos sent by teachers.
(6) Pupil – Parent Partnership in reading (3Ps)	Everyday parents are obliged to send pictures showing Pupil-Parent Partnership in Reading to adviser.
(7) Monitor learners' reading progress via phone call/messenger	Monthly Monitoring of Learners' Progress in Reading is conducted by the adviser via phone and video calls, messengers, google meet.
(8) Capacity Building for Parents as Reading Facilitators (CARE)	Parents are given Virtual Capacity Building training on how to be effective reading facilitators at home.
(9) Printed Reading Materials are Ensured for Slow Readers (PRESS)	Learners are provided with reading materials on a weekly basis, these materials are ensured suited to the learning needs of the identified learners with reading difficulties

These interventions/strategies addressed the issues met by the pupils during Modular Distance Learning that hindered them to improve and develop their reading skills. Most of the interventions required parents' assistance since it was a home-based reading program and the parents are the reading facilitators.

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These are gaps and issues that hinder Pupils' Oral Reading Improvement in English during Modular Distance Learning Modality as shown by the table below
Table 2

Gaps and Issues	Frequency	Percentage	Rank
1) Less motivated and interested to read at home	18	9.14	7
2) Minimal opportunity for independent reading	16	8.12	8
3) Lack of reading materials and inaccessibility of learning space at home	23	11.68	4
4) Less access to guided reading	34	17.26	2
5) Limited knowledge of parents/guardian in teaching reading	27	13.71	3
6) Restricted approach in monitoring learner's progress	19	9.64	6
7) Lack of access to necessary physical resources such as a computer or a tablet for online reading tutorial	21	10.66	5
8) More attention/time is given to play and gadgets for online games due to absence of parents' consistent guidance when left home for work	39	19.8	1
TOTAL	197	100%	

It can be gleaned from the table that during post-test, Independent Reading Level got the highest frequency of 78 or 39.59 %, followed by the Instructional reading level, got 74 frequency or 37.56% while the Frustration Reading Level got the frequency of 45 or 22.84 %. From these Post Reading Assessment results, we can conclude that there was a significant increase or improvement on the pupils' reading level.

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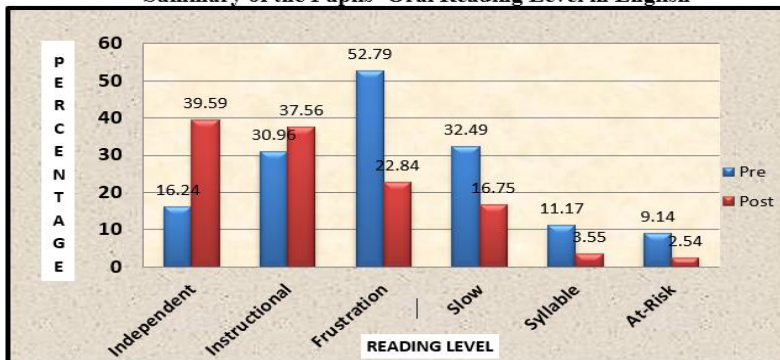
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Table 5
Summary of the Pupils' Oral Reading Level in English



As clearly manifested in the graphical representation above, there was 23.35% increase in Independent Reading level which means some pupils improved their oral reading level after the implementation of the project while the instructional level, there was an increase of 6.6% however there was a decrease of 29.95 % in the Frustration Reading Level.

Implementation Plan

Key Activities	Time Frame	Resources Needed	Expected Output	Person Involved in Charge
Conduct the Pre-Oral Reading Assessment	September 15, 2021	Reading Materials	Consolidated report on Pre-Oral Reading Assessment	School head, Teachers
Revisit the Consolidated report on Pre-Oral Reading Assessment	September 17, 2021	Consolidated report on Pre-Oral Reading Assessment	List of Beneficiaries	School head, English Reading Coordinator
Meeting with the Principal, Reading coordinator (chairperson (proponent of the project) and teachers	September 20, 2021 (10:00 AM)	Draft of Reading Action Plan and Calendar of Activities	Action Plan of the reading program	School head, Reading Coordinator, Teachers
Crafting of Guidelines for the school implementation of the Reading Project program	September 24, 2021 (9:00 AM)	DepEd Memo	Reading Program Guidelines	School head, Reading Chairman, Teachers
Organization of School Reading Program Technical Working Group	October 5, 2021	Technical Working Group	Reading Program TWG	School Head, Teachers
School Launching and Orientation	October 17, 2021 (AM)	Program and invitation	Familiarization with the Reading Program	School Head, School Reading Coordinator, Teachers
Reading Program Implementation	October 20, 2021-June 2022	Reading materials Reading Hub Story books for Children	Full implementation of reading activities/ programs in school	School Head, School Reading Coordinator, Teachers,
Progress Monitoring Conference/ Monthly Konsultabaa	Every last week of the month	Monitoring Report	Updates/ reports on the progress of implementation	School Head, School Reading Coordinator, Teachers
Mid-Assessment Test for Learners	1 st Week of March	Mid - Assessment Test Result	Learners' Progress Report/ Profile	School Head, School Reading Coordinator, Teachers, Volunteers
Post-Assessment Test for Learners	1 st week of June	Post-Assessment Test Result	Learners' Progress Report/ Profile	School Head, School Reading Coordinator, Teachers
Project Evaluation	2 nd Week of June	Certificate of Appreciation	Recognition of Volunteers and Awarding Ceremony	School Head, School Reading Coordinator, Teachers

Monitoring and Evaluation

KEY DIMENSIONS	Evident	Not Evident	Remarks
1. Learners' literacy level in Filipino and English is identified through Individual Reading Assessment from Grades IV to Grade VI.			
2. Crafted / Localized Instructional Materials in Mathematics suited to pupils' numeracy level are prepared.			
3. The learners are grouped according to their reading level and needs.			
4. Reading corner in every classroom from Grade IV to Grade 6 is put up.			
5. All pupils are provided with reading materials suited to their level and capability			
6. Struggling readers are assisted through guided reading			
7. Reading assessment from Grade IV to Grade VI is conducted.			
8. Capacity building is conducted to train parents, guardians and other reading partners as reading facilitators.			

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These results gave an evident significant improvement on Grades IV-VI Pupils' Oral Reading level from the pre-test to the post test.

Illustrated here are the implementation plan which serves as a guide in the implementation of all the activities during the program's implementation period and the monitoring and evaluation tool which is utilized to assess if progress is made in achieving expected results.

CONCLUSION

Based on the findings of the study, the following are concluded:

1. Majority of the pupils who took the Pre-Test in English Oral Reading using the Phil-IRI as a tool belong to the frustration reading level.

2. The issues that the learners faced that hindered them to develop their reading ability during Modular Distance Learning Modality were the ff: 1) Less motivated and interested to read at home 2) Minimal opportunity for independent reading (3) Lack of reading materials and inaccessibility of learning space at home (4) Less access to guided reading (5) Limited knowledge of parents/guardian in teaching reading 6) Restricted approach in monitoring learner's progress (7) Lack of access to necessary physical resources such as a computer or a tablet for online reading tutorial (8) More attention/time is given to play and gadgets for online games due to absence of parents' consistent guidance when left home for work These challenges were gathered through interviews /getting the voice of the customers which was done during the online conferencing with parents and home visitation.

3. "Project REAP" (Reading Enrichment Amidst Pandemic; Through Parent – Assisted Reading Interventions) is the home –based reading program developed to improve the Oral Reading Level of the Key Stage 2 learners which caters different intervention models/ strategies to meet the desired target and goals.

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4. The home-based reading program applied was effective, based on the result of the Post Oral Reading Assessment in English, the number of pupils who fell under the frustration level decreased, while the number of Independent and instructional readers increased. Meaning to say, the reading strategies and interventions utilized in reading program were effective.

Recommendations

Based on the foregoing conclusions, the following are recommended:

1. It is recommended that reading tutorial class for pupils under frustration level may be done to help and support them improve their reading difficulties based on their learning styles/interest, needs and understanding.
2. Reading materials suited to learners' reading level may be provided for guided reading.
3. Teachers should use differentiated reading activities that will improve pupils' reading ability.
4. School activities such as celebration of Reading Month may be used to promote the importance of reading among learners.
5. School should provide capacity building /training to train parents as reading teachers/facilitators.
6. Build strong partnership with parents and make them part of their children's reading activities.
7. Strengthen the implementation of the strategies which were found effective every year .
8. The proposed plan of action may be utilized after being approved by Masaya Elementary School administrator and educational management team.

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